

**Western Kentucky University**  
**School of Nursing**  
**RN to BSN Program**  
**Spring 2016**  
**“At WKU the Spirit Makes the Nurse”**

**Course Name:** Introduction to Nursing Research

**Catalog Description:** A study of the research process and its application to nursing practice. Emphasis is placed on critical analysis of selected research in nursing and evaluation of research findings for application to professional nursing practice.

**Course Number:** NURS 412-700  
NURS 412-701  
NURS 412-702  
NURS 412-703

**Class Time:** On-line Class

**Credit Hours:** 3.0 credit hours.

**Faculty Contact Information:**

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*\*Faculty reserves the right to make updates/changes of information/dates for NURS 412. Students will be notified of changes as they occur.\**

**Course Objectives**

Numbers following each objective correspond to program outcomes (PO). Refer to the BSN student handbook. At the end of this course, the student will be able to

1. Use knowledge from the natural sciences, behavioral sciences, humanities, and nursing as a data base for inquiry. (PO 1)
2. Relate the research process to the nursing process. (PO 2, 7, 8, 9)
3. Use critical thinking skills to analyze, synthesize, and evaluate research and researchable problems. (PO 4, 7, 8, 9)
4. Describe the role of the baccalaureate prepared nursing student in research. (PO 2, 4, 7)
5. Explore the evolution of nursing research. (PO 1, 7, 9)

**Instructional Methods:** This course will be delivered totally on-line using Blackboard Software. Instructional methods will include lecture, discussion board, practice exercises, and videos. Lectures will be presented on-line and may be video (Mediasite), podcast, or talking PowerPoint. Additional information will be posted.

### **Required Textbooks**

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

Fain, J.A. (2014). *Reading, Understanding, and Applying Nursing Research, Revised Reprint* (4<sup>th</sup> ed.) F.A. Davis: Philadelphia.

**Required Articles:** See lecture outline.

### **Grading Scale**

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

Please refer to the RN to BSN handbook for information about progression in the program.

### ***Evaluation Methods***

<b>Assignments*</b>	<b>Points</b>
2 examinations (30 points per examination)	60 points
Meet and Greet (5 points) Discussion I (25 points) Discussion II (25 points) Discussion III (25 points)	80 points
Research Critique Paper <b>Article</b> Kalisch, B.J., Xie, B., & Ronis, D.L. (2013). Train-the-trainer intervention to increase nursing teamwork and decrease missed nursing care in acute care patient units. <i>Nursing Research</i> , 62(6), 405-413.	50 points
Research Critique Worksheet <b>Article</b> Niemann, D., Bertsche, A., Meyrath, D., Koepf, E.D., Traiser, C., Seebald, K....Bertsche, T. (2014). A prospective three- step intervention study to prevent medication errors in drug handling in paediatric care. <i>Journal of Clinical Nursing</i> , 24, 101-114.	50 points
<b>Total points</b>	<b>240 points</b>

\* Assignments must be submitted on Blackboard to be graded.

### **Statement of Student Commitment**

We are pleased that you have made the commitment to continue your nursing education. The didactic (lecture) courses in the RN to BSN program are delivered using an on-line delivery method with limited face-to-face meetings on WKU's main campus. You can expect to have similar time commitments for an on-line course as you would in a more traditional course that meets weekly in a classroom environment.

For example, for each 3-hour face-to-face course, there would be a 3-hour time commitment per week for attendance at class. This same timeframe should be allotted for on-line classes to watch Mediasite videos and talking PowerPoints, take examinations and quizzes, participate in discussion boards, and submit assignments. As with a face-to-face class, there is also an

additional time commitment for reading the textbooks, working on course assignments, studying the course content, and completing practice exercises. You should expect this to be approximately 6-9 hours per week for a 3-hour course.

We are excited to have the opportunity to be a part of your RN to BSN program.

### **Student Etiquette/Social Environment**

You will be participating in on-line discussions in this course. It is expected that in addition to following guidelines on rubrics, you will be respectful of your peers. You may pose questions and/or challenge a view of a classmate, but this must be done in a courteous manner.

### **Confidentiality Policy**

Material presented is to be used only for purposes of this class. You must not allow any other person access to the Blackboard site for this class or information presented on Blackboard. No audio taping of any class material presented on-line is allowed. When posting information on Blackboard, you are not to use names of any individual or facility.

