UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

FALL 2019

# COURSE NUMBER NGR 6101

COURSE TITLE Theory and Research for Advanced Nursing Practice

CREDITS 3

PLACEMENT First Semester in BSN-to-DNP Program

PRE/COREQUISITE None

FACULTY

|  |  |
| --- | --- |
| Debra Lynch Kelly (Section 2364) | Ann Horgas (Section 17CH) |
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TEACHING ASSISTANT

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| Courtney Kailunas (Section 2364) | Wendy Cleary (Section 17CH) |

COURSE DESCRIPTION

This course is designed to develop the knowledge and skills necessary to explore the connections between theory and research from nursing and related fields. Emphasis is on the relationship among theory, research and practice.

COURSE OBJECTIVES

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

1. Analyze the links among theory, research, and practice in nursing
2. Analyze the elements of conceptual models and theoretical frameworks
3. Explore the application of theories to nursing practice and research
4. Identify steps of the research process
5. Differentiate between quantitative and qualitative research approaches and their appropriateness to nursing inquiry
6. Critique research studies used to explore clinical problems in nursing
7. Analyze clinical practices and scientific integrity issues utilizing biomedical ethical principles

COURSE SCHEDULE

Section Day Time Room

17CH (Horgas) Web-based

2364 (Kelly) Web-based

e-Learning in Canvas is the course management system that you will use for this course.

Access [e-Learning in Canvas](http://elearning.ufl.edu/) using your GatorLink account name and password. There are several tutorials and student help links on the E-Learning login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send an email to helpdesk@ufl.edu. The internet browser, Google Chrome, works best with e-Learning and it is often helpful to access the course using the VPN connection.

VoiceThread will also be used in this course. VoiceThread is a collaborative, multimedia slide show that holds images, documents, and videos and allows people to navigate pages and leave comments using voice or video. The student recordings are available to the class during the semester and will not be used for another class.

It is important that you check your Gatorlink account email at least daily for College and University wide information and the course e-Learning site for announcements and notifications. All feedback will be given on the web via Canvas and/or direct emails, including grades and comments on assignments. If you contact me by voicemail, on-line posting or email, you can expect a response within 24 hours during the work week and within 48 hours on weekends**.** Exceptions will be posted on Canvas.

**For the purposes of this class, the week will begin on Monday morning at 8:00 AM and will close on Sunday evening at 11:59 PM.**

TOPICAL OUTLINE

1. Theories from nursing and other disciplines influencing evidenced-based practice including general systems theory
2. Critique/evaluation of theories, models, and frameworks
3. Analysis of the relationship between theory, research, and practice
4. Selected steps of the research process:
	1. Problem and purpose statements
	2. Review of relevant literature
	3. Objectives, hypotheses and questions
	4. Research design
5. Qualitative research approaches
6. Quantitative research approaches
7. Biomedical ethical principles
8. Scientific integrity

# TEACHING METHODS

Lectures, discussion, presentations, individual and small group activities.

LEARNING ACTIVITIES

Readings, individual and small group assignments, quizzes.

EVALUATION METHODS/COURSE GRADE CALCULATION

Each student is expected to:

1. Comprehensively read and critically analyze materials assigned for each class topic
2. Actively participate in individual and small group activities of class topics
3. Successfully complete all assignments

Evaluation will be based on the achievement of these criteria. Assignments and their relative weights are as listed below. Details of each assignment will be posted on Canvas.

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| --- | --- |
| **Assignment** | **% of Final Grade** |
| Individual Assignments  | 25% |
| Group Assignments  | 25% |
| Quizzes  | 30% |
| Journal Club Group Presentation & Peer Evaluation | 20% |
|  | 100% |

*Feedback on assignments will be returned within 2 weeks of due date.*

MAKE UP POLICY

ALL assignments are due on the date and time assigned. If lateness is unavoidable, notify the professor ***prior*** to the due date. ***Unexcused late submission will result in grade reduction of one point per day late****.* Make-up quizzes will not be available.

GRADING SCALE/QUALITY POINTS

 A 95-100 (4.0) C 74-79\* (2.0)

 A- 93-94 (3.67) C- 72-73 (1.67)

B+ 91- 92 (3.33) D+ 70-71 (1.33)

 B 84-90 (3.0) D 64-69 (1.0)

 B- 82-83 (2.67) D- 62-63 (0.67)

 C+ 80-81 (2.33) E 61 or below (0.0)

 \* 74 is the minimal passing grade

For more information on grades and grading policies, please refer to [Graduate Student Handbook](http://graduateschool.ufl.edu/).

