COURSE: GNUR 360 Professional Role Development: Researcher
CREDIT HOURS: 3 Semester Hours
COURSE TIME: TBD

FACULTY: Jorgia Connor, PhD, RN
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COURSE DESCRIPTION:
This course provides basic knowledge regarding the research process and the importance of evidence based nursing practice. Students learn to analyze how evidence is generated to make clinical judgments that inform practice in a variety of settings. Students learn to evaluate research-based evidence for planning, implementing, and evaluating outcomes of care. Students also learn to apply the principles of ethics when advocating for the protection of human subjects in the conduct of research.

COURSE OUTCOMES:
Upon completion of this course, the student will be able to:
1. Explain the research process and evidence based models for applying evidence to clinical practice.
2. Articulate the relationship among theory, nursing practice, and research.
3. Explain evidence generation approaches for practice problems.
4. Explain the principles of ethics and accountability in the research process.
5. Evaluate selected research studies conducted in a variety of settings.

Required Text:

Assigned readings posted on Sakai
Assigned readings found on various online publications, websites, etc.

On-line Web Sources:
http://www.ninr.nih.gov/
http://www.guideline.gov/
http://www.cochrane.org/
http://www.ahrq.gov/
http://www.rwjf.org/
http://www.healthypeople.gov/2020/
Loyola Library On-line Databases:
CINHAL, MEDLINE, Pub Med & Science Direct

Teaching Strategies:
Face-to-face class, lectures, occasional on-line lecture, group exercises, discussion, journal critique, poster development and presentation

Method of Evaluation:

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<tr>
<th>Evaluation</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Test #1</td>
<td>25%</td>
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<td>Test #2</td>
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<tr>
<td>Test #3 (Final Exam)</td>
<td>25%</td>
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<td>Research Article Critique Assignment</td>
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<td>Research Poster Development and Group Presentation</td>
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<td>Critical Thinking Class Exercises</td>
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Attendance Policy
In accordance with the JFRC mission to promote a higher level of academic rigor, all courses adhere to the following absence policy:

- For all classes meeting once a week, students cannot incur more than one unexcused absence.
- For all classes meeting twice a week, students cannot incur more than two unexcused absences.
- For all classes meeting three times a week, students cannot incur more than two unexcused absences.

This course meets once a week, thus a total of 1 unexcused absence(s) will be permitted. Unexcused absences beyond these will result in a lowering of your final grade.

Grading Scale
A   = (94-100)   C   = (77-79)
A-   = (92-93)   C-   = (75-76)
B+   = (89-91)   D+   = (72-74)
B    = (86-88)   D    = (69-71)
B-   = (84-85)   F    = (68 and below)
C+   = (80-83)

Students must achieve a C- (75%) or greater to pass this course. Students will be evaluated by grades on tests, presentations and assignments.

Rounding and Reporting of Scores and Grades:
Unit and final examination scores are posted after any adjustments to the student’s score are completed as part of the item analysis procedure.

All exam scores are reported to 2 decimal places. Scores for unit and final examinations are not rounded up or down. The final course grade, which includes all evaluation elements for the course, is rounded based on the following guidelines:
If the decimal is 0.50 or greater, the score is rounded to the next whole number (e.g., 84.52 is rounded to 85.0)
If the decimal is less than or equal to .49, the score is rounded down to the next lowest whole number (e.g., 84.40 is rounded to 84.0)

The letter grade corresponding to the numeric final course grade is entered into LOCUS.

Course Policies & Requirements:

1. Make-up examinations are not permitted unless exceptional circumstances are present, and written requests for make-up examinations require prior approval of the professor. If an exam is missed, 5 points per day may be deducted at the professor’s discretion.

2. Written assignments are due on the date indicated in the class schedule calendar of the syllabus. Late submission of written assignments will result in 10 percent deducted for each day the assignment is late.

3. Respect for the faculty and fellow students must be demonstrated at all times. Academic integrity is expected of every student in the Marcella Niehoff School of Nursing. A consequence of academic dishonesty (for example, cheating or plagiarism) will be failure in the course where the dishonesty occurred. Students will be honest and complete their own work during exams and assignments. Please refer to the Undergraduate Nursing Student handbook for details.

4. Technology: Use of cell phones is not permitted at any time during class. If you have an emergency and need to use your phone, please inform me and leave class to take care of the emergency. Computers are permitted in class. However, computers must only be used for class purposes. If you are seen using your cell phone or computer for purposes other than class, I will send you a warning via email. The second time the behavior occurs, I will ask you to leave class. You can learn about how taking notes by hand retain more information than those who type them by reading this: Click here. You can also read the full research article found in Sakai.

5. Strategies to Enhance Your Success in GNUR 360:
   a. Plan your time efficiently. You should plan to spend 5-6 hours/week dedicated to reading, studying, and preparation. Some topics you will find more difficult and may need to spend additional time preparing for class. It is important that you spend time learning the meaning of vocabulary words presented in each chapter.

Stay current with reading assignments. You should complete the assigned readings prior to the lecture session. In doing so, you will be prepared to ask questions and seek clarification for concepts that may be difficult to understand.
Relate the content of the course to your clinical experiences. Healthcare research does not occur in isolation. Theory, practice and research are intimately related. As you complete your clinical experiences, seek opportunities to relate the situations you encounter to theory and research.

Use the feedback you receive to improve your performance. The writing assignments are a method for you to receive frequent feedback on your performance. Use the comments you receive to target areas for improvement. Students are sometimes reluctant to ask questions. If you do not understand something, ask for clarification. Asking questions also provides me with feedback on the presentation of the course content.

Read research articles. In addition to the required readings outlined in this syllabus, you should strive to read at least one research article per week from the journals. The reading from various research journals is a way for you to connect the content of GNUR 360 to your clinical experiences. Research, theory, and practice are interrelated. Using the journal to record your observations and impressions of these interrelationships will provide you with a better understanding of how research, theory and practice are intertwined. Start by choosing an article related to an area you are interested in. Later, as you become more proficient in reading research reports, move to more difficult articles, or to areas you may not have as strong of an interest in. Your research book by Burns and Grove is an excellent resource for answering questions that you may have about the research topics.

Course Evaluation Expectation:
It is a professional expectation that all students participate in course evaluations to guide ongoing program improvement. 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 these 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.

Students with a Disability:
Students seeking academic accommodations for a disability must meet with Services for Students with Disabilities (SSWD) to verify the disability and to establish eligibility for accommodations. Students may visit SSWD in Sullivan Center – Suite 117, call 773-508-3700, email SSWD@luc.edu or visit www.LUC.edu/sswd to begin the process. Students should schedule an appointment with their professor to discuss any academic concerns and/or accommodations. Students are encouraged to contact SSWD as early in the semester as possible.

Title IX

Title IX of the Education Amendments of 1972 prohibits sex discrimination against students and
conduct that includes sexual harassment, sexual assault, sexual misconduct, dating violence and stalking. All Loyola University Chicago employees must report Title IX related incidences.

**Academic Integrity Statement:**
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.

http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml (Undergraduate)

http://www.luc.edu/media/lucedu/nursing/pdfs/UndergraduateHandbook.pdf (School of Nursing)