

**GNUR 360 – Professional Role Development: Researcher**

**Credit hours: 3 Semester hours**

**John Felice Rome Center**

Fall 2019

Wednesdays | 9:00 am-12:00pm

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Office Hours: Mon./Wed., 12:30 – 2:30 pm and by appointment

**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.

**Learning 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.
6. Applies evidence search and retrieval strategies for nursing practice issues.

**Required Text / Materials**

LoBiondo-Wood, G. & Haber, J. (2017). Nursing research: Methods and critical appraisal for evidence-based practice (9<sup>th</sup> Ed.). St. Louis, Missouri: Elsevier.

Skloot, R. (2010). The Immortal Life of Henrietta Lacks

**Required Articles:**

**All required articles can be accessed from the Sakai page.**

**On-line Web Sources:**

Johns Hopkins: Honoring Henrietta Lacks: <https://www.hopkinsmedicine.org/henrietalacks/index.html>

<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

**Reference Management Tools:**

RefWorks & EndNote

**Teaching Strategies:**

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

**Assessment Components:**

**Evaluation:**

Test #1	20%
Test #2	20%
Test #3 (non-cumulative)	20%
Critical Thinking/Learning Activities & assignments	25%
HeLa reflection on research, ethics, and disparities	15%

**Critical Thinking/Learning Activities:** The critical thinking class exercises will be done during class. These exercises are designed to help apply information that is being taught that day in class. Most of the activities will be done in class; several will be assigned as homework assignment. **There is no make-up of the in-class exercise if class is missed.**

**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/GRADES:**

- All exam scores are reported to 2 decimal places (when appropriate). Scores for individual and final

examinations are not rounded up or down.

- All non-examination assignments, such as papers are reported in whole numbers, unless the rubric for the assignment specifically includes point allocations other than whole numbers.

**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 up 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

**Taping/Recording of Face-to-Face Lectures**

Students are to request permission from the faculty to record lectures/classes. The recordings are to be used only by the class member who has requested and received permission during the current term. The recordings are not to be forwarded to other students in the current or subsequent terms.

**STRATEGIES TO ENHANCE YOUR SUCCESS IN GNUR 360:**

- **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.
- **Ask Questions.** 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 is an excellent resource for answering questions that you may have about the research topics.

**Attendance Policy** (please note that course attendance is based on prompt class attendance, preparation and active participation in class discussions)

In accordance with the JFRC mission to promote a higher level of academic rigor, all courses adhere to the following absence policy. Prompt attendance, preparation and active participation in course discussions are expected from every student.

- 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 one unexcused absence(s) will be permitted. **Unexcused absences beyond these will result in 1% lowering of the final course grade, for every absence after the “approved limit”.**

### **Academic Honesty**

Plagiarism and other forms of academic dishonesty are unacceptable at the JFRC and will be dealt with in accordance with Loyola University Chicago’s guidelines. Please familiarize yourself with Loyola’s standards here: [http://www.luc.edu/academics/catalog/undergrad/reg\\_academicintegrity.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml). You are responsible to comply with the LUC Student Handbook.

### **Late or Missed Assignments**

Late or missed assignments will not be accepted for grading without the authorization of the instructor.

### **Accessibility Accommodations**

Students registered with the Student Accessibility Center requiring academic accommodations should contact the Office of the Dean at the John Felice Rome Center, the first week of classes.

### **POLICY FOR MISSED EXAMS:**

- A missed exam can be “made up” only if the instructor has been **notified in advance** that the student is unable to take the exam. Documentation of illness from a physician or nurse practitioner will be required. Missed exams must be taken within one week of the date the exam was originally scheduled. The student is responsible for contacting the instructor to schedule a time and place for the make-up exam. The make-up exam will most often be a form of the exam that is different from the one that was given to the rest of the class. The penalty for failure to adhere to this policy will be the deduction of 10 percent per day from the score achieved on the exam for each day that elapses after the date the exam was originally scheduled. If exam has not been taken within one week of the original date of the exam, the student will receive a grade of “0” for the exam.