COMMUNICATION COURTESY/NETIQUETTE

All members of the class are expected to follow rules of common courtesy in all class discussion, small group activities, and email messages. Familiarize yourself with the [UF netiquette policy](http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf). Failure to follow the rules of common courtesy may result in a grade reduction.

COURSE EVALUATION

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

PROFESSIONAL BEHAVIOR

The College of Nursing expects all Nursing students to be professional in their interactions with patients, colleagues, faculty, and staff and to exhibit caring and compassionate attitudes. These and other qualities will be evaluated during patient contacts and in other relevant settings by both faculty and peers. Behavior of a Nursing student reflects on the student's individual’s ability to become a competent professional Nurse. Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at patients, peers, faculty or staff; misuse of written or electronic patient records (e.g., accession of patient information without valid reason); substance abuse; failure to disclose pertinent information on a criminal background check; or other unprofessional conduct can be grounds for disciplinary measures including dismissal.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <https://sccr.dso.ufl.edu/process/student-conduct-honor-code/>. Students are required to provide their own privacy screen for all examination’s administered to student laptops. No wireless keyboards or wireless mouse/tracking device will be permitted during examinations.

University and College of Nursing Policies

Please see the College of Nursing website for student policies (<http://students.nursing.ufl.edu/currently-enrolled/student-policies-and-handbooks/>) and a full explanation of each of the university policies - <http://nursing.ufl.edu/students-2/student-policies-and-handbooks/course-policies/>

Attendance

UF Grading Policy

Accommodations due to Disability

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Faculty Evaluations

Student Use of Social Media

DISABILITY STATEMENT

Students who wish to obtain individual accommodations due to special learning needs must register with the University of Florida Disability Resources Center (DRC) at the beginning of each semester. Accommodations are not retroactive, therefore, students should contact the DRC at the beginning of each semester in the term for which they are seeking accommodations. The DRC may be contacted at 352-392-8565 so that appropriate accommodations may be made. Individual accommodations require time for the Disability Resources Center (DRC) to approve and the faculty to respond to any special learning needs. Each semester, it is the students’ responsibility to notify all their faculty of any special accommodations once approval by the DRC for special accommodations has been made. https://drc.dso.ufl.edu/

# REQUIRED TEXTBOOK

Polit, D. F., & Beck, C.T. (2018). *Essentials of nursing research: Appraising evidence for nursing practice* (9th ed.). Philadelphia, PA: Wolters Kluwer/Lippincott/Williams & Wilkins Health.

# RECOMMENDED TEXTBOOK

American Psychological Association. (2010). *Publication manual of the American*

 *Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

**Supplemental readings will be required; links will be provided via Canvas or as an attachment.**

**DESCRIPTION OF CLASS MODULES** (readings and assignments may be modified to achieve course objectives)

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| **MODULE** | **DATES** | **TOPICS** | **READINGS and DUE DATES** |
| 0 | 8/20 – 8/25 | Course Orientation and Overview | Review the syllabus, welcome video, frequently asked questions, and journal club assignment instructions.  **Sign-up for group journal clubs opens on August 26th at 8:00 a.m.** **You will collaborate with this group for the entire semester.**Quiz open August 20 @ 8:00 am until August 25, 11:59 pm |
| 1 | 8/26 – 9/8Labor Day 9/2 | Nursing Research in Clinical PracticeScientific Integrity and Research Ethics | Polit & Beck, Chapter 1, 2, 3, 5Read the Informed Consent Form for the study, *Foundations for a Targeted Intervention to Mitigate Dysbiosis and Persistent Fatigue for Survivors of Hematopoietic Cell Transplantation.*Group Assignment due September 8 at 11:59 pmIndividual Assignment due September 8 at 11:59 pmQuiz open September 1, 11:59 pm until September 8, 11:59 pm. |
| 2 | 9/9 – 9/22 | Clinical Research ProblemsFinding and Reviewing Research Evidence | Polit & Beck, Chapter 4, 6, 7**Read Journal Club article for your group**Group Assignment due September 22 at 11:59 pmIndividual Assignment due September 22 at 11:59 pmQuiz open September 15, 11:59 pm until September 22, 11:59 pm. |
| 3 | 9/23 – 10/6Homecoming 10/4 | Theoretical FrameworksTheory Evaluation and Implementation | Polit & Beck, Chapter 8Pender, N. (2011). The health promotion model manual. Available on Canvas.Quinn, J.R. (2005). Delay in seeking care for symptoms of acute myocardial infarction: Applying a theoretical model. *Research in Nursing & Health, 28*(4), 283-294.Srof, B.J., Velsor-Friedrich, B., & Penckofer, S., (2012). The effects of coping skills training among teens with asthma. *Western Journal of Nursing Research, 34*(8), 1043-1061.Group Assignment due October 6 at 11:59 pmIndividual Assignment due October 6 at 11:59 pmQuiz open September 29, 11:59 pm until October 6, 11:59 pm. |
| 4 | 10/7 – 10/20 | Quantitative Research:Experimental and Non-Experimental Designs | Polit & Beck, Chapter 9Catlin, A. & Taylor-Ford, R.L. (2011). Investigation of standard care versus sham Reiki placebo versus actual Reiki therapy to enhance comfort and well-being in a chemotherapy infusion center. (2001). *Oncology Nursing Forum, 38*(3), E212-E220.Li., S.Y., Wang, T.J., Vivienne Wu, S.F., Liang, S.Y., & Tung, H.H. (2011). Efficacy of controlling night-time noise and activities to improve patients’ sleep quality in a surgical intensive care unit. *Journal of Clinical Nursing*, *20*(3-4), 396-407.Group Assignment due October 20 at 11:59 pmIndividual Assignment due October 20 at 11:59 pmQuiz open October 13, 11:59 pm until October 20, 11:59 pm. |
| 5 | 10/21 – 11/3 | Quantitative Research: Measurement and Sampling | Polit & Beck, Chapter 10, 14, 15Blanco et al., (2010). A placebo-controlled trial of phenelzine, cognitive behavioral group therapy, and their combination for social anxiety disorder. *Archives of General Psychiatry, 67*(3), 286-295.Group Assignment due November 3 at 11:59 pmIndividual Assignment due November 3 at 11:59 pmQuiz open October 27, 11:59 pm until November 3, 11:59 pm. |
| 6 | 11/4– 11/17Veterans Day 11/11 | Qualitative Research and Mixed Methods | Polit & Beck, Chapter 11, 12, 13, 16, 17Dickson, V., McCarthy, M., Howe, A., Schipper, J., & Katz, S. (2012). Sociocultural influences on heart failure self-care among an ethnic minority black population. *Journal of Cardiovascular Nursing, 28*(2), 111-118.Keenan, G., Yakel, E., Lopez, K.D., Tschannen, D., & Ford, Y.B. (2013). Challenges to nurses’ efforts of retrieving, documenting, and communicating patient care information. *Journal of American Medical Informatics Association, 20*(2), 245-251.Group Assignment due November 17 at 11:59 pmIndividual Assignment due November 17 at 11:59 pmQuiz open November 10, 11:59 pm until November 17, 11:59 pm |
| 7 | 11/18 – 12/4Thanksgiving 11/27 – 11/29Class Ends 12/4 | Journal Club Presentations | For the Journal Club Group Presentations, the dates due are:1. Upload your Power Point Presentation to Canvas under the assignments tab in Module 7 by **November 20 at 11:59 p.m**.
2. Your instructor will post the link to the Journal Club VoiceThread presentation on Canvas by **November 21 at 11:59 p.m.**
3. Narrate your group's slides and have your presentation ready for the class by **November 24 at 11:59 p.m.**
4. All students will respond to one of the discussion questions for each of the other groups by **December 1 at 11:59 p.m.**
5. Each group posts a synopsis of the group discussion, answers any questions, and shares final thoughts or comments by \***December 4 at 11:59 p.m.**
6. All students email the Group Peer Evaluation form to their instructor via Canvas by \***December 4 at 11:59 p.m.**

***\*Items 5 and 6 have the same due date*** |

 Approved: Academic Affairs Committee: 05/96; 05/01, 01/05; 01/15

Faculty: 08/96; 06/01, 01/05; 01/15

UF Curriculum: 10/96; 05/99; 03/15