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.

Required Text / Materials

Required Articles
All required articles can be accessed from the Sakai page.

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 & Cochrane
**Recommended Journal Sources:**
Applied Nursing Research
Journal of Advanced Nursing
Journal of Immigrant & Minority Health
Journal of Nursing Scholarship
Journal of Trans-cultural Nursing
Nursing Research
Qualitative Health Nursing
Qualitative Health Research
Research in Nursing and Health
Western Journal of Nursing Research
Non-nursing journals searches for information is encouraged

**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:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test #1</td>
<td>20%</td>
</tr>
<tr>
<td>Test #2 (non-cumulative)</td>
<td>20%</td>
</tr>
<tr>
<td>Critical Thinking Exercises (n=10) /Classparticipation</td>
<td>10%</td>
</tr>
<tr>
<td>Assignments (See assignment categories below)</td>
<td>30%</td>
</tr>
</tbody>
</table>

* The assignment categories are: Research funding agencies (5%), Research critical appraisal(10%), Henrietta Lacks ethics reflection (5%), and Group research e-poster presentation (10%).

**See details of the Assessment Components after course schedule on pgs. 8-11**

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>(94-100)</td>
</tr>
<tr>
<td>A-</td>
<td>(92-93)</td>
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<tr>
<td>B+</td>
<td>(89-91)</td>
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<tr>
<td>B</td>
<td>(86-88)</td>
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<tr>
<td>B-</td>
<td>(84-85)</td>
</tr>
<tr>
<td>C+</td>
<td>(80-83)</td>
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<tr>
<td>C</td>
<td>(77-79)</td>
</tr>
<tr>
<td>C-</td>
<td>(75-76)</td>
</tr>
<tr>
<td>D+</td>
<td>(72-74)</td>
</tr>
<tr>
<td>D</td>
<td>(69-71)</td>
</tr>
<tr>
<td>F</td>
<td>(68 and below)</td>
</tr>
</tbody>
</table>

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.

**Attendance Policy**

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.”** Attendance in mandatory in class including all scheduled Friday class days. Absence will be excused only in the event of sickness or an emergency. Student should consult the on campus nurse or call the on call doctor if you are sick. **The collective health of the JFRC is everyone’s responsibility. Do not attend class if you are ill.** In the event of missed class due to sickness or quarantine, the offices of the JFRC Academic Dean and Student Life will work with students and professors to ensure access to course content.

(Please note that course attendance is based on prompt class attendance, preparation and active participation in class discussions)

**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**

Make-up examinations are not permitted unless exceptional circumstances are present. 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 or Missed Assignments

- Late or missed assignments will not be accepted for grading without the authorization of the instructor.
- 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 notify the instructor with the documentation for why it is late, before the assignment due date. 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 SMART eval course feedback system is based on student ratings of their individual learning during a course. A key part of the evaluation 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 evaluation 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 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. You are responsible to comply with the LUC Student Handbook.

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 (Undergraduate)
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.

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.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assigned Readings/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/7</td>
<td>Course Introduction Research, evidence-based practice, and quality improvement processes</td>
<td>Syllabus&lt;br&gt;LoBiondo &amp; Wood (L&amp;W) Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>9/14</td>
<td>Research questions, hypotheses, and clinical questions&lt;br&gt;Gathering and appraising literature</td>
<td>Chapter 2&lt;br&gt;PICO examples&lt;br&gt;Chapter 3</td>
</tr>
<tr>
<td>3</td>
<td>9/21</td>
<td>Qualitative Research</td>
<td>Chapters 5, 6, 7&lt;br&gt;Finalize the topic for group research e-poster presentation</td>
</tr>
<tr>
<td>4</td>
<td>9/28</td>
<td><strong>Test 1 – Online</strong></td>
<td>Quantitative Research Chapters 8, 9, &amp; 10</td>
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<tr>
<td>5</td>
<td>10/5</td>
<td>Introduction and Types of Quantitative Designs</td>
<td>Chapters 8, 9, &amp; 10&lt;br&gt;Research Funding (Grant) Assignment due @ 5pm</td>
</tr>
<tr>
<td>6</td>
<td>10/12</td>
<td>Sampling&lt;br&gt;Legal &amp; Ethical Issues</td>
<td>Chapter 12&lt;br&gt;Chapter 13 &amp; Review Honoring Henrietta Lacks: <a href="https://www.hopkinsmedicine.org/henriettalacks/index.html">https://www.hopkinsmedicine.org/henriettalacks/index.html</a>&lt;br&gt;Research article due for approval for the critical appraisal assignment @ 9 am&lt;br&gt;Meet with faculty in class on 10/12 to receive approval</td>
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<tr>
<td>7</td>
<td>10/19</td>
<td>Data Collection Methods&lt;br&gt;Reliability and validity</td>
<td>Chapter 14&lt;br&gt;Chapter 15&lt;br&gt;HeLa reflection paper (research ethics) Due @ 5pm</td>
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<tr>
<td>8</td>
<td>10/26</td>
<td><strong>Test 2 – Online</strong></td>
<td>Data Analysis Chapter 16</td>
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<tr>
<td>9</td>
<td>11/2</td>
<td>Data Analysis (contd.)&lt;br&gt;Understanding Research</td>
<td>Chapters 16, 17 &amp; 18</td>
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<tr>
<td>10</td>
<td>11/9</td>
<td>Systematic Reviews, Meta analysis, Metasynthesis, and Clinical Practice Guidelines</td>
<td>Application of Research: Evidence Based Practice</td>
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<tr>
<td></td>
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<td>Chapters 11, 19 &amp; 20 Research Presentation Draft Due @ 9:00 am and meet with faculty during class</td>
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<tr>
<td>11</td>
<td>11/16</td>
<td>Research Presentations – Three Groups 20-25 minutes per group</td>
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<tr>
<td>12</td>
<td>11/23</td>
<td>Theoretical frameworks for Research (Online)</td>
<td>Chapter 4 Research article critique due @ 5pm</td>
</tr>
<tr>
<td>13</td>
<td>11/30</td>
<td>Quality Improvement (Online)</td>
<td>Chapter 21</td>
</tr>
<tr>
<td>14</td>
<td>12/7</td>
<td>Test 3 online (9 am-11 am) Location: Sala Room 5</td>
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Assessment Components

