



Course Information	
<b>Course Name:</b>	Scholarly Inquiry in Nursing
<b>Course ID:</b>	NUR 214
<b>Semester:</b>	Spring, TBA
<b>Mode:</b>	Online

Instructor Information	
<b>Instructor:</b>	Tanya Cohn, PhD, MEd. RN
<b>Email:</b>	<a href="mailto:tcohn@umassd.edu">tcohn@umassd.edu</a>
<b>Phone:</b>	617-697-9165
<b>Office Hours</b>	By Appointment

Class Schedule, Office Hours and Location						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Weekly start - online			Initial posts due		Peer responses and assignments due

## Course Description

### Course Description:

*The AACN (2008) Essentials of Baccalaureate Education for Professional Nursing Practice* guided the development of this course which introduces the baccalaureate and/or accelerated program nursing student to the process of scholarly inquiry. The course focuses on preparing students to be consumers and users of research. Specific connections between theory, components of the research process, and their application to evidence-based practice are explored using research exemplars. Strengths and weaknesses of various quantitative and qualitative research designs are discussed, as is their appropriateness for investigating various practice-based problems.

### Prerequisite:

None

### Course Credits:

3 credits.

**Required Text:**

Houser, J. (2018). *Nursing research: Reading, using, and creating evidence*. (4<sup>th</sup> ed.).

Burlington, MA: Jones and Bartlett Learning.

Access to Microsoft Word

**Required Materials:**

See weekly breakdown for articles

American Psychological Association (2010). *Publication Manual of the American Psychological*

Association, 6<sup>th</sup> edition. Author: Washington, DC

NB: Do not purchase the first printing of this manual. It has many errors. The second printing or later are OK to work with. I find the spiral bound copy is the easiest to work with.

**Recommended Text:**

Melnyk, B.M. & Fineout-Overholt, E. (2011). *Evidence-based Practice in Nursing & Healthcare: A*

Guide to Best Practice. (2<sup>nd</sup> ed.). Philadelphia, PA: Lippincott Williams & Wilkins

**Additional Required Readings:** Learning materials will be assigned when appropriate throughout the semester. Most of these materials will be available through the Carney Library or myCourses. When indicated, each student is expected to have access to these materials during synchronous course meetings and discussion groups.

**Additional Computer Skills:** Students must be able to effectively use Blackboard Learn, the library databases, the Internet, email and to hand in written documents using Microsoft Word.

**Course Outcomes**

1. Demonstrates professional responsibility, accountability, and ethical decision making as the basis for delivering health care. (PO 9)
2. Discusses the connection between theory, research, and evidence-based practice. (PO 3)
3. Demonstrates competency in using databases that contain nursing evidence. (PO 4)
4. Critically analyzes nursing research for use in professional nursing practice. (PO 3)
5. Applies standards of ethical, legal, and moral conduct while participating in the research process. (PO 8)

## Communication Plan

### **Expectations for electronic communication**

Please use email *\*ONLY\** when the subject is of a personal and confidential matter. If the question you ask is of a nature that even one other person in the course could benefit from the answer, post the question in the appropriate discussion board forum.

I check my email daily Monday through Friday during normal business hours only. You can expect a reply from me via email within 24 hours during the work week. You *\*may\** get an email reply during the weekend, but that would be an exception not the rule.

I will also check the discussion forums 2-4 times the work week. I will post a summary of key points each of you contributed at the end of the discussion forum and will provide individual feedback in the grade section.

### **Time Considerations**

Students should be prepared to spend a minimum of 3 hours a week on reading and on course assignments. While you may feel that I'm displaying a lot of information to you on a weekly basis remember that in a traditional "live" course you would be coming to class for 3 hours and then spending an additional 3-6 hours (at least) outside of class on assignments and reading. In our online course environment my expectation is that you will be spending those 3 "class hours" on your own, working on the concepts that you would usually get in a live lecture. Please be sure to budget your time accordingly!

