

NUR 356: Research for Practicing Nurses Syllabus

ANDERSON UNIVERSITY, ANDERSON, SC

I. COURSE INFORMATION	<p>NUR 356: Research for Practicing Nurses</p> <p>Credit Hours: 3 CREDIT HOURS</p> <p>Course Description: NUR 356 Will focuses on the role of the professional nurse in critical appraisal to determine the merit and readiness of research literature for use in clinical practice.</p> <p>Prerequisites: The only pre-requisite for this class is prior completion of an ADN-RN program.</p>
<p>About the Course: This is a flex program course formatted in a seven-week term, starting on _____ and ending on _____. All course material is due the final date of the course. The suggested due dates/pace guides for application assignments in the modular path and projects in the major projects path will be posted on CANVAS. Make sure to check in with your journey coach and instructor routinely throughout the term. (The recommended time for course work per week is 18-20 hours, including reading and assignments).</p>	
II. INSTRUCTOR INFORMATION	<p>Name:</p> <p>Title:</p> <p>Telephone:</p> <p>Office Hours/Best Time to Contact: I will be available for individual conferences by appointment only. I will also be available via email, text, or phone. If you send me emails, I will do my best to respond promptly, but if you have not heard from me within 48 hours, please contact me again.</p> <p>Office Location: Online via Canvas</p> <p>Email:</p>
III. REQUIRED MATERIALS	<p>Textbook:</p> <p>[REDACTED]</p> <p>[REDACTED]</p>

	<p>Additional Materials: Headset with/microphone; Webcam (integrated or standalone)</p>
Technology Expectations:	<p>Students should have a reliable computer and Internet in order to access course materials and complete assignments. Since this course is web-based, there are some expectations as to technical skills, which include uploading, downloading, and general computer skills. Instructors may require additional software or hardware.</p>
Online Time Expectation:	<p>In college classes, there is a general expectation that learners will need to spend two hours out of class for every hour in the classroom. Therefore, in an online 14-week class, you should expect to work on your course for a minimum of 9 hours each week. For an online 7-week class, you should expect to work on your course for a minimum of 18 hours each week.</p>
Learner Expectations:	<p>In your online courses, you are expected to be an active participant in the course. Even though you may not see your classmates and instructor, AU online and blended courses are designed to include discussion and other forms of collaboration and communication. You should be willing and ready to regularly communicate with classmates and instructors online. You will participate in weekly activities in your courses. You will need to log into your course and check your official Anderson University email account daily. Doing so will allow you to view announcements, participate in class activities, assignments, online discussions, and complete assessments. You are expected to complete all assignments, quizzes, tests, and any other activities by the due date. If difficulties or unforeseen circumstances arise during the course term, please contact the instructor promptly so that accommodations can be arranged.</p> <p>Also, remember to use proper “network etiquette” when communicating with our peers. See the website, http://www.albion.com/netiquette/corerules.html (Links to an external site.) pertaining to “netiquette”. We will be respectful and mindful of one another in this course. Please remember that we all have different opinions and it is ok to disagree but it is important to do so in a respectful manner.</p>

	<p>Do <i>not</i> hesitate to ask questions. You are strongly encouraged to contact your instructor if you have course related questions regarding course concepts, assignments, and feedback provided to you. It is recommended that you contact your instructor using email or canvas well in advance of the due date. Also, your instructors have set aside specific times to be available for phone conferences or chat sessions if you need additional course-related support. When you email questions one of your instructors refer to the course syllabus to view their policy on response time.</p>
GETTING STARTED:	<p>Click on the “Getting Started” link in your course.</p> <p>Getting Started: This course is built using modules, so you'll find everything needed for our program in the Modules tab in the left sidebar. Each module has an overview, so you'll want to start with Module 1 Overview. There's also a Syllabus page used to give you an overview of the course.</p>
IV. COURSE PURPOSE, COMPETENCIES, GOALS, AND OUTCOMES	<p>COURSE PURPOSE: The purpose of Research for Practicing Nurses is to learn to evaluate clinical problems and form evidence-based research questions to solve these clinical problems.</p> <p>COMPETENCIES for NUR356:</p> <p><u>Program Objectives:</u></p> <ol style="list-style-type: none"> 1. Deliver baccalaureate nursing education within a liberal arts framework which is excellence driven and which provides opportunity for the development of the total personality: spiritual, psychological, sociocultural and professional. 2. Prepare the nursing graduate for entry into the profession as a generalist. 3. Provide the foundation in baccalaureate nursing that serves as a basis for future entry into graduate level nursing education. <p><u>BSN Student Outcomes (complete listing in Nursing Handbook)</u></p> <ol style="list-style-type: none"> 6. Utilize the research process and use evidence-based findings in nursing practice to contribute to the improvement of healthcare and the advancement of nursing science. 7. Assume legal and ethical responsibility for nursing activities and responsibility for professional growth.

