



Department of Nursing

Course Title: Advanced Research and Evidence-based Practice
Course Number: APRN 503
Credit Hours: 3
Semester: Summer I
Day and time: Online
Prerequisites: None

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Course Description:

This course explores quantitative and qualitative approaches to research issues in advanced healthcare practice. Theories, methods, designs, measurement, ethical conduct, and skills in critical research appraisal are emphasized, along with the use of research to improve practice and client outcomes.

Program Outcomes	FNP Track	Nurse Educator Track
1. Demonstrate leadership and <i>integrity</i> in an advanced practice role that effects and changes systems to promote patient-centered care thereby enhancing human flourishing.	Demonstrate leadership and <i>integrity</i> in an advanced practice nursing role that effects and changes healthcare systems to promote patient-centered care thereby enhancing human flourishing.	Demonstrate leadership and <i>integrity</i> in an advanced practice role that effects and changes educational systems to promote learner-centered knowledge thereby enhancing human flourishing.
2. Appraise current interdisciplinary evidence to identify gaps in nursing knowledge and formulate research questions based on the tenets of <i>evidence-based practice</i> .	Appraise current interdisciplinary evidence to identify gaps in nursing practice knowledge and formulate research questions based on the tenets of <i>evidence-based practice</i> .	Appraise current interdisciplinary evidence to identify gaps in nursing education knowledge and formulate research questions based on the tenets of <i>evidence-based teaching practice</i> .
3. Develop interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote positive change in people, systems, and <i>excellence</i> in the nursing profession.	Develop interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote positive change in people, health care systems, and <i>excellence</i> in the nursing profession.	Develop interdisciplinary teamwork and collaboration in the advanced practice nurse educator role in order to promote positive change in people, educational systems, and <i>excellence</i> in the nursing profession.
4. Use <i>informatics</i> to analyze underlying disparities, and	Use <i>informatics</i> to analyze underlying disparities, and	Use <i>informatics</i> to analyze educational disparities, and

knowledge; formulate research questions; promote safety and quality improvement for patient care.	knowledge; formulate research questions; ensuring safety and quality improvement in advance nursing practice for patient care.	knowledge; formulate research questions for educational quality improvement.
5. Apply advanced concepts in science and nursing knowledge to implement health promotion and disease prevention .	Apply advanced concepts in science and nursing knowledge to implement health promotion and disease prevention in advanced practice.	Apply advanced concepts in science and educational knowledge to implement evidence-based teaching practice .
6. Employ knowledge in health policy and financing of health care in order to promote healthcare access and availability to promote human flourishing.	Employ knowledge in health policy and financing of health care in order for the advanced practice nurse to promote healthcare access and availability to promote human flourishing.	Employ knowledge in health policy and financing of health care in order to educate learners about healthcare access and availability to promote human flourishing.
7. Engage in ethical decision-making and utilization of theoretical knowledge in order to provide patient-centered, cost-effective care	Engage in ethical decision-making and utilization of theoretical knowledge in order to provide patient-centered, cost-effective advanced practice nursing care.	Engage in ethical decision-making and utilization of theoretical knowledge in order to provide educational concepts related to cost-effective care.
8. Value cultural and ethnic diversity and caring in order to provide holistic patient-centered care.	Value cultural and ethnic diversity and caring in order to provide holistic patient-centered care by advanced practice nurses.	Value cultural and ethnic diversity and caring in order to provide holistic learning to promote patient-centered care .

Learning Outcomes: At the conclusion of this course, the learner will be able to:

1. Demonstrate leadership ability as an advanced practice nurse and disseminate research findings in order to promote quality patient care.
2. Appraise current interdisciplinary evidence to identify gaps in nursing practice knowledge and formulate research questions.
3. Present interdisciplinary evidence in order to promote quality patient care.
4. Use informatics to retrieve and analyze current research.
5. Appraise evidence in advanced concepts in science and nursing knowledge to improve patient care.
6. Interpret evidence in order to promote health policy and financing that will benefit patient care.
7. Apply ethical decision-making to all research as outlined by standards of government institutional review boards.
8. Value evidence that embraces cultural diversity and caring in order to enhance the accessibility of healthcare for all.

Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, written assignments, paper, & computer-assisted instructions.

Textbooks Required:

Polit, D. F. & Tatano, C. (2012). *Nursing research: Generating and assessing evidence for practice* (9th ed.). Philadelphia: Lippincott, Williams & Wilkins. (ISBN: 13:978-1-60547-708-4).
Publication manual of the American psychological association, 6th edition, (2010). American Psychological Association, Washington, D.C. (ISBN: 13:978-1-433-0561-5).

METHODS OF EVALUATION:

In order to progress in the nursing program, the learner must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog 2015-2016*, p. 209).

