Course Number and Title: GNUR 450 Research for Health Professionals

Number of Credits, Meeting Schedule: 3.0 Semester Hours; on-line with synchronous session(s)

Faculty: Audrey Klopp, Ph.D., RN, NHA Assistant Professor

Faculty Contact Information including office hours: Email aklopp1@luc.edu
Work Phone (708)752-6602 (cell)
Office Location Maywood Room 2526
Office Hours By appointment

Prerequisites: Statistics

Corequisites: None

Course Description:
This course prepares the student to understand scholarly inquiry, evaluate research evidence, develop evidence-based practices/protocols, and generate knowledge for evidence-based practice. Methods of operationalizing scholarly inquiry include: understanding relationships among nursing theory, research, and practice; formulating research questions; identifying and appraising existing literature; critically evaluating research methodologies used in the study of an issue or problem; and applying inquiry to practice. Translation of scientific evidence to improve practice is emphasized. Social, cultural, political and ethical issues related to research are addressed, consistent with the Jesuit values surrounding social justice.

Course Outcomes
Upon completion of this course, the student will:

1. Demonstrate an understanding of the process of scholarly inquiry as it relates to evidence-based practice.

2. Formulate research questions that address clinical, educational, administrative, or policy issues for evidence-based practice.

3. Identify research methodologies congruent with qualitative and quantitative research questions.

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4. Critically appraise and critique research studies that provide evidence for practice.

5. Use the research process by developing a research question using systematic literature reviews; identifying procedures for data collection including outcome based measurements; and generating plans for data analysis and evaluation of research findings.

6. Conceptualize an evidence-based protocol or pilot research study that corresponds to a clinical, educational, administrative or policy issue or problem.

7. Discuss social, cultural, political and ethical issues related to health care research.

8. Demonstrate ability to use research to advance professional practice through dissemination of evidence.

Teaching methods
This course is being offered in an on-line modular format. All classes will be presented asynchronously, meaning that you can view the modules at anytime during the week. You can work at your own pace through all of the modules that are posted for each week. Each module will give you assignments for the module and questions for postings to the discussion board. You will be expected to answer questions most weeks on the Discussion Board for many modules. Synchronous sessions using Adobe Connect may be added at faculty discretion.

This course relies on the use of the SakaiCourse Management system at Loyola. Michael Paulin will be your contact for computer support. He can be reached at mpauli1@luc.edu or 708-216-3568.

Throughout the course, I will post announcements on Sakai as necessary, usually weekly. I will always send an immediate e-mail when I have posted an announcement. You will find that you can email me as well as your fellow students. I will only email you through your luc.edu account. Should you choose to use your personal or work email accounts, you will need to re-route your email. The web site that can be used for this process is https://pellonia.it.luc.edu/admin.

Course Evaluation:

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Online Quiz 1</td>
<td>10%</td>
</tr>
<tr>
<td>Online Quiz 2</td>
<td>10%</td>
</tr>
<tr>
<td>Online Quiz 3</td>
<td>10%</td>
</tr>
<tr>
<td>Critique of Literature Assignment</td>
<td>15% (7.5% each)</td>
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<tr>
<td>Class Discussion (Discussion Board)</td>
<td>15%</td>
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<tr>
<td>EBP Paper, Final</td>
<td>30%</td>
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Narrated PPT 10%
IRB certification Required, Pass/Fail
Critique of presentations Required, Pass/Fail

Grading Scale
A 94-100
A- 92-93
B+ 89-91
B 86-88
B- 84-85
C+ 80-83
C 78-79
C- 77
D+ 73-76
D 69-72
F 68 or <

Required Text:


(Additional required reading assignments as posted within each module).