	<p>8. Appraise personal development of character, exhibit servant leadership, and cultural engagement through the perspective of Christian values and utilize this knowledge to guide behaviors and implement decisions.</p> <p>9. Evaluate evidence of care process outcomes leading to health system improvement and participate in promoting a culture of safety through increased effectiveness and performance.</p> <p>GOALS (Overarching and Ancillary):</p> <p>OVERARCHING GOALS:</p> <p>1. Develop a PICO question for an evidence-based practice (EBP) problem in your area of practice</p> <p>2. Analyze ethical issues in nursing research and discuss how a Christian world view impacts research</p> <p>3. Distinguish among the major types of research</p> <p>4. Critically appraise research articles to identify individual components of a research article</p> <p>5. Summarize your EBP research PICO question and literature review into a culminating paper</p> <p>By the end of this course students will: See Appendix A for additional course information</p>
IDEA Student Learning Outcomes:	<p>Essential</p> <ul style="list-style-type: none"> · Learning how to find, evaluate, and use resources to explore a topic in depth <p>Important</p> <ul style="list-style-type: none"> · Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories) · Developing skill in expressing oneself orally or in writing · Learning to apply knowledge and skills to benefit others or serve the public good.
V. CONTENT OUTLINE AND METHODS OF INSTRUCTION	<p><u>Content Outline:</u></p> <p>Modular Expectations:</p> <p>The student will work through seven modules at personalized pace (do not have to accelerate if student does not want to, follow pacing</p>

	<p>guides) as well over the term. Each module has an overview with specific competencies, resources, and assignments. Each module can typically be completed in one week or sooner. Students will still meet with their instructor and peers during a web conference session each week and with the Journey Coach weekly as well.</p> <p><u>Methods of Instruction:</u> This is an online classroom. We will have textbook chapter readings, lecture notes, as well as short videos to view on specific topics for each module. Students will participate in weekly zoom sessions.</p> <p>To assist students with learning proper APA formatting, there will be resources provided and students may be responsible for completing a quiz on the content.</p>
VI. METHODS OF ASSESSING ACHIEVEMENT OF LEARNING OUTCOMES	<p><u>Graded Projects</u></p> <p>* See Pacing Guides for suggested due dates for all application assignments and/or major projects. There will also be "suggested due dates" to guide you on completion of your assignments. These do not hold any late penalties but are there to aid you in staying on pace for the course.</p>

VII. STUDENT FEEDBACK AND GRADING POLICIES AND PROCEDURES

Required Course Evaluations

Evaluation of the course is required by the AUSON. These evaluations are implemented through the IDEA process that is utilized at Anderson University. Evaluation of the course, clinical site, and clinical faculty are of utmost importance for two reasons: (1) to implement quality improvement within our course, processes and policies; (2) to provide evidence required by our nursing approval and accrediting agencies that standards are being met. It is the student's obligation to provide evaluations, and conversely it is the AUSON's obligation to provide nursing knowledge and content at the appropriate level for the preparation of the professional nurse.

Grading Scale: Grades are calculated from an accumulation of points. Points will be added and then converted to a % to form the final grade.

Anderson University School of Nursing Grading Scale

92 – 100 A

84 – 91 B

75 – 83 C

≤ 74 F

A letter grade of “C” is required for passing all nursing courses. Please refer to the BSN Student Handbook.

Graded Assignments for this course

Activity Types	Points Possible
<u>Application Assignments</u>	<u>87% of Final Grade</u>
Introduction	0
Module 1 Application Assignment # 1: ANA - Framework for How to Read and Critique a Research Study	20
Module 2 Application Assignment # 1: APA formatting Quiz	12.5
Module 3 Application Assignment # 1: Ethics Position Statement	20
Module 3 Application Assignment # 2: NIH Protection of Human Subjects	20
Module 4 Application Assignment # 1: PICO Assignment	10
Module 5 Application Assignment # 1: Defining 3 types of Research	15
Module 5 Application Assignment # 2: Evidence Table	10

Module 6 Application Assignment # 1: EBP PICO question paper	25
Module 6 Application Assignment #2: Reflection Discussion	5
<u>Zoom Sessions</u>	<u>13% Total Percent of Final Grade</u>
Zoom Session #1	5
Zoom Session #2	5
Zoom Session #3	5
Zoom Session #4	5
Total Possible Points	157.5

Demonstration of Proficiency:

Students will have two opportunities to demonstrate proficiency of the modular assignments. If the student does not demonstrate proficiency in the allotted time, a grade of 0 will be given for that assignment and will count toward the student's final grade for the course.