**Tests (3 Tests):** These will contain 35-40 multiple choice questions. The test is on-line, and synchronous with your class. You will find them in the Tests & CritThink tab in Sakai on the day of the exam. You will have approximately 80-90 minutes time-window to complete the exam.

**Critical Thinking Activities (10):** 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; some will be assigned as homework assignment. There is no make-up of the in-class exercise if class is missed.

**Assignments:** The assignment categories, percentage distribution, and the guidelines are given below:

1. **Research Funding (Granting) Agencies Assignment (5%)**

   The goal of this assignment is for you to become familiar with the kinds of research funding available to health care researchers and the kinds of grant applications that are now available for health care researchers seeking funding. Students will identify and explain national and organizational priorities, funding and strategies for healthcare-related research that interest you the most (Assignment details are posted in Sakai Assignment tab).
   
   a) List your research interest areas (These sites will help to solidify your Interest: Healthy people 2030, National Institute of Nursing Research, American Public Health association, Midwest Nursing Research Society, Sigma Theta Tal International, Loyola’s Undergraduate Research Opportunities Program (LUROP), National Institute of Health are some sources)
   
   b) List 5 Research Funding (Granting) Agencies that aligns your interest.
   
   c) Select a national or organizational funding agency and address the following questions:
      - Identify one topic area that interests you the most and discuss your reasons for selecting that topic area.
      - Describe the mission of the agency and overarching goals or objectives
      - List the areas of research emphasis
      - Describe funding announcements
      - Discuss the funding opportunities that would be a source of funding for your selected topic area of interest.

   **Note:** The assignment must be submitted as attachment (word document), double-spaced, 3-page maximum, Times New Roman, Calibri or similar font, font size 12. Submit through assignment link in Sakai.

2. **HeLa Reflection on Research Ethics (5%)**

   Review Honoring Henrietta Lacks via the link: [https://www.hopkinsmedicine.org/henriettalacks/index.html](https://www.hopkinsmedicine.org/henriettalacks/index.html)

   Write a 2 page reflection paper based on the writing prompts listed below. The paper should be typed and double spaced, Times New Roman, Calibri or similar fonts, font size 12. Submit through assignment link in Sakai. Please review the rubric posted on Sakai for a better understanding of the criteria and expectations of the paper. Writing prompts are given below:

   1. How have Henrietta Lacks, her immortal cells, and her family’s tribulations effected change in research on human subjects, both directly and indirectly?
   2. 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?
3. 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. 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?

4. Explain your views on the issue of whether people should be given legal ownership of, and/or control over their tissues.

3. Research Proposal e-Poster Presentation (10%)

Health care professionals are expected to utilize evidence-based practice in healthcare delivery and administration while making safe, quality decisions. They need to know how to critically evaluate research study results and apply them to practice. When adequate scientific evidence in not available, the health care professional must be able to develop a research question to address this gap in knowledge.

- Students working in groups of 5 to 6 (randomly assigned by faculty) will present a scholarly research proposal e-poster to the class and faculty for 20 minutes. Each group will select a group coordinator who will communicate with the faculty on a regular basis regarding this assignment. Group coordinators are to copy all group members in email communications with faculty. The problem/population focus areas can be identified from the AHRQ priorities, Healthy People 2030, RWJF or other health care related websites.
- The group coordinator will communicate the e-poster proposal presentation topic to the faculty.
- The guidelines and the poster template for this assignment are posted on Sakai under the Assignments tab of the tool bar.
- Each student will retrieve an article and use the article for completing the synthesis/review of literature section of the e-poster. Choose articles that can yield strong level of evidence. Refer to chapter 1: evidence hierarchy (pyramid).
- Your e-poster presentation should include EBP National Guidelines on your selected problem/population focus area. EBP guidelines can be reviewed at the following websites: http://www.guidelines.gov; http://www.ahrq.gov; http://www.cochrane.org; http://www.joannabriggss.edu.au;
  CINHAL also houses evidence based guidelines
- The group coordinator will also present a draft of the e-poster to the faculty member for final approval prior to the presentation. I recommend the group members to join for this presentation.