Classroom Evaluation Methods:

Appraising of EBP article	10%
IRB tutorial	10%
Formulating a research question for QI project	10%
Literature review	25%
Data collection plan	25%
Research possible funding	10%
Summary	10%
TOTAL	100%

Classroom Grading Scale:

Alphabetic	Raw Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

Rounding

Per program policy, only final grades will be rounded. Final grades of 0.50 or greater will be rounded up to the next whole numeric value. Therefore, a 79.50 is the minimum grade needed to pass this course, as this is rounded to an 80. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

ACADEMIC INFORMATION
Classroom Attendance Policy

The University policy regarding class attendance states, “It is the responsibility of the learner to attend all scheduled meetings in the course in which he/she is enrolled. Please refer to “Class Attendance Policy” *FMU Catalog 2015-2016*, p. 210.

Written Paper Requirements

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learning System unless instructed otherwise.

E-mail

Electronic mail is an essential component of communication between the Nursing Faculty, administration, and learners; therefore, all nursing learners are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email learners within 24 hours with the exception of weekends and holidays. Email to all faculty and learners in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue.

Phone Usage and Messaging

Learners are only to call preceptor for an emergency situation. Faculty will not use verbal phone conversations or texting to discuss any issues with learner. Contacting faculty (other than an emergency clinical issue) must be done by email.

Social Networking Policy

Learners are encouraged to use their most professional judgment in regard to internet social networking sites. Information and /or pictures about the FMU nursing program, faculty, other learners, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

Learner Responsibilities

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Nursing Graduate Student Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

Guidelines for Faculty Appointments

All nursing faculty have posted office hours and learners should do their best to schedule appointments at those times. If those times are not feasible the learner may request the faculty to meet at another time.

Academic Dishonesty

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All learners and faculty are expected to refrain from acts of academic misconduct including,

but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *Department of Nursing Graduate Lerner Handbook (current edition)*: Academic Integrity.

Code of Ethics

The Department of Nursing subscribes to the “Code of Learner Conduct” as defined in the “Learners’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. The Department of Nursing subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all learners and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the University, the Department of Nursing, or the nursing profession. Please see the *Department of Nursing Learner Handbook (current edition)*: Academic Integrity and

<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx>

South Carolina Nurse Practice Act

Learners must abide by the South Carolina Nurse Practice Act (*South Carolina Department of Labor, Licensing, and Regulation*: Board of Nursing, Title 40). The website for the practice act:

<http://www.scstatehouse.gov/code/t40c033.php> or the South Carolina Board of Nursing (SCBON) on the Labor, Licensing, Regulation (LLR) website under policies.

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that nursing learners have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

Taping Classes and Test Reviews

Learners need to ask faculty permission in order to tape any public session, class, or test review. If the faculty grants permission to tape the taped content may only be used for educational purposes. If the taped session is used for purposes other than study or review, the learner will receive a warning for unprofessional behavior.

Definition of Unprofessional Behavior

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment.

Dictates of professional behavior apply to faculty, staff, and learners in the Department of Nursing. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to Department of Nursing policies

- Inappropriate comments written in official documents that impugn faculty, staff, or learners of the Department of Nursing
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior

Unprofessional or disruptive behavior demonstrated by a Department of Nursing learner towards another learner, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic nursing advisor. Learner violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog and Student Handbook*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Chair for the Department of Nursing and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

*All academic warnings are cumulative throughout the program.

Grievance Procedures:

The Department of Nursing adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion university Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts.

Grievances should be discussed first with the faculty involved and if unresolved, with the chair of the department. Resolutions should acknowledge the satisfaction of all parties, but must maintain the integrity of the nursing program. **Following the chain of command is an expected behavior for professional nurses. Failure to follow the correct chain of command will result in a warning for unprofessional behavior.** If the Issue(s) cannot be resolved through the procedures described a formal grievance may be filed as described in the current edition of the *University Graduate Handbook*. Refer also to the *Department of Nursing Graduate Learner Handbook*.

Americans with Disabilities Act (ADA):

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (Francis Marion University Student Handbook, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

Maintaining current certification is the sole responsibility of the learner.

If you have not presented a copy of your current AHA: BLS-HCP card to the Learner Services Coordinator by the required deadline, you will not be permitted to attend classes and/or clinical and this will be considered an absence. Any questions or concerns about this policy should be addressed to the Student Services Coordinator.

Disclaimer

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason faculty will notify learners in the following manner, verbally in class and/or on the announcement page of Blackboard and/or by email.