• Module Path Pacing Guide

<u>Module</u>	<u>Assignments</u>	<u>Suggested Due Date and Time</u>
Module 1	Zoom Session Introduce Yourself Module 1 Application Assignment 1	o Zoom session, dates will be chosen by instructor for the week. o Introduce yourself completed by Tuesday of the first week.

		o Module 1 Application Assignment 1 completed by first week of term
Module 2	Zoom Session Module 2 Application Assignment 1	o Zoom session, dates will be chosen by instructor for the week. o Module 2 Application Assignment 1 completed by second week of term
Module 3	Zoom Session Module 3 Application Assignment 1 & 2	o Zoom session, dates will be chosen by instructor for the week. o Module 3 Application Assignment 1 and 2 completed by third week of term
Module 4	Zoom Session Module 4 Application Assignment 1	o Zoom session, dates will be chosen by instructor for the week. o Module 4 Application Assignment 1 completed by fourth week of term
Module 5	Zoom Session Module 5 Application Assignment 1 & 2	o Zoom session, dates will be chosen by instructor for the week. o Module 5 Application Assignment 1 and 2 completed by fifth week of term
Module 6	Zoom Session Module 6 Application Assignment 1 & 2	o Zoom session, dates will be chosen by instructor for the week. o Module 6 Application Assignment 1 and 2 completed by sixth week of term

****These are suggested due dates, you are allowed to complete assignments at your pace, but everything must be submitted before the final day of the course.***

There will be "suggested due dates" to guide you on completion of your assignments. These do not hold any late penalties but are there to aid you in staying on pace for the course.

Rubrics

Rubrics will be provided in each course for all written assignments. All written assignments are to be completed in APA writing style unless otherwise noted by the course instructor.

APA Instructions

The Anderson University School of Nursing uses the Publication Manual of the American Psychology Association (APA), latest edition, to give credit where credit is due and to offer guidelines for standards in expression and formatting of formal written work. Students in the Anderson University School of Nursing should use APA style in all their assignments.

Faculty do not want to diminish the importance of content by placing undue focus on APA formatting during the grading process. However, faculty believe that competence in APA format in professional writing is an essential skill for graduates of AU. Key items that faculty members will consider for APA style when reviewing assignments submitted in Canvas include the following:

- Title page
- Running head, header
- Double-spaced
- In-text citations
- Reference sheet, alphabetized and formatted correctly
- Indented paragraphs
- Properly formatted quotations
- Font size/type
- Third person narrative
- Margins

Penalties for APA formatting non-compliance is determined by the faculty. The assignment grading rubric, provided by your instructor, indicates potential points given for APA format. Faculty will determine a penalty for the first incidence of incorrect APA format (for example, incorrect margins), according to the rubric. Students should be aware that repeated APA infractions for the same problem (for example, repeatedly using incorrect margins) can result in increased assignment penalties, up to receiving a zero (0) for the assignment.

Channel of Communication

Regular feedback about course concerns from students to faculty is welcomed. Any concerns related to a specific professor should first be discussed with the professor involved. If the situation remains unresolved, the next approach is to contact the program coordinator Ms. Andrea Raines by phone at 864-231-5518 or by email at araines@andersonuniversity.edu. If the situation remains unresolved, the next approach

is to contact the Interim Undergraduate Chair Dr. Cindy Cross by phone at 864-231-XXXX or by email at ccross@andersonuniversity.edu

STUDENT FEEDBACK	Students can expect the instructor to respond to emails within 24-48 hours. Students can expect the instructor to grade an assignment, at times provide feedback comments, and update the Canvas grade-book within 7-10 days after the due date, but preferably 3-5 days for accelerated courses (depends upon scope and nature of the assignment as well as length of course). Students can access grades by logging into Canvas (located in the online course on the left control panel).
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VIII. COMPUTER AND INFORMATION TECHNOLOGY USAGE

University Email: All students are assigned and expected to maintain an e-mail address on the Anderson University e-mail system. Learners are expected to check their e-mail several times each week in an online course. Students are responsible for all material, assignments, and announcements sent by e-mail. Ignorance of course requirements, instructor statements and directions, and University announcements or policy statements sent through University e-mail is not an acceptable excuse

Technical Support

If you encounter technical support issues (e.g., LMS is unavailable, username and password are not working), you should immediately contact the IT Help Desk. In your communication with the IT Department, be sure to describe the nature of your problem with as much detail as possible so they can provide the best possible assistance. You are encouraged to first contact the IT Help Desk using the web-based support system listed below. If you are unable to login to the system, you can reach them via phone.