### **POLICY FOR LATE ASSIGNMENTS:**

- All assignments should be turned in or submitted electronically by the **date and time** specified. If an assignment is going to be late due to illness or an emergency, you must submit to this instructor documentation for why it is late PREFERABLY before the deadline assigned to assignment. Each day an assignment is late 2 points will be deducted from the assignment. Any assignment more than 5 days late will result in “zero” on the grade.

### **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.

### **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](#).

### **ACADEMIC INTEGRITY**

“Academic integrity is expected of every student in the Marcella Niehoff School of Nursing. A consequence of academic dishonesty will be failure in the course where the dishonesty occurred. Greater sanctions may be imposed” (Undergraduate Nursing Student Handbook).

[http://www.luc.edu/academics/catalog/undergrad/reg\\_academicintegrity.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml) (Undergraduate)

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

### **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.

### Course Schedule

Wk	Date	Topic	Assigned Readings
1	9/4	Course Introduction Integrating research, evidence-based practice, and quality improvement processes	Syllabus LoBiondo & Wood (L&W) Chapter 1
2	9/11	Research questions, hypotheses, and clinical questions	Chapter 2
3	9/18	Papal Audience??? No Class	Make up class will be held Friday 9/20
	9/20	Gathering and appraising literature  Qualitative Research  Appraising Qualitative Research	Chapter 3  Chapters 5, 6, 7
4	9/25	<b>Exam 1</b>  Quantitative Research:  Introduction and Types of Quantitative Designs	Chapters 8, 9, & 10
5	10/2	Sampling & data collection	Chapter 12
6	10/9	Legal & Ethical Issues	Chapter 13
7	10/16	<b>Fall Semester Break (10/11-10/20)</b>	
8	10/23	<b>Exam 2</b>  Data Collection Methods  Discussion – Immortal Life of Henrietta Lacks	Chapter 14  Skloot: Chapters 3, 4, 7, 17, 25, 26
9	10/30	Reliability and validity  Data Analysis	Chapters 15 & 16
10	11/6	Understanding Research findings  Appraising quantitative research	Chapters 17 & 18
11	11/13	ON-LINE Application of Research: Evidence Based Practice  Systematic Reviews and Clinical Practice Guidelines	Chapters 19 & 20  Chapter 11

12	11/20	Exam 3	
13	11/27	ON-LINE Quality Improvement	Chapter 21
14	12/4	<b>Final Assignment Due (Paper due)</b>	

**Friday Class Days:**

Friday, September 20 - all classes meeting on Wednesday

Friday, October 25 – all classes meeting with a Thursday schedule, except Italian language classes

Friday, November 15 – any classes

## ASSIGNMENT DESCRIPTIONS

### HeLa reflection on research, ethics, and disparities

Write a 3-5 page reflection paper based on one of the writing prompts listed below.

The paper should be typed and double spaced. Please review the rubric on Sakai for a better understanding of the criteria and expectations of the paper.

#### Writing prompts GNUR 360

1. In the afterword, Skloot summarizes the main issues and legislation surrounding the collection and use of human tissue samples. Write a 2-3 page paper to explain your views on the issue of whether people should be given legal ownership of, and/or control over their tissues.
2. How does religious faith help frame the Lackses' response to, and interpretation of, the scientific information they receive about HeLa?
3. Examine how altruism and profit influenced research related to HeLa. What are the risks and benefits of allowing profit to guide research? What are the obstacles involved with conducting research purely for altruistic reasons?
4. Examine the scientific and medical breakthroughs that have been made possible because of HeLa cells. Do you think that all of these discoveries justify the ethical and/or moral breaches that happened to Henrietta and the Lacks family?
5. How have Henrietta Lacks, her immortal cells, and her family's tribulations effected change in research on human subjects, both directly and indirectly? Use the text to support your response.
6. Some have argued that by signing the consent form, Henrietta consented to all services performed on her, including the biopsy that took the cells that eventually became HeLa. Review the consent form that Henrietta signed. Reflect on whether you think Henrietta was given all the information she needed to make an informed consent. Do you think that Henrietta was capable of giving an informed consent? Why or why not?