CONTENT INFORMATION

Topical Outline

Week/ Date	Content:	Resources:	Evaluation Methods of Learning Outcomes:
#1/June 3	Introduction EBP, Generating Evidence and appraising evidence, and developing a question.	Chapters 1-6 & 8	Appraisal of EBP article and IRB Tutorial. Due date: June 8th by 11:59 pm
#2/June 10	Ethics, Qualitative and developing a Plan.	Chapters 7, 9-11 & 20	Formulating a research question for QI project. Due Date: June 15th by 11:59 pm
#3/June 17	Collecting data, scales, and analysis of qualitative research.	Chapters 15-19	Start the Literature Review
#4/June 24	Describing results, analysis of quantitative research, and meta- analysis	Chapters 24-26	Literature Review Due Date: June 22 by 11:59 pm
#5/July 1	Dissemination and grant writing	Chapters 26-27	Data collection plan and research paper for possible funding with Summary Due Date: June 29th by 11:59 pm

***Late Submissions will be deducted 10 points per day.**

GRADING RUBRICS:

Appraising a Research Article

Choose an article from those listed under the “Articles” tab about a topic you would like to study and affect change as a Graduate student within your discipline. This article should have an in-depth appraisal. If you want to use an article you chose remember: **No articles older than five years may be appraised and if you choose**

the article you must send a copy of the article to me for approval. This must be written in APA format. If you do not know APA the writing center has personnel to assist you in being successful. Remember to use your required textbook in guidance in APA formatting.

Research Article Analysis

	94-100 Excellent Described	93-90 Described Well	89-83 Noted	82-80 Referred To	79- 0 Not Addressed
Title-Is the title one that succinctly states key variables? What are the variables? Points 0-8					
Abstract: Does it clearly and concisely summarize features of the article? What is the article about? Points 0-8					
Introduction: Is there a statement of the problem? What is the problem? Points 0-8					
Hypotheses or research question- Clearly stated and appropriately worded? Points 0-8					
Is there a conceptual framework? What is the framework? Points 0-8					
Were human rights protected? How? Points 0-8					
Was the design described? What is the design? Points 0-8					
Was the					

<p>population of the research identified? Who were they? What were the data collection procedures? Points 0-8</p>					
<p>Was the right analysis of the data completed? Why or why not? Points 0-8</p>					
<p>Does the interpretation of findings make sense? Points 0-8</p>					
<p>What are the implications for APRNs or MBAs? Points 0-8</p>					
<p>APA format Points 0-8</p>	No errors	One to two errors	Two to three errors	More than three errors	Not done correctly
<p>Grammar/Spelling Issues Points 0-8</p>	No errors	One to two errors	Two to three errors	More than three errors	Not graduate work.

IRB (Institution Review Board) Tutorial:

NIH Office of Extramural Research: <http://phrp.nihtraining.com/users/login.php>

1. Register and complete! Print certificate and send a copy to the Professor by required date. My email address is: Dhopla@fmarion.edu

Maximum points: 100

Formulate your research question: Include: Study, Problem Statement, Research Question, Hypothesis, Study Methods, Key Findings. This is your PICOT question. You must pick a topic that interests you. What is **YOUR** “Burning question?” See pages 90-91 for an example. APA format required so a title page is required.

Maximum points: 100

Literature Review

Choose at least 3 to 5 research articles about your subject you want to study (can include one meta-analysis or meta-synthesis). Choose the strongest evidence. The pyramid inside your cover of your textbook should give clarity about what kind of level of evidence your article has. These articles may not be older than five years. Other articles that are not research articles may be used for the **background** of the subject and again, no articles older than five years may be utilized. Synthesize the literature in one to two pages and describe how it supports your research question. See page 119 for an example. You will need to **list**: Major strengths, Weakness, and the level of the evidence. You need one additional column or a paragraph explaining **how this literature relates to your Research Question**. APA reporting required. **Maximum points: 100**

Data collection plan

How will you collect data to flush out your research question? What tools would you use? Are the tools copyrighted? If so, how will you gain permission to use? Include a copy of your tool and the validity of the tool being used. Apply this data collection to your research subject Pretend you have conducted this research. Use the Appendix format to attach **a copy of your consent form** that you have developed (see pages 157-161).

Review page 295. APA formatting required. **Maximum points: 100**

Funding

Search funding opportunities and record any that are applicable. What does the application process entail? Show a detailed budget for your research **with line item information for the cost and determine how much money will be needed to fund this research. Fully describe.** Attach a copy of the funding opportunity (you do not have to send the entire grant or fill out the funding application) and **describe the process.** APA formatting required. **Maximum points: 100**

Summary

Describe how this research can improve patient care based on your scientific findings.

Describe the policy development needed to effect a systems change.

Describe the **interdisciplinary team members needed to conduct this research.**

Who should this research be shared with within the healthcare team?

How can this research best be used in a healthcare prevention strategy based on the evidence revealed.

Does this research span the healthcare needs across the lifespan?

Does this research have aspects for healthcare prevention?

This Summary is submitted with the last assignment. APA format is required. There will be points deducted for APA issues, Grammar, Spelling, and/or not answering the above questions.

Maximum points: 100

LATE SUBMISSIONS

There will be **10 points deducted daily** for late submissions to all assignments.