Help Desk Website: <https://helpdesk.andersonuniversity.edu>

Help Desk Phone: (864) 231-2859

Course Related Support

If you encounter problems in your online or blended course are beyond technical problems, contact the Center for Innovation and Digital Learning (CIDL). The CIDL manages online and blended learning at AU. The following issues are valid reasons to immediately contact the CIDL:

- An online exam or assignment is supposed to be open or made available and it is not (contact the instructor first)
- Instructor fails to respond to student questions more than 4 days.
- Instructor has not provided any grades or feedback 2+ weeks past the submission deadline.
- The instructor is not participating in the course at all.

CIDL Website: <https://www.aucidl.com>

CIDL Phone: (864) 231-2199

1. COURSE POLICIES

Class Participation/Attendance: This is an accelerated self-paced course situated within a seven-week format and a significant amount of material is covered within each module. It is important that each student participate actively in class zoom sessions/activities. Attendance is based on your mandatory for this course. Since this is an online course, students should sign in frequently throughout each week. If a student misses work for two consecutive weeks, it will be determined that they are no longer participating in the course will be dropped from the course. If the student is aware of extenuating circumstances that will interfere with this course, please notify the instructor as soon as possible. If there are issues beyond the student's control that prohibits them from completing their class work (i.e. death of loved one, hospitalization), please notify the instructor as soon as possible to make appropriate arrangements.

Academic Dishonesty: Students at Anderson University are expected to conduct themselves with integrity and to be honest and forthright in their academic endeavors. The University faculty's expectations define the following areas that would violate Academic Honesty: plagiarism, fabrication, cheating, and academic misconduct. The policy, process, and penalties, for academic dishonesty are described in the University Catalog. (.285,). See a more detailed description of this issue in the Student Handbook, (42-45) located at <http://www.andersonuniversity.edu/campus/student-handbook> (Links to an external site.).

Statement on Disabilities and Academic Adjustments

If you have a disability that may interfere with your learning, testing, or assignment completion in this course, you may be eligible to receive an academic adjustment to help provide you with an equal opportunity to participate in and benefit from this course. Please contact the staff of the Center for Student Success (<http://www.andersonuniversity.edu/student-success> (Links to an external site.)) who will advise you on appropriate documentation, determine reasonable adjustments, and notify me of any adjustments for which you are eligible. Once you have been approved for an academic adjustment through the Center for Student Success, please discuss with me its appropriate implementation in this course. Documentation must meet the guidelines specified by university policy, and no one else can be notified of your disability or adjustment without your written consent. This process must be repeated for every semester you are enrolled at Anderson University and wish to receive an adjustment. Changes cannot be made to grades earned before a student has requested an adjustment, so please attend to this early in the semester.

Withdrawal Deadlines for the Course: The last day to drop with NO GRADE and NO CHARGE is _____. The last day to withdraw with a Grade of “W” is _____.

1. LEARNING FACILITIES AND RESOURCES AVAILABLE

Thrift Library

Monday through Thursday - 7:45 a.m. to midnight; Friday - 7:45 a.m. to 5:00 p.m.; Saturday - 11:00 a.m. to 5:00 p.m.; and Sunday - 3:00 p.m. to midnight (Closed on all university holidays.)

Mrs. Betsy Elsner, MLIS

Reference and Technology Librarian

Phone: 864-231-2050

belsner@andersonuniversity.edu

<http://www.andersonuniversity.edu/library> (Links to an external site.)

Computer Labs located in Vandiver (first floor) and Bunton (Thrift Library basement)

The Writing Center

NEW: The Writing Center and the Center for Innovation and Digital Learning are excited to announce the launch of the AU Online Writing Center. There is an option for live chat support or assignment-drop off, and there are helpful resources located on the site (built within Canvas). This is currently *only* for students in online classes.

<http://bit.ly/auwriting> (Links to an external site.)

The **Center for Student Success** is located on the third floor of the Thrift Library. The Center provides support for academic assistance, tutoring services, as well as study skills seminars. Call 864-328-1420 to contact the Center or visit their website at <http://www.andersonuniversity.edu/student-success> (Links to an external site.).