4. Research Article Critical Appraisal (10%):

At the baccalaureate level, professional nurses are prepared to be consumers of health care research. Inherent in the consumer role is the need to have the beginning abilities to critically read and critique research studies.

Students will work in groups of 2 (randomly assigned by faculty) to identify a health-related problem/focus area in a health care or community setting or population. Each group will identify a quantitative or qualitative research article based on the problem identified. The article must meet the following specifications:

- Be from a peer-reviewed journal
- Research conducted in the U.S.
- Not more than 5 years old
- Do not use articles that are SYSTEMATIC REVIEWS, OR META-ANALYSIS, LITERATURE REVIEWS, Evidence based clinical guidelines for this assignment
Each group will submit the selected article via the Sakai link for approval. To retrieve articles related to your selected problem/population area you can access the following databases: PubMed, Science Direct, Medline or CINAHL. This article must be submitted to the faculty for pre-approval. Ten points will be deducted from final grade for students/group submitting an appraisal on a non-approved article. Once your article has been approved, your group will conduct a written critique of the article using the Research Article Critique Assignment that can be found under the Assignments tab or as mentioned below. This paper must be submitted to the designated Sakai assignment site along with a copy of the approved article attached. Each member of your group must submit the completed assignment. Please refer to the rubric for how the critique will be graded. Submit as attachment (word document only), double spaced, 7 page (maximum) paper (including Title page and references page), Times New Roman or Calibri or similar font, font size 12. Use APA 7th Ed. Style. Visit APA 7th Ed. tab to view a sample document to follow APA 7th ed. formatting rules.

DO NOT cut and paste from the article, please answer the questions in your own words. You may summarize your answers from the article you have chosen under the following headings.

Write Group Member Names:
Write Title of Research Article, Journal Name, and Year of Publication:
What is the Level of evidence of your article?:
Is it a peer-reviewed article?:

Introduction and Literature Review

1. What is the problem the researchers are studying?
2. What is the purpose of the study?
3. Why is the problem significant to nursing practice? Provide support for your critique.
4. Are there enough literature to support the problem and the remaining steps of the study? Discuss

Design

5. Identify and describe the design of the study (Descriptive, Correlational, Quasi-experimental, or Experimental; qualitative)
6. Does the study include and intervention or treatment? If so, describe the intervention or treatment.
7. Does the design include more than one group? If so, how were participants placed into a group?
8. If qualitative, does the design answers the research questions/purpose?

Variables/concepts

9. What are the variables/concepts studied?
   a. If your study is descriptive, what are the research variables?
   b. If your study is predictive correlational, quasi-experimental or experimental, what are the independent variables and dependent variables?
   c. If your study is qualitative, what are the concepts studied/dervied?

Sample and Setting

10. Describe the inclusion and exclusion criteria.
11. Identify whether the study used probability or nonprobability sampling method.
12. What was the sample size? Is the sample size adequate for the design (quantitative/qualitative)?
13. Describe the sample characteristics (this may also be found in the results section of your article).
14. What are the recruitment and the study settings?

Measurement

15. Identify the measure used for each variable.
16. How did the researchers determine the reliability and validity of each measure?
17. If qualitative, discuss your answer in relation to the validity of the measure used.

Procedures for data collection

18. Describe how data was collected. Is the method appropriate?
19. If qualitative, are there any reporting of data saturation?

Data Analysis

20. What statistical analyses were done to analyze the data?
21. Were there p values? What is your interpretation?
22. What analysis method was used for the qualitative study? Did the researchers report trustworthiness/rigor? Discuss.

Results/Discussion

23. What were the findings of the study?
24. What conclusions did the researchers identify based on their findings?
25. What were the limitations to the study? Do not just list what’s in the article (what do you think the limitations are?). How did these limitations impact the findings of the study?
26. Discuss the external validity or transferability of the study findings.
27. Does the research study contribute to science/add to evidence base? Are there enough evidence (level and quality) to use it for clinical practice?
28. What are the recommendations and implications?

Overall Critique

29. Write one paragraph about the overall strengths of the article and one paragraph about the overall weakness of the article. Your answer may include comments on how the article was written (For example, was there a specific section (background, methods, discussion, etc.) that was written poorly?).

References

30. On a separate page, write 1-2 reference(s) that you used for the critical appraisal assignment in APA style.