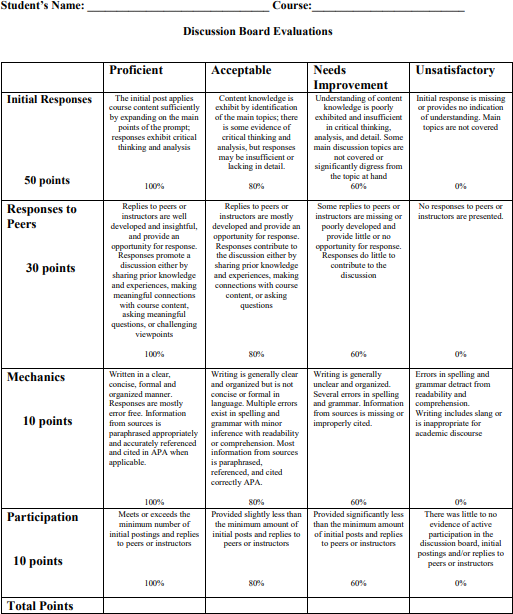
|  |  |  |  |
| --- | --- | --- | --- |
| **Syllabus** | | | |
| **Date** | **Module/Topic** | **Assignment** | **Quizzes** |
| WEEK 1 | Introduction to Nursing Research in an Evidence- Based Practice Environment;  Evidence-Based Nursing: Translating Research Evidence into Practice | Read Chapter 1 & 2 Discussion: post and discuss | Quiz 1 Due First Academic Assignment |
| WEEK 2 | Key Concepts and Steps in Qualitative and Quantitative Research Research Problems,  Research Questions, and Hypothesis. | Read Chapter 3 & 4 Discussion: post ad discuss | Quiz 2 Due |
| WEEK 3 | Literature review: Finding and Critique  Evidence. Theoretical Frameworks | Read Chapter 5 & 6 | Quiz 3 Due |
| WEEK 4 | Ethics in Nursing Research & Planning a Nursing Study | Read Chapter 7 & 8 Discussion: post and discuss | Quiz 4 Due |
| WEEK 5 | Quantitative Research Design. Rigor and Validity in Quantitative Research. | Read Chapter 9 & 10 | Quiz 5 Due  **Library assignment due** |
| WEEK 6 | Specific Types of Quantitative Research & Sampling in Quantitative  Research. | Read Chapter 11 & 12 Discussion: post and discuss | Quiz 6 Due |
| WEEK 7 | Data Collection in Quantitative Research & Measurements and Data Quality | Read Chapter 13 & 14 Library assignment due | Quiz 7 Due |
| WEEK 8 | Developing and Testing Self-Report Scales &  Descriptive Statistics | Read Chapter 15 & 16 Discussion: post and discuss | Quiz 8 Due |
| WEEK 9 | Inferential Statistics & Multivariable Statistics | Read Chapter 17 & 18 Discussion: post and discuss | Quiz 9 Due  **Poster Presentation Due** |
| WEEK 10 | Processes of Quantitative Data Analysis & Clinical Significance and  Interpretation of Quantitative Research | Read Chapter 19 & Ch 20 Discussion: post and discuss | Quiz 10 Due |
| WEEK 11 | Qualitative Research Design and Approaches, Sampling in Qualitative Research & Data  Collection in Qualitative Research | Read Chapter 21, 22, & 23 Discussion: post and discuss | Quiz 11 Due |
| WEEK 12 | Qualitative Data Analysis, Trustworthiness and integrity in Qualitative Research & Basics of  Mixed Methods Research | Read Chapter 24, 25, & 26 Discussion: post and discuss | Quiz 12 Due |
| WEEK 13 | Developing Complex Nursing Interventions & Feasibility Assessments  and Pilot Tests | Read Chapter 27 & 28 Poster Presentation is Due | Quiz 13 Due |
| WEEK 14 | Systematic Reviews of Research Evidence | Read Chapter 29 Discussion: post and discuss | Quiz 14 Due |
| WEEK 15 |  |  | Course Reflection |
| WEEK 16 |  | Final Week | Final Week |