Additional Recommended Texts:


Websites:
http://www.guidelines.gov
http://www.cochrane.org

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Course Evaluation Expectation:

The IDEA course feedback system is based on student ratings of their individual learning during a course. A key part of the IDEA system is students offering their rating on the progress they made on learning objectives, using a scale that ranges from “no apparent progress” to “exceptional progress.” The decision to have the IDEA system open for student input during the last two weeks of the class is based, in part, on this foundation. In the last couple of weeks of a course, enough of the course has been completed so that students should be able to accurately gauge the progress they have made on the key learning objectives of the course.

It is a professional expectation that all students participate in course evaluations to guide ongoing program improvement, and all feedback is much appreciated.

Academic Integrity:

Academic honesty is an expression of an ethic of interpersonal justice, responsibility and care applicable to Loyola University faculty, students and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity.

Also see: http://www.luc.edu/media/lucedu/nursing/pdfs/UndergraduateHandbook.pdf (School of Nursing), and refer to the (MSN or DNP) Handbook located in the Blackboard Organization "Information for MSN (or DNP) Students" for a description of the Academic Honesty Policy.

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Attachments to GNUR 450 Syllabus

Quizzes

There will be three online multiple-choice, open-book quizzes. You will have one hour to complete each quiz. Module objectives and practice tests are provided with most modules throughout the course to guide your learning. The (usually weekly) ungraded on-line quizzes will be available to you on Sakai for your practice and mastery of content only and are not included in the grading for this course. This activity is planned to assist you in focusing on important material.

Critique of Literature Assignment

In order to use evidence, you must be able to locate relevant literature and be able to critique written reports of studies as well as other published materials. You will critique one qualitative study and one quantitative study, using a prescribed format. These articles will be provided to you, along with a format for recording your critique. You will be expected to use the Research (Evidence) Grid for each of these critiques. This is intended to help you prepare the Research (Evidence) Grid which will support your evidence-based paper.

Research (Evidence) Grid (an appendix to your EBP Paper)

The research grid will support your review and analysis of the evidence you find in the literature. A sample grid is posted separately as an example for you in the Assignment section of Sakai. As you find and critique literature to support your evidence-based paper, you will use the research (evidence) grid to collect your critiques. This grid must be attached to your paper as an appendix. The grid simply provides an organizational framework to use in your review of published studies.

Evidence-Based Paper

Write an evidence-based practice paper on state of the science on a topic of your choice. First, select a nursing/dietetic intervention, practice, theory/framework or policy that you either question or want to validate. Next, write a research question (PICO format) related to your practice/intervention and search of the literature for current data-based evidence related to your question. Synthesize and critique the data based evidence that you find. Then consider: Is there evidence to support this practice, intervention, theory or policy? If your question leads you to a new approach and if it is not yet incorporated into practice, evaluate whether there is enough “strong evidence” to support use in practice. Finally, please provide a plan to implement a practice change based on the evidence or design a study to test a practice change that has not been proven in the literature. Please note: You must include a balance of studies from nursing journals and other scientific journals as appropriate. Your reference list must include a minimum of 15 references within the last 5-7 years unless the article is considered to be “classic.” Do not use secondary references unless absolutely necessary.

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Please use direct quotes from references very sparingly and only when absolutely necessary. You should report, evaluate, and synthesize findings in your own words making sure to appropriately reference ideas. Remember: summarize, synthesize, and cite. Please carefully proofread your paper for correct grammar, spelling and use of APA format. I am particularly interested in your ability to critically evaluate the literature and synthesize information. Please avoid “listing” information about studies.

**Rubric for Paper Outline and Grading (also a great outline to use as you write)**

1. Introduction of topic and research question  
   Background/Rationale  
   This section should conclude with your statement of the research question that will guide your search of the evidence  
   15 points

2. Significance to nursing/dietetic practice  
   10 points

3. Review and critique of evidence  
   In this section, you will present at least the 4 studies from your research grids. Additional relevant research or supporting literature is accepted and highly encouraged  
   25 points

4. Discussion  
   The discussion section is a synthesis of what you know based on the literature to answer your initial guiding question  
   20 points

5. Plan for further evaluation of your research question  
   Propose how you would further evaluate your research question using an evidenced-based practice study or formal research study. What type of study would you use? Who would be included in your sample? How would you evaluate your findings? How would you disseminate findings?  
   20 points

6. APA format/grammar/spelling/reference list  
   10 points

The paper must be no longer than 6-8 pages in length excluding the title page, abstract, reference list, and appendices. The abstract should summarize your entire paper including your findings and be on a separate page. Please double-space paper and use 1” margins on all sides with 12 Times New Roman font. Use APA 6th edition for formatting paper, headings, and references. You must have a minimum of 15 references.

Please contact me when you have chosen the topic for your paper and certainly if you have questions regarding your paper. A draft of your paper is required, and will receive and detailed feedback.

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Final papers will be submitted via Sakai to TurnItIn, plagiarism detection software. Students will have the opportunity to view the results from TurnItIn and revise their papers.

See Course Schedule for due date of draft and paper.

**Narrated PPT and Class Presentation**

You will complete an 8-10 minute presentation on your paper using Voice Thread to post to Sakai so that your classmates can view and hear it. This presentation will give you an opportunity to share your topic and examples of evidence that support or do not support a particular area of practice. You will then be required to review and critique five of your classmates’ presentations (I will assign which presentations you will critique). The critiques will consist of completing the “Critique Form” (available on Sakai) and submitting the five critiques. Please see Course Outline for due dates.

**Presentation grading**

1. Introduction of topic and research question 2 points
2. Review and critique of literature 3 points
3. Recommendations for Nursing Practice 2 points
4. Presentation Expectations 3 points

**Discussion Board**

Class discussion will occur through use of the Sakai discussion boards. Students will be assigned to a group and will remain in that group for the Discussion Board throughout the semester. These smaller groups of about 5-6 students each tend to facilitate discussion. The focus for the discussion will be identified within each individual module and so will pace your submissions week by week. Active participation in the discussion board is expected in this course and will be graded. Discussion Board posts need not be lengthy (usually a paragraph is sufficient) but should clearly answer the question for the week. **Responding to other student’s threads is required for full credit.** Discussion Board posts for each Module are **due by midnight (CST) each Saturday.** Weekly discussion Board posts will be graded as follows:

**Grading Rubric for Discussion Board Posts**

<table>
<thead>
<tr>
<th>Points</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No response made or late response</td>
</tr>
<tr>
<td>1</td>
<td>Single, short entry – such as “I agree” or “Great answer”</td>
</tr>
</tbody>
</table>

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IRB (CITI) Certification

This activity is planned to contribute to your knowledge of the informed consent process as well as the ethics of research with human subjects. This activity is not graded but is treated as a pass/fail component of the evaluation criteria for the course. To access the IRB training on-line:

1. Go the LUC Office of Research Services Home page.
2. Proceed to the IRB Human Subjects page with IRB certification.
3. On the IRB certification page, you will see instructions to enter the course.
4. The Web site for the course is http://citiprogram.org

You must submit a copy of your successful completion of the IRB course, via e-mail to faculty, before the end of GNUR 450 in order to receive credit for this activity.

Strategies to enhance your success in GNUR 450

- Plan your time efficiently. You should plan to spend 8-9 hours/week dedicated to reading, studying and preparation. Some topics you will find more difficult and may need to spend additional time.

- Relate the content of the course to your clinical experiences, curiosity, and passions. Healthcare research does not occur in isolation. Theory, practice and research are intimately related. Advanced practice nurses are expected to bring these together.

- Stay current with the reading assignments. Some students find that listening to the lecture first, then reading, is helpful. Others read first, then the listen. The beauty of an on-line format is that the lectures are there for repeated use, as you wish.

A. Klopp, January, 2014
• **Be in close contact with faculty.** If you do not understand something, ask for clarification. E-mail, phone, and in-person contact is welcome and genuinely encouraged. Asking questions also provides the faculty member with feedback on the presentation of the course content.