FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST[1]

DEPARTMENT: NURSING	COLLEGE: NURSING

COURSE PREFIX AND NUMBER: NGR 7850	CURRENT COURSE TITLE: RESEARCH FOR ADVANCED PRACTICE NURSING

CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SPRING 2014	TERMINATE COURSE (LIST FINAL ACTIVE TERM):

CHANGE TITLE TO:
CHANGE PREFIX FROM: TO:
CHANGE COURSE NO. FROM: TO:

CHANGE CREDITS[2] FROM: TO:

CHANGE GRADING FROM: TO:

CHANGE DESCRIPTION TO:
.

CHANGE PREREQUISITES/MINIMUM GRADES TO*:

PERMISSION OF DEPARTMENT

CURRENT CATALOG: PRE-REQUISITE: STA 6113.

CHANGE COREQUISITES TO*:

CHANGE REGISTRATION CONTROLS TO:

*Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.

Attach syllabus for ANY changes to current course information

Should the requested change(s) cause this course to overlap any other FAU courses, please list them here. N/A	Please consult and list departments that might be affected by the change(s) and attach comments.[3]

Faculty contact, email and complete phone number:
Marguerite J. Purnell, mpurnell@fau.edu, 7-3262

Approved by:	Date:	
Department Chair: _Susan Belgin_	9/24/13	1. **Syllabus** must be attached; see guidelines for requirements: _www.fau.edu/provost/files/course syllabus.2011.pdf_
College Curriculum Chair: _____	9/24/2013	
College Dean: _Kareth Edwards_	9/24/2013	2. Review **Provost Memorandum: Definition of a Credit Hour** _www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf_
UGPC Chair: _____	10/9/13	
Graduate College Dean: _____	10/16/13	
UFS President: _____		3. **Consent** from affected departments (attach if necessary)
Provost: _____		

FAUchange—Revised September 2012

FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING

COURSE SYLLABUS
FALL 2013

<u>**COURSE TITLE:**</u>   Research for Advanced Practice Nursing

<u>**COURSE NUMBER:**</u>   NGR 7850

<u>**CREDITS:**</u>   3 Credit Hours

<u>**COURSE SCHEDULE:**</u>   Sundays as scheduled (August 25, September 22, October 20 & November 17)

<u>**PLACEMENT IN CURRICULUM:**</u>   Second year of DNP program

<u>**PREREQUISITE/S:**</u>   Permission of department
Graduate Level Statistics/Biostatistics

<u>**COREQUISITE/S:**</u>   None

<u>**FACULTY:**</u>   Debra Hain, PhD, APRN, ANP-BC, GNP-BC
Assistant Professor
NU 333
Office: 561 297-4301
Email: dhain@fau.edu

<u>**OFFICE HOURS:**</u>   Tuesdays 9 to 3 and by appointment

<u>**COURSE DESCRIPTION:**</u>   Application of research to support advanced nursing practice with aging and diverse populations, and to support new models of care delivery using evidence based practice.

<u>**COURSE OBJECTIVES:**</u>
Upon completion of NGR 7850, the student will demonstrate evidence of:

1. **Being competent**
   a. Analyze the role of the DNP prepared advanced practice nurse in interprofessional evidence-based practice (Essential III)
   b. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytic, and organization sciences to identify a clinical problem and prepare a literature review supporting possible strategies to alleviate or ameliorate a clinical problem (Essential I)
   c. Use science-based theoretical or conceptual frameworks to determine the nature and significance of health and health care delivery phenomena and to provide a framework to guide evidence-based interventions. (Essential I)

d. Employ concepts to support effective interprofessional communication and collaboration in the design of evidence-based interventions. (Essential IV)

2. **Being compassionate**
   a. Use advanced communication skills/processes to design evidence-based interventions (Essential IV)
   b. Demonstrate cultural humility when preparing literature review that supports strategies addressing a clinical problem (Essential II)

3. **Demonstrating comportment**
   a. Use analytic methods to critically appraise existing literature and other evidence to determine the best evidence to address a clinical problem (Essential III)
   b. Analyze the need for translation of evidence to practice in advanced practice nursing across the health care continuum (Essential III)

4. **Becoming confident**
   a. Identify a clinical problem and design therapeutic intervention based on nursing science and other sources of evidence (Essential VIII)
   b. Demonstrate advanced levels of knowledge and skills to conduct literature review for evidence-based interventions aimed at improving patient outcomes (Essential III)

5. **Attending to conscience**
   a. Embrace the wholeness or health of human beings as they interact with their environment in the design of evidence-based interventions to address a clinical problem (Essential I)
   b. Examine ethical and legal principles as they apply to inclusion of human subjects in nursing research and evidence-based practice project (Essential II)

6. **Affirming commitment**
   a. Illustrate the importance of translation of research and other evidence into practice (Essential II)
   b. Demonstrate knowledge and skills of searching, critiquing and synthesizing the literature to design evidence-based practice interventions to address a clinical problem (Essential II)

TEACHING LEARNING STRATEGIES:
Lecture, assignments, group discussions, and blackboard activities.