### **Substantive participation should:**

- Add value to the discussion and avoid simply repeating, agreeing with, or answering yes or no to peer's comments
- Challenge comments in class, including those of the facilitator
- Ask insightful questions
- Answer other people's questions
- Exemplify the point with real-life events, when possible
- Make comments that are relevant to the course content and objectives

### **Things to keep in mind as you write discussion posts and communicate with other students:**

- Share an experience that is related to the discussion. Comment on other participants' experiences that are related to the course.
- Ask others questions about their ideas and experiences that are related to the course
- Challenge a point that another participant made in a respectful manner. Offer a different perspective on an idea that is being discussed
- Give insights gained from readings that were assigned for the week. If you need more information, ask the participants a question about the week's reading
- Discuss a work issue that is related to the course or discussion and ask for feedback
- Relate how you have applied what you have read, learned or discussed regarding the course to your personal and professional life
- Share another resource such as Web links, books, etc. that you have used to answer other participants' questions or as you explore the topics of the course (as it is a violation of copyright law to copy the actual page)

## Methods of Instruction

### Evaluation and Grading Breakdown:

Assignment	Percentage of Grade
Discussions	25%
Critique of a Systematic Review	25%
Critique of a Quantitative Research Article	25%
Evidence-Based Practice Project	25%

A grade of C or better must be attained in order to pass the course. *Students must earn at least a 73% cumulative average of all coursework and to complete all writing assignments to pass Nursing 214.*

## Online Exercise: Discussion Postings and Peer Responses

### Discussion Postings and Peer Comments (Course Learning Objectives 2, 3, 11, 12) (US Learning Outcomes 2, 3, 4) (25%)

Discussion Postings are an opportunity to critically review literature and incorporate your clinical experience. The topics will vary and these initial discussion postings are expected to be 1 page in length (3-4 paragraphs). It is also expected that you include peer-reviewed literature and course readings with appropriate APA citing and referencing. In addition to initial discussion postings, students are to respond to two of their peers. These peer comments should be 2-3 paragraphs along with written in a scholarly manner using peer-reviewed literature and course readings with appropriate APA citing and referencing. There will be 7 discussions throughout the course.

**Post an initial discussion and participate in the discussion forum by responding to 2 posts by other students. Initial discussion should be posted by 1159 pm Thursday and responses posted by 1159 pm Saturday.**

#### Grading Criteria for Discussion Postings

The work is focused and clearly organized. The message or main point is strong and clear. Information is presented logically and naturally. Ideas are supported by course readings and/or published literature. Peer responses are supportive and include evidence from course readings and/or published literature.	4 points
The work is generally focused and supported by some development of ideas and supporting details. Information is presented in a logical, easy to follow manner that is understandable. Most ideas are supported by course readings and/or published literature. Peer responses are mostly supportive and are mostly evidence supported from course readings and/or published literature.	3 points
The work is somewhat unfocused, underdeveloped but the central focus of the work is clear. The information can be followed with little difficulty. Some to little of the ideas are supported by course readings and/or published literature. Peer responses are include some to little evidence from course readings and/or published literature.	2 points
The central idea or purpose of the student work may not be easily identified or clear. It may be unfocused, underdeveloped, or rambling. Information is presented in a disorganized fashion resulting in difficulty following the student's ideas. No supportive evidence is provided from course readings and/or published literature.	1 points
Not completed	0 points

## Assignments

### **Critique of a Systematic Review (Course Learning Objectives 4, 5, 7, 8, 9, 11) (US Learning Outcomes 1, 2, 3) (25%)**

Systematic Reviews are an important synthesis or state of science on a specific topic. They are extremely valuable pieces of evidence that nurses use for evidence-based practice. Therefore, the baccalaureate degree or accelerated program nurse must be able to critique systematic reviews to determine if they are strong pieces of evidence and thus applicable for applying into practice.

For this assignment 2 systematic reviews will be posted at the beginning of the course. You will pick 1 of the 2 to write your critique of a systematic review. You should be able to complete this assignment in 4-6 pages.

### **Grading Criteria for Research Synthesis**

Review Question: Describe whether the review question is clearly and explicitly stated.	10 points
Search Strategy: Describe whether the search strategy was comprehensive and appropriate to the research question	20 points
Study Quality: Describe how the researchers assessed the individual studies including quality. Did at least 2 researchers review the studies? Was a quality appraisal tool used?	20 points
Synthesis: Describe and critique the synthesis of the research studies included in the systematic review. Was sufficient information pulled from the studies? Was a synthesis of all studies versus summary of each primary article completed?	20 points
Implications for Practice: Describe and critique the conclusions and how the systematic review can be applied to clinical practice.	20 points
APA/Grammar	10 points
Total	100 points

**Critique of a Quantitative Research Article (Course Learning Objectives 4, 5, 7, 8, 9, 11) (US Learning Outcomes 1, 2, 3) (25%)**

The baccalaureate degree or accelerated program nurse is accountable for reading, understanding, interpreting, evaluating and applying research findings in his/her clinical practice. In this assignment each student will critique in writing, a nursing research article that describes findings of a quantitative research study. Two quantitative articles will be posted during the first 3 weeks of the course and students will pick 1 of the 2 to complete their critique. APA format must be used for writing the critique. The final product should be approximately 7-10 pages excluding title page and references.

**Grading Criteria for Critique of a Quantitative Research Article**

Title & Abstract: Describe and critique. Was the title and abstract an adequate representation of the study?	10 points
Research Purpose: Describe and critique.	10 points
Review of the Literature: Describe and critique.	10 points
Sampling: Describe and critique. Is there an adequate sample size? Was the sampling plan adequate to answer the research question?	10 points
Research Design: Describe and critique. Was the research design adequate to answer the research question?	10 points
Data Collection: Describe and critique. Remember to include human protection in research, and instrumentation.	10 points
Data Analysis and Results: Describe and critique. Was the research question answered?	10 points
Implications of Practice: Describe and critique. Are implications for practice discussed? What populations and/or clinical settings is the study appropriate for?	20 points
APA/Grammar	10 points
Total	100 points

**Evidence-Based Practice Project (Course Learning Objectives 1, 4, 5, 6, 7, 8, 9, 10, 11) (US Learning Outcomes 1, 2, 3, 4) (25%)**

As a baccalaureate-prepared nurse or a nurse in an accelerated program, your role will be to interpret and apply your research findings in your clinical practice. In this assignment you will identify a clinical practice change that is relevant to your clinical practice or draw from NUR 255 and deliver an EBP paper and presentation with the goal of sharing research findings and implications for their application with your peers. You will identify a clinical practice question in consultation with faculty.

The 3-5 page paper. The PowerPoint, due at the end of the term, will be posted to the Discussion section for review and comment by your peers. Each student is expected to review and comment on at least 2 other students' presentations.

Students completing this assignment with professionalism and enthusiasm will be asked to present their findings in a poster at the Spring Celebration of Scholarship hosted by the College of Nursing. Details to follow.

Examples of EBP Clinical Practice Questions:

- Do nurse-driven non-pharmacological interventions in patients with X diagnosis better reduce pain compared to just pharmacological interventions?
- Does open visitation in an Intensive Care Unit increase patient satisfaction compared to specific visitation hours?
- Do newly graduated nurses with less experience at greater risk of turnover compared to nurses with five or more years of experience?
- How do the heart rates and blood pressure of premature newborns in the Neonatal Intensive Care Unit experiencing music therapy differ from when there is no musical therapy?

## Grading Criteria for Evidence Based Project

Criteria	Details	Points
Statement of the Problem	Describe the problem using supporting evidence.	15
Clinical Practice Question	State the clinical practice question using the PICO/PICOT format.	15
Appraisal of the Evidence	Identify 3-4 pieces of peer reviewed published literature to support your proposed clinical practice change. These pieces of evidence should be obtained through the College Library and be systematic reviews, meta analyses, and/or research studies. <i>It is recommended to use the Rapid Critical Appraisal Checklist to assist with identifying and critiquing the evidence.</i>	30
Appraisal of Patient Preferences and Clinical Expertise	Describe any patient preferences or clinical expertise that should be taken into account when determining the practice change to be implemented.	30
APA/Grammar		10
Total		100 points

### Late Assignments:

No discussions or assignments will be accepted after the due date unless the instructor has granted permission for an extension prior to required submission date.

### Attendance Policy

This may not apply in online courses.

### Incomplete Policy

According to the university catalogue, an incomplete may be given only in exceptional circumstances at the instructor's discretion. The student must be passing at the time of the request or be sufficiently close to passing. If the work is not completed within one year of the recording of the incomplete grade, the grade will become an F(I). The incomplete policy for this course is that at least 70% of the course must be already completed and an exceptional circumstance (i.e. medical issue) must exist. If you feel you require an incomplete for an exceptional reason, you need to email me and state your reasons for the incomplete in writing. We will then decide on a course of action.

### Course Conduct

UMass Dartmouth policies regarding equal opportunity, discrimination, harassment, and sexual violence apply to all learning environments wherever they are located and from wherever they are taught. This applies to all UE face-to-face, off campus, blended, and online courses. Please see the Office of Diversity, Equity & Inclusion brochure for information at

## Student Academic Integrity Policy

All UMass Dartmouth students are expected to maintain high standards of academic integrity and scholarly practice. The University does not tolerate academic dishonesty of any variety, whether as a result of a failure to understand required academic and scholarly procedure or as an act of intentional dishonesty.

A student found responsible of academic dishonesty is subject to severe disciplinary action which may include dismissal from the University. The procedure for responding to incidents of academic dishonesty may be found in Section III of this document. You may also refer to the Student Handbook for information about the judicial process.

A high standard of academic integrity promotes the pursuit of truth and learning and respect for the intellectual accomplishments of others. These are values that are fundamental to the mission of this University. Such values are undermined by academic dishonesty.

Academic freedom is a fundamental right in any institution of higher learning. Honesty and integrity are necessary preconditions of this freedom. Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged and deemed appropriate by the instructor of the course. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses.

Maintenance of the standards of academic integrity and the successful administration of this policy depend on the mutual cooperation of faculty and students.

Faculty cooperation is essential for successful application of the procedures defined by this Academic Integrity Policy. Faculty members promote academic integrity by making clear on their syllabi their expectations concerning homework assignments, collaborative student efforts, research papers, examinations, computer-based infractions, and the like. Efforts should be made to detect and to prevent cheating and plagiarism in all academic assignments. If faculty members have evidence of academic dishonesty, they are expected to report such evidence promptly.

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Students are also expected to report incidents of academic dishonesty to the instructor or dean of the instructional unit.

The intent of this policy is to make clear the standards of academic integrity at UMass Dartmouth.

\*For additional information on violations, infractions, and consequences visit the UMass Dartmouth Student Academic Integrity Policy at the link below.

<https://www.umassd.edu/policies/activepolicylist/academicaffairs/academicintegritypolicyandreportingform/>

## Center for Access and Success

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please meet with the instructor at the beginning of the semester and provide the appropriate paperwork from the [Center for Access and Success](#). The necessary paperwork is obtained when you bring proper documentation to the Center, which is located in Pine Dale Hall, Room 7136; phone: 508.999.8711.

## Resources for UMass Dartmouth Students

## Tutoring

If you are having difficulty with the class please:

- Contact me directly using the contact information listed at the top of this document.
- Contact the Academic Resource Center (ARC) for support:
  - Academic Resource Center, Liberal Arts - Room 007
  - Phone: 508.999.8708, Fax: 508.910.6404
- For help with writing assignments you can also make use of online writing tutoring.
  - eTutoring can be accessed at [this link](#) or by clicking the "Online Tutoring" link at the top of the myCourses Dashboard.

## Technical Help

Technical support for myCourses is available 24/7:

- 24/7 email, live chat, and phone support for myCourses is available at [umd.echelp.org](http://umd.echelp.org).
- Support information for all other UMass Dartmouth technologies can be found here: <http://www.umassd.edu/extension/technicalresources/>

Course Schedule		
Week/Date Beginning	Unit of Instruction Topic	Responsibilities
Week 1 (TBA)	An Introduction to Research <ul style="list-style-type: none"><li>• The Importance of Research as Evidence in Nursing</li><li>• The Research Process and Ways of Knowing</li><li>• Ethical and Legal Considerations in Research</li></ul>	<b>Reading:</b> Houser--Chapters 1, 2, 3  <b>Article:</b> Khan, K.S., Kunz, R., Kleijnen, J., and Antes, G. (2003). Five steps to conducting a systematic review. <i>Journal of the Royal Society of Medicine</i> , 96, 118-121.  <b>Activity:</b> Introductions, Discussion Posting 1  <b>Evaluation:</b> Submit Online exercise to Discussion section and complete 2 peer responses. All postings should be supported by evidence.
Week 2 (TBA)	Planning for Research <ul style="list-style-type: none"><li>• Finding Problems and Writing Questions</li><li>• The Successful Literature Review</li><li>• Selecting an Appropriate Research Design</li></ul>	<b>Reading:</b> Houser—Chapters 4, 5, 6  <b>Activity:</b> Discussion Posting 2, Critique of a Systematic Review  <b>Evaluation:</b> (1) Submit Online exercise to Discussion section and complete 2 peer responses. All postings should be supported by evidence. (2) Complete and submit Critique of a Systematic Review.

<p><b>Week 3 (TBA)</b></p>	<p>Research Process</p> <ul style="list-style-type: none"> <li>• The Sampling Strategy</li> <li>• Measurement and Data Collection</li> <li>• Enhancing the Validity of Research</li> </ul>	<p><b>Reading:</b> Houser—Chapters 7, 8, 9</p> <p><b>Activity:</b> Discussion Posting 3</p> <p><b>Evaluation:</b> Submit Online exercise to Discussion section and complete 2 peer responses. All postings should be supported by evidence.</p>
<p><b>Week 4 (TBA)</b></p>	<p>Quantitative Research</p> <ul style="list-style-type: none"> <li>• Descriptive Research Questions and Procedures</li> <li>• Quantitative Questions and Procedures</li> <li>• Analysis and Reporting Quantitative Data</li> </ul>	<p><b>Reading:</b> Houser—Chapters 10, 12, 13</p> <p><b>Article:</b> Coughlan, M., Cronin, P., and Ryan, F. (2007). Step-by-step guide to critiquing research. Part 1: Quantitative research. <i>British Journal of Nursing</i>, 16(11), 658-663.</p> <p><b>Activity:</b> Discussion Posting 4, Critique of a Quantitative Research Study</p> <p><b>Evaluation:</b> (1) Submit Online exercise to Discussion section and complete 2 peer responses. All postings should be supported by evidence. (2) Complete and submit Critique of a Quantitative Research Study.</p>
<p><b>Week 5 (TBA)</b></p>	<p>Qualitative Research</p> <ul style="list-style-type: none"> <li>• Qualitative Research Questions and Procedures</li> <li>• Analyzing and Reporting Qualitative Results</li> </ul>	<p><b>Reading:</b> Houser—Chapters 14, 15</p> <p><b>Article:</b> Beck, C.T. (2009). Critiquing qualitative research. <i>AORN Journal</i>, 90(4), 543-554.</p> <p><b>Activity:</b> Discussion Posting 5</p> <p><b>Evaluation:</b> Submit Online exercise to Discussion section and complete 2 peer responses. All postings should be supported by evidence.</p>
<p><b>Week 6 (TBA)</b></p>	<p>Research Translation</p> <ul style="list-style-type: none"> <li>• Translating Research into Practice</li> <li>• 7 Steps of Evidence-based Practice</li> </ul>	<p><b>Reading:</b> Houser—Chapter 16</p> <p>Articles: Melnyk, B.M., Fineout-Overholt, E., Stillwell, S.B., and Williamson, K.M. (2010). Seven steps of evidence-based practice. <i>American Journal of Nursing</i>, 110(1), 51-53.</p>

		<p>Stillwell, S.B., Fineout-Overholt, E., Melnyk, B.M., and Williamson, K.M. (2010). Asking the clinical question: A key step in evidence-based practice. <i>American Journal of Nursing, 110</i>(3), 58-61.</p> <p>Stillwell, S.B., Fineout-Overholt, E., Melnyk, B.M., and Williamson, K.M. (2010). Search for the evidence. <i>American Journal of Nursing, 110</i>(5), 41-47.</p> <p>Fineout-Overholt, E., Melnyk, B.M., Stillwell, S.B., and Williamson, K.M. American Critical appraisal of the evidence: Part I. <i>American Journal of Nursing, 110</i>(7), 47-52.</p> <p>Fineout-Overholt, E., Melnyk, B.M., Stillwell, S.B., and Williamson, K.M. American Critical appraisal of the evidence: Part I. <i>American Journal of Nursing, 110</i>(9), 41-48.</p> <p><b>Activity:</b> Discussion Posting 6, Evidence-based Practice Project</p> <p><b>Evaluation:</b> (1) Submit Online exercise to Discussion section and complete 2 peer responses. All postings should be supported by evidence. (2) Evidence-based Practice Project.</p>
<p><b>Week 7 (TBA)</b></p>	<p>Disseminating Research</p> <ul style="list-style-type: none"> <li>• Writing an Abstract</li> <li>• Developing a Poster</li> </ul>	<p><b>Articles:</b></p> <p>Panton, L. (2016). Writing an abstract. <i>HIV Nursing, 16</i>, 5-6.</p> <p>Sawaya, M.A. (2017). Poster presentations: A great way to share your evidence-based knowledge. <i>International Journal of Childbirth Education, 32</i>(2), 44-46.</p> <p><b>Activity:</b> Discussion Posting 7 (EBP PPT).</p> <p><b>Evaluation:</b> Submit Online exercise to Discussion section and complete 2 peer responses. All postings should be supported by evidence.</p>