### **Testing policy**

Testing policy: If a student goes over the time frame allotted for an on-line test, the following grading guidelines will be followed: If 3 minutes or less over the time frame, there is no penalty. For every additional 3 minutes over the assigned time frame, you will be penalized one point.

If you go over the time limit due to encountering a problem during testing which results in your having to leave the test or quiz and return, please send your instructor an email at this time.

### **Time Frame for Assignments**

All assignments must be completed in a timely manner. Assignments **must** be submitted electronically via Blackboard to be accepted. Papers submitted after the due date will have 10% of the total possible points subtracted from their grade. Papers will **not** be accepted 1 week past the due date.

Assignments (e.g. quizzes, examinations, and discussion boards) will be submitted during the week they are assigned between Monday at 800am through the following Monday at 1100pm. There may be times when faculty have an alternate schedule for specific assignments. Lectures (Mediasite videos), outlines, and handouts will be posted on Monday at 800am of the week they are scheduled. They will remain available for the rest of the semester. Again, in specific cases this may vary.

### **Student Responsibilities**

Students are expected to follow all policies as printed in the *Western Kentucky University School of Nursing Student Handbook*, and the *WKU Student Handbook*.

Students are expected to be self-directed and responsible in their own learning. It is the student's responsibility to seek assistance, make up deficiencies, check Blackboard daily for announcements, and be engaged in on-line activities.

Students who have an average grade below 70% after Exam III or any examination thereafter **are advised** to schedule a telephone meeting weekly with the faculty until an average grade of 70% is achieved. Students who have an average grade above 70% may schedule a telephone meeting at any time.

**Before taking an examination,** the student should read the assigned chapters and articles, watch the Mediasite video, complete the practice exercises, and study the material.

Students who have questions about examination answers should submit the question in writing, document the discussion by citing text pages or class notes, and submit to the faculty for review. At that point in time, in the event that it is evident to the course instructor that a test question is flawed, additional points will be assigned as is appropriate. Once the course final grades are calculated and posted on TopNet, no additional test review, add-on points or bonus points will be considered.

### **Academic Dishonesty**

A score of zero will be applied to any examination, final, or assignment for academic dishonesty.

Please refer to departmental and university handbooks for specific policies regarding academic dishonesty, cheating, and plagiarism.

The faculty reserves the right to turn any submitted assignment into programs that help detect plagiarism.

**Librarian:** The library has a librarian for every department on campus. To schedule an appointment, call 745-6125 or email [web.reference@wku.edu](mailto:web.reference@wku.edu) and you will be connected with the appropriate subject librarian.

**Help Desk:** If you have technical problems with Blackboard, please contact the help desk. The phone number and hours are posted on Blackboard. This does not include having an examination or quiz reset. If you encounter a problem which requires that an examination or quiz be reset, you must contact the faculty.

**Disability Statement:** In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is 270 745 5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

**Affirmative Action Statement:** Refer to the student handbook.

### Nursing 412 Lecture Outline – Spring 2016

<b>Week of</b>	<b>Topics/Exams</b>	<b>Required Articles</b>
<b>January 24 (Week 1)</b>	Chapter 1: Introduction to Nursing Research  <b>Discussion Board I</b>	<b>All of the articles for this course are available full text from the WKU library.</b>  See Mediasite video: How to Retrieve an Article from the Library
<b>January 31 (Week 2)</b>	Chapter 2: Understanding the Research Process and Ethical Issues in Nursing Research	<b>Article 1</b> Stanley, M. & Pollard, D. (2013). Relationship between knowledge, attitudes, and self-efficacy of nurses in the management of pediatric pain. <i>Pediatric Nursing</i> , 39(4), 165-171.
<b>February 7 (Week 3)</b>	Chapter 3: Understanding Evidence-Based Practice  <b>Discussion Board II</b>	<b>Article 1</b>  <b>Evidence Based Practice Toolkit for Nursing</b> <a href="http://libguides.ohsu.edu/content.php?pid=249886&amp;sid=2079582">http://libguides.ohsu.edu/content.php?pid=249886&amp;sid=2079582</a>
<b>February 14 (Week 4)</b>	Chapter 4: Selecting and Defining a Problem  <b>Overview of Research Critique Paper Rubric</b>	<b>Article 2</b> Ang, E., Mordiffi, S., & Wong, H. (2011). Evaluating the use of a targeted, multiple intervention strategy in reducing patient falls in an acute care hospital: A randomized controlled trial. <i>Journal of Advanced Nursing</i> , 67(9), 1984-1992.
<b>February 21 (Week 5)</b>	Chapter 5: Applying Appropriate Theories and Conceptual Models	<b>Article 1</b>
<b>February 28 (Week 6)</b>	Chapter 6: Formulating Hypotheses and Research Questions  <b>Discussion Board III</b>	<b>Article 2</b>
<b>March 6 (Week 7)</b>	<b>Spring Break</b>	
<b>March 13 (Week 8)</b>	Chapter 7: Selecting the Sample and Setting  <b>Exam I: Chapters 1-6 and Articles 1-2</b>	<b>Articles 1-2</b> <b>Article 3</b> Egan, M., & Cornally, N. (2013). Identifying barriers to pain management in long-term care. <i>Nursing Older People</i> , 25(7), 25-31.

		<b>Article 4</b> Bass-Ware, A., Weed, D., Johnson, T., & Spurlock. (2014). Evaluation of the effect of cranberry juice on symptoms associated with a urinary tract infection. <i>Urologic Nursing</i> , 34(3), 121-127.
<b>March 20</b> <b>(Week 9)</b>	Chapter 8: Principles of Measurement  <b>Discussion Board IV</b>	<b>Articles 1-4</b>
<b>March 27</b> <b>(Week 10)</b>	Chapter 9: Data Collection Methods	<b>Articles 1-4</b>
<b>April 3</b> <b>(Week 11)</b>	<b>Research Critique Paper</b>  <b>Due Monday April 11<sup>th</sup> at 1100pm</b>	<b>Research Critique Paper Article</b> Kalisch, B.J., Xie, B., & Ronis, D.L. (2013). Train-the-trainer intervention to increase nursing teamwork and decrease missed nursing care in acute care patient units. <i>Nursing Research</i> , 62(6), 405-413.
<b>April 10</b> <b>(Week 12)</b>	Chapter 10: Analyzing Data  <b>Overview of Research Critique Paper Worksheet</b>	<b>Articles 1-4</b>
<b>April 17</b> <b>(Week 13)</b>	Chapter 11: Selecting a Quantitative Research Design  Chapter 12: Selecting a Qualitative Research Design  <b>Exam II: Chapters 7-11 and Articles 1-4</b>	<b>Article 5</b> Drageset, S., Lindstrom, T.C., Giske, T. & Underlid, K. (2011). Being in suspense: Women's experiences awaiting breast cancer surgery. <i>Journal of Advanced Nursing</i> , 67(9), 1941- 1951.
<b>April 24</b> <b>(Week 14)</b>	Chapter 13: Interpreting and Reporting Research Findings  Chapter 14: Critiquing Research Reports	<b>Article 6</b> Lusardi, P. (2012). So you want to change practice: Recognizing practice issues and channeling those ideas. <i>Critical Care Nurse</i> , 32(2), 55-64.  <b>Article 7</b>

		Pierce, L.L. (2009). Twelve steps for success in the nursing research journey. <i>The Journal of Continuing Education in Nursing</i> , 40(4), 154-164.
<b>May 1 (Week 15)</b>	<b>Research Critique Worksheet</b>  <b>Due Sunday May 8<sup>th</sup> at 1100pm.</b>	<b>Research Critique Worksheet Article</b> Niemann, D., Bertsche, A., Meyrath, D., Koepf, E.D., Traiser, C., Seebald, K....Bertsche, T. (2014). A prospective three-step intervention study to prevent medication errors in drug handling in paediatric care. <i>Journal of Clinical Nursing</i> , 24, 101-114.
<b>May 8 (Week 16)</b>	<b>The Research Critique Worksheet is the final examination for this course.</b>	

*Faculty reserve the right to make changes in the syllabus including adding or subtracting assignments or changing due date. An updated syllabus will be posted on Blackboard if this occurs.*