GRADING AND EVALUATION METHODS: Total 100%

Class participation and blackboard discussion	20%
Introduction and clinical question	10%
Summary of evidence table	5%
Critique of quantitative research study	10%
Critique of qualitative research study	10%
Critique of systematic review	10%

Power point presentation of proposal   10%

Evidence Based Practice Project Proposal: 25%
 Introduction, clinical question and literature review

GRADING SCALE:

93 - 100 = A
90 - 92 = A-
87 - 89 = B+
83 - 86 = B
80 - 82 = B-
77 - 79 = C+
73 - 76 = C **
70 - 72 = C-
67 - 69 = D+
63 - 66 = D
60 - 62 = D-
0 - 59 = F

****The student must meet course objectives, course requirements, clinical
competencies, and achieve a C (73 %) or greater for successful
completion of this course**

REQUIRED TEXT

White, K. M. & Dudley-Brown, S. (2012) Translation of evidence into nursing and health care
      practice. New York, Springer Publishing

Davies, B. & Logan, J. (2012) Reading research: A user-friendly guide for health professionals.
      5th edition. Canada Elsevier

RECOMMENDED TEXTS:

        Boykin, A. & Schoenhofer, S. (2001). *Nursing as caring: A model for transforming
           practice*. Sudbury, MA: Jones and Bartlett Publishers.

        Grembowski, D. (2001). *The practice of health program evaluation.* Thousand Oaks,
           CA: Sage Publications.

        Kleinpell. R. (2009). *Outcome assessment in advanced practice nursing.* New York:
           Springer.

        Melnyk,B., Fineout-Overholt, E. (2011). *Evidence-based practice in nursing &
           healthcare. A guide to best practice.* 2nd ed., Philadelphia: Wolters Khuwer
           Health/ Lippincott.

TOPICAL OUTLINE:
I. Identifying a clinical problem and developing an evidence based practice project
II. Asking the clinical question in PICOT format
III. Using a theoretical or conceptual framework grounded in caring
IV. Conducting a literature review
    A. Searching for and collecting the evidence
    B. Using synthesis table to organize the evidence
    C. Initiating critical appraisal:
        1. Quantitative research
            a. Ethical considerations: vulnerable populations, risk/benefit, Informed consent, and data management
            b. Experimental design: true experiments and quasi-experimental
            c. Non-experimental: Descriptive research and surveys
            d. Other types of evidence: outcomes research
        2. Qualitative research
            a. Compare and contrast qualitative research traditions: phenomenology, grounded theory, ethnography, historical research
            b. Others: Case studies, critical theory, and participatory action research
        3. Mixed methods
        4. Meta-analysis, systematic reviews, and meta-synthesis
        5. Quality improvement
        6. Practice guidelines
    D. Synthesize literature prior to writing the review
    E. Writing the literature review
    F. Translating research into practice

COURSE ASSIGNMENTS:

Introduction and Clinical question: Due September 22
1. In a 2 to 3 page paper you are to provide the background and rationale for your evidence based practice project and clinical question using PICOT format. This should discuss why you need to conduct this project and that there is available evidence to translate into practice and that there is no need to conduct research. You should write an introduction, purpose of the project and clinical question using PICOT format
2. You will post your clinical question by **September 7** and you must post provide feedback to your assigned peer by **September 14**
3. You can revise your question based on the feedback or consider using the same question.
4. Then you must submit a paper with the introduction, purpose of the project, and clinical question using PICOT format; this is due **September 22**

Critique of quantitative research study: Due Oct. 5
Select an article that you will be including in your literature review. You should critique the quantitative research study using the worksheet in Davies & Logan, pages 61 to 67. The critique should be presented as a Word document. The article you are critiquing should be submitted with the critique. The article must have been published within the past <u>five</u> years

Critique of qualitative research study: Due Oct. 19

Select an article that you will be including in your literature review. You should critique the qualitative research study using the worksheet in Davies & Logan, pages 56 to 60. The critique should be presented as a Word document. The article you are critiquing should be submitted with the critique. The article must have been published in the past _five_ years.

Critique of systematic review: Due Oct. 26
Select an article that you will be including in your literature review. You should critique the systematic review using the worksheet in Davies & Logan, pages 77 to 82. The critique should be presented as a Word document. The article you are critiquing should be submitted with the critique. The article must have been published in the past _five_ years

Summary of evidence table: Due Nov 9
You are to present at least 10 evidence based references that support your intervention for practice change. These can be research and other forms of evidence, but at least 50% of the evidence must be research. All evidence must be from a peer-reviewed source. In this course you will be graded on the citation, question or purpose, design or evidence-type, sample or population, and limitations.

Power point presentation of evidence based project proposal Due Nov 17

You will have 15 minutes to present your introduction, purpose, clinical question in PICOT format and literature review. This will be done in class on **Nov 17**

Evidence based practice proposal paper: Due Nov. 27
The student should prepare an evidence-based practice proposal paper using APA format. The paper should include the introduction, purpose, clinical question in PICOT format and literature review that supports the intervention you will be using to make the practice change

BIBLIOGRAPHY

Bowman, K. G. (2007). A research synthesis overview. _Nursing Science Quarterly, 20_(2), 171-176.

Boykin, A.et al. (2004). Transforming care in the emergency department. _Topics in Emergency Medicine 26_(4). 331-336.

Curran, J.A., Grimshