UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Fall 2021

# 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

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| \*A Zoom link has been posted on the canvas site for your section; faculty will open the meeting for the duration of posted office hours. Feel free to Zoom in to have discussion with your instructor. You may also reach your course instructor via canvas email or office phone. |

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

Faculty Section Day/Time

Cho 2365 Web-based

Horgas 17CH Web-based

Kelly 2364 Web-based

E-Learning in Canvas is the course management system that you will use for this course. E-Learning in Canvas is accessed by using your Gatorlink account name and password at   
<http://elearning.ufl.edu/>. 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 email to [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

It is important that you regularly check your Gatorlink account email for College and University wide information and the course E-Learning site for announcements and notifications. Course websites are generally made available on the Friday before the first day of classes.

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, small group activities, and individual activities

LEARNING ACTIVITIES

Readings, participation in discussion, case study analysis, and study questions

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.

|  |  |
| --- | --- |
| **Assignment** | **% of Final Grade** |
| Individual Assignments | 25% |
| Group Assignments | 25% |
| Quizzes | 25% |
| Discussion Board Assignment | 5% |
| Journal Club Group Presentation & Peer Evaluation | 20% |
| Total | 100% |

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

MAKE UP POLICY

Assignments are due on the dates and times posted; however, we are sensitive to the unique challenges our students may encounter. If lateness is unavoidable, please communicate with your course instructor as soon as possible prior to the due date. We will work with you to accommodate your needs; however, proactive communication is very important. ***Unexcused late submission may result in a grade reduction; generally, one point per day up to one week. After that, the assignment may not be accepted.***Make-up quizzes may not be available or may be in an alternate format. Please make every effort to turn in all assignments on time to avoid getting behind in your course. Please read the Getting Started Guide for more information.

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 University’s grading policies: <https://catalog.ufl.edu/graduate/regulations/>.

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/>.

ACCOMMODATIONS DUE TO DISABILITY

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

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/policies/student-honor-code-student-conduct-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://students.nursing.ufl.edu/currently-enrolled/course-syllabi/course-policies>)

Attendance

UF Grading Policy

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Faculty Evaluations

Student Use of Social Media

# REQUIRED TEXTBOOKS

Polit, D. F., & Beck, C. (2021). *Essentials of nursing research: Appraising evidence for nursing*

*practice* (10th ed.). Philadelphia, PA: Wolters Kluwer/Lippincott/Williams & Wilkins

Health.

RECOMMENDED TEXTBOOK

American Psychological Association. (2019). *Publication manual of the American*

*Psychological Association* (7th ed.). Washington, DC: American Psychological

Association.

Supplemental readings will have links provided via Canvas or as an attachment.

WEEKLY CLASS SCHEDULE

\**See Note below the Weekly Class Schedule (The weekly class schedule is subject to change based on course needs)*

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| **MODULE** | **DATES** | **TOPICS** | **READINGS and DUE DATES** | **PROGRAM OUTCOMES** |
| 0 | 8/23 – 8/30 | 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 24 at 8:00 am.  You will collaborate with this group for the entire semester. |
| **Quiz** open August 23 at 8:00 am until August 30, 11:59 pm |
| 1 | 8/30 – 9/13  *Labor Day 9/06* | Nursing Research in Clinical Practice  Scientific Integrity and Research Ethics | Polit & Beck, Chapter 1, 2, 4, 18 | 1. Evaluate scientific bases from extant and emerging areas of knowledge for advanced nursing practice. 2. Develop advanced leadership and collaborative skills to mobilize interdisciplinary teams to solve highly complex clinical problems. 3. Develop expertise to formulate health policy and provide leadership in establishing clinical excellence and creating new models of cost-effective health care delivery. 4. Critically assess, plan, intervene and evaluate the health experiences of individuals, aggregates and systems to provide safe, evidence-based care. |
| Read the Informed Consent Form for the study entitled: *Foundations for a Targeted Intervention to Mitigate Dysbiosis and Persistent Fatigue for Survivors of Hematopoietic Cell Transplantation.* |
| **Group Assignment** due September 13 at 11:59 pm |
| **Individual Assignment** due September 13 at 11:59 pm |
| **Quiz** open September 6, 12:01 am until September 13, 11:59 pm |
| 2 | 9/13 – 9/27 | Clinical Research Problems  Finding and Reviewing Research Evidence | Polit & Beck, Chapter 3, 5, 6 | 1. Evaluate scientific bases from extant and emerging areas of knowledge for advanced nursing practice. 2. Develop advanced leadership and collaborative skills to mobilize interdisciplinary teams to solve highly complex clinical problems. 3. Critically assess, plan, intervene and evaluate the health experiences of individuals, aggregates and systems to provide safe, evidence-based care. |
| Read Journal Club article for your group |
| **Group Assignment** due September 27 at 11:59 pm |
| **Individual Assignment** due September 27 at 11:59 pm |
| **Quiz** open September 20, 12:01 am until September 27, 11:59 pm |
| 3 | 9/27 – 10/11  *Homecoming 10/08* | Theoretical Frameworks  Theory Evaluation and Implementation | Polit & Beck, Chapter 7 | 1. Evaluate scientific bases from extant and emerging areas of knowledge for advanced nursing practice. 2. Develop advanced leadership and collaborative skills to mobilize interdisciplinary teams to solve highly complex clinical problems. 3. Critically assess, plan, intervene and evaluate the health experiences of individuals, aggregates and systems to provide safe, evidence-based care. |
| Pender, 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 11 at 11:59 pm |
| **Individual Assignment** due October 11 at 11:59 pm |
| **Quiz** open October 4, 12:01 am until October 11, 11:59 pm |
| 4 | 10/11 – 10/25 | Quantitative Research:  Experimental and Non-Experimental Designs | Polit & Beck, Chapter 8 | 1. Evaluate scientific bases from extant and emerging areas of knowledge for advanced nursing practice. 2. Develop advanced leadership and collaborative skills to mobilize interdisciplinary teams to solve highly complex clinical problems. 3. Critically assess, plan, intervene and evaluate the health experiences of individuals, aggregates and systems to provide safe, evidence-based care. |
| Catlin, 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 25 at 11:59 pm |
| **Individual Assignment** due October 25 at 11:59 pm |
| **Quiz** open October 18, 12:01 am until October 25, 11:59 pm |
| 5 | 10/25 – 11/08 | Quantitative Research: Measurement and Sampling | Polit & Beck, Chapter 9, 13, 14 | 1. Evaluate scientific bases from extant and emerging areas of knowledge for advanced nursing practice. 2. Develop advanced leadership and collaborative skills to mobilize interdisciplinary teams to solve highly complex clinical problems. 3. Develop expertise to formulate health policy and provide leadership in establishing clinical excellence and creating new models of cost-effective health care delivery. 4. Critically assess, plan, intervene and evaluate the health experiences of individuals, aggregates and systems to provide safe, evidence-based care. |
| Blanco 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 8 at 11:59 pm |
| **Individual Assignment** due November 8 at 11:59 pm |
| **Quiz** open November 1, 12:01 am until November 8, 11:59 pm |
| 6 | 11/08 – 11/22  *Veterans Day 11/11* | Qualitative Research and Mixed Methods | Polit & Beck, Chapter 10, 11, 12, 15, 16 | 1. Evaluate scientific bases from extant and emerging areas of knowledge for advanced nursing practice. 2. Develop advanced leadership and collaborative skills to mobilize interdisciplinary teams to solve highly complex clinical problems. 3. Synthesize knowledge of cultural diversity and global perspectives in delivering health care and in critiquing nursing systems. |
| Dickson, 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. |
| Ezenwa, M., Yao, Y., Molokie, R. E., Wang, Z. J., Mandernach, M., Suarez, M. L., & Wilkie, D., (2017). Coping with pain in the face of healthcare injustice in patients with sickle cell disease. *Journal of Minority Health, 19*(6), 1449-1456. |
| **Group Assignment** due November 22 at 11:59 pm |
| **Discussion Board** assignment due November 22 at 11:59 pm |
| **Individual Assignment** due November 22 at 11:59 pm |
| **Quiz** open November 15, 12:01 am until November 22, 11:59 pm |
| 7 | 11/22 – 12/08  *Thanksgiving Break 11/24 -11/27*  **Class Ends: 12/08**  Reading Days: 12/09-12/10  Exams: 12/11-12/17 | Journal Club Presentations | **JOURNAL CLUB DATES** | 1. Evaluate scientific bases from extant and emerging areas of knowledge for advanced nursing practice. 2. Develop advanced leadership and collaborative skills to mobilize interdisciplinary teams to solve highly complex clinical problems. |
| 1. Upload your **Power Point Presentation** to Canvas under the assignments tab in Module 7 by **November 23 at 11:59 pm.** 2. Your instructor will post the link to the Journal Club VoiceThread presentation on Canvas by **November 24 at 11:59 pm**. 3. Narrate your group’s slides and have your presentation ready for the class by **November 30 at 11:59 pm.** 4. Each student (individually) will **respond** to at least one discussion question for each of the other groups by **December 4 at 11:59 pm.** 5. Each group **posts a synopsis** of the group discussion, answers any questions, and **shares final thoughts or comments** by **\*December 8 at 11:59 pm.** 6. Each student will complete the Group Peer Evaluation and upload the form to Canvas by **\*December 8 at 11:59 pm.**   ***\*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