Discussion Rubric:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criterion** | **Outstanding 4** | **Very Good 3** | **Good 2** | **Unacceptable 1** | **Score** |
| **Completeness** | Complete in all respects; reflects all requirements | Complete in most respects; reflects most  requirements | Incomplete many respects; reflects few requirements | Incomplete in most respects; does not reflect  requirements |  |
| **Understanding** | Demonstrates excellent understanding of the topic(s) and issue(s) | Demonstrates an accomplished understanding of the topic(s) and issue(s) | Demonstrates an acceptable understanding of the topic(s) and issue(s) | Demonstrates an inadequate understanding of the topic(s) and issue(s) |  |
| **Analysis** | Presents an insightful and through analysis of the issue (s)  identified | Presents a thorough analysis of most of the issue(s)  identified | Presents a superficial analysis of some of the issue(s)  identified | Presents an incomplete analysis of the issue(s)  identified. |  |
| **Evaluation** | Makes appropriate and powerful connections between the issue(s) identified and the concept(s) studied | Makes appropriate connections between the issue(s) identified and the concept(s) studied | Makes appropriate but somewhat vague connections between the issue(s) identified and the  concept(s) studied | Makes little or no connection between the issue(s) identified and the concept(s) studied. |  |
| **Opinion** | Supports opinion  with strong arguments and | Supports opinion  with reasons and evidence; | Supports opinion  with limited reasons and | Supports opinion  with few reasons and little |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | evidence; presents | presents a fairly | evidence; | evidence; |  |
| a balanced and | balanced view; | presents a | argument is one- |
| critical view; | interpretation is | somewhat one- | sided and not |
| interpretation is | both reasonable | sided argument | objective. |
| both reasonable | and objective |  |  |
| and objective |  |  |  |
| **Recommendations** | Presents detailed, | Presents | Presents realistic | Presents realistic |  |
|  | realistic, and | specific, realistic | or appropriate | or appropriate |
|  | appropriate | and appropriate | recommendation | recommendation |
|  | recommendations | recommendation | supported by the | with little, if any, |
|  | clearly supported by | supported by the | information | support from the |
|  | the information | information | presented and | information and |
|  | presented and | presented and | the concepts | the concepts |
|  | concepts studied | the concepts | studied | studied. |
|  |  | studied |  |  |
| **Grammar and** | Minimal spelling | Some spelling | Noticeable | Unacceptable |  |
| **Spelling** | and grammar errors | and grammar | spelling and | number of |
|  |  | errors | grammar errors | spelling and |
|  |  |  |  | grammar errors |
| **APA guidelines** | Uses APA | Uses APA | Reflects | Does not use |  |
|  | guidelines | guidelines with | incomplete | APA guidelines |
|  | accurately and | minor violations | knowledge of |  |
|  | consistently to cite | to cite sources | APA guidelines |  |
|  | sources |  |  |  |
|  |  |  |  | **Total** |  |

***Course Reflection Guidelines***

# Purpose

*The purpose of this assignment is to provide the student an opportunity to reflect on selected RN- BSN competencies acquired through the NUR3165 course.*

# Course Outcomes

*This assignment provides documentation of student ability to meet the following course outcomes:*

* *The student will be able to produce a complete research paper.*
* *The student will identify the research methods, sources and application in nursing practice.*

***POINTS***

*This assignment is worth a total of 100 points (10%).*

# Requirements

1. *The* ***Course Reflection*** *is worth 100 points (10%) and will be graded on quality of self- assessment, use of citations, use of Standard English grammar, sentence structure, and overall organization based on the required components as summarized in the directions and grading criteria/rubric.*
2. *Follow the directions and grading criteria closely. Any questions about your essay may be posted under the Q & A forum under the Discussions tab.*
3. ***The length of the reflection is to be three pages excluding title page and reference pages.***
4. *APA format is required with both a title page and reference page. Use the required components of the review as Level 1 headers (upper and lower case, centered):*

*Note: Introduction – Write an introduction but do not use “Introduction” as a heading in accordance with the rules put forth in the Publication manual of the American Psychological Association (2010, p. 63).*

* 1. *Course Reflection*
  2. *Conclusion*

# Preparing Your Reflection

The *BSN Essentials* (AACN, 2008) outline a number of healthcare policy and advocacy competencies for the BSN-prepared nurse. Reflect on the **NUR3165** course readings, discussion threads, and applications you have completed across this course and write a reflective essay regarding the extent to which you feel you are now prepared to:

1. *“Explain the interrelationships among theory, practice, and research.*
2. *Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice.*
3. *Advocate for the protection of human subjects in the conduct of research.*
4. *Evaluate the credibility of sources of information, including but not limited to databases and Internet resources.*
5. *Participate in the process of retrieval, appraisal, and synthesis of evidence*

*in collaboration with other members of the healthcare team to improve patient outcomes.*

1. *Integrate evidence, clinical judgment, interprofessional perspectives,*

*and patient preferences in planning, implementing, and evaluating outcomes of care.*

1. *Collaborate in the collection, documentation, and dissemination of evidence.*
2. *Acquire an understanding of the process for*

*how nursing and related healthcare quality and safety measures are developed, validated, and endorsed.*

1. *Describe mechanisms to resolve identified practice discrepancies between identified standards and practice that may adversely impact patient outcomes.” (p. 16).*

*Reference:*

*American Association of Colleges of Nursing [AACN]. (2008). The essentials of baccalaureate education for professional nursing practice. Washington, DC: Author.*

# Directions and Grading Criteria

|  |  |  |  |
| --- | --- | --- | --- |
| ***Category*** | ***Points*** | ***%*** | ***Description*** |
| *(Introduction*  *– see note under requirement #4 above)* | *8* | *8* | *Introduces the purpose of the reflection and addresses BSN Essentials (AACN, 2008) pertinent to healthcare policy and advocacy.* |
| *You Decide Reflection* | *80* | *80* | *Include a self-assessment regarding learning that you believe represents your skills, knowledge, and integrative abilities to meet the pertinent BSN Essential and sub-competencies (AACN, 2008) as a result of active learning throughout this course. Be sure to use examples from selected readings, threaded discussions, and/or applications to support your assertions to address each of the following sub-competencies:*   1. *“Explain the interrelationships among theory, practice, and research.* 2. *Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice.* 3. *Advocate for the protection of human subjects in the conduct of research.* 4. *Evaluate the credibility of sources of information, including but not limited to databases and Internet resources.* 5. *Participate in the process of retrieval, appraisal, and synthesis of evidence in collaboration with other members of the healthcare team to improve patient outcomes.* |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  | 1. *Integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care.* 2. *Collaborate in the collection, documentation, and dissemination of evidence.* 3. *Acquire an understanding of the process for how nursing and related healthcare quality and safety measures are developed, validated, and endorsed.* 4. *Describe mechanisms to resolve identified practice discrepancies between identified standards and practice that may adversely impact patient outcomes.” (AACN, 2008, p. 16).* |
| *Conclusion* | *4* | *4* | *An effective conclusion identifies the main ideas and major conclusions from the body of your essay. Minor details are left out. Summarize the benefits of the pertinent BSN Essential and sub-competencies (AACN, 2008) pertaining to scholarship for evidence-based practice.* |
| *Clarity of writing* | *6* | *6* | *Use of standard English grammar and sentence structure. No spelling errors or typographical errors. Organized around the required components using appropriate headers. Writing should demonstrate original thought without an over-reliance on the works of others.* |
| *APA format* | *2* | *2* | *All information taken from another source, even if summarized, must be appropriately cited in the manuscript and listed in the references using APA (6th ed.) format:*   1. *Document setup* 2. *Title and reference pages* 3. *Citations in the text and references.* |
| ***Total:*** | *100* | *100* | *A quality essay will meet or exceed all of the above requirements.* |

*Grading Rubric*

|  |  |  |  |
| --- | --- | --- | --- |
| *Assignment Criteria* | *Meets Criteria* | *Partially Meets Criteria* | *Does Not Meet Criteria* |
| ***(Introduction – see note under requirement #4 above)***  ***(8 pts)*** | *Short introduction of selected BSN sub- competencies (AACN, 2008) pertinent to scholarship for evidence- based practice. Rationale is well presented, and purpose fully developed.*  ***7 – 8 points*** | *Basic understanding and/or limited use of original explanation and/or inappropriate emphasis on an area.*  ***5 – 6 points*** | *Little or very general introduction of selected BSN sub-competencies (AACN, 2008). Little to no original explanation; inappropriate emphasis on an area.*  ***0 – 4 points*** |

|  |  |  |  |
| --- | --- | --- | --- |
| ***You Decide Reflection*** | *Excellent self-assessment of skills, knowledge, and integrative abilities pertinent to healthcare policy and advocacy. Reflection on pertinent BSN sub-competencies (AACN, 2008) supported with examples.* | *Basic self-assessment of skills, knowledge, and integrative abilities pertinent to healthcare policy and advocacy. Reflection on pertinent BSN sub-competencies (AACN, 2008) not*  *supported with examples.* | *Little or very general self- assessment of skills, knowledge, and integrative abilities pertinent to healthcare policy and advocacy. Little or no reflection on pertinent BSN sub-competencies (AACN, 2008) or reflection not supported with examples.* |
|  |  |  | ***0 – 58 points*** |
| ***(80 pts)*** | ***70 – 80 points*** | ***59 – 69 points*** |  |
| ***Conclusion*** | *Excellent understanding of pertinent BSN sub- competencies (AACN, 2008). Conclusions are well evidenced and fully*  *developed.* | *Basic understanding and/or limited use of original explanation and/or inappropriate emphasis on an area.* | *Little understanding of pertinent BSN sub- competencies (AACN, 2008). Little to no original explanation; inappropriate*  *emphasis on an area.* |
|  |  | ***2 points*** |  |
| ***(4 pts)*** | ***3 – 4 points*** |  | ***0 – 1 point*** |
| ***Clarity of writing*** | *Excellent use of standard English showing original thought with minimal reliance on the works of others. No spelling or grammar errors. Well organized with proper flow*  *of meaning.* | *Some evidence of own expression and competent use of language. No more than three spelling or grammar errors. Well organized thoughts and concepts.* | *Language needs development or there is an over-reliance on the works of others. Four or more spelling and/or grammar errors. Poorly organized thoughts and concepts.* |
|  |  |  | ***0 – 2 points*** |
| ***(6 pts)*** | ***5 – 6 points*** | ***3 – 4 points*** |  |
| ***APA format*** | *APA format correct with no more than 1-2 minor errors.* | *3-5 errors in APA format and/or 1-2 citations are missing.* | *APA formatting contains multiple errors and/or several citations are missing.* |
| ***(2 pts)*** | ***2 points*** | ***1 point*** | ***0 points*** |
| ***Total Points Possible = 100 points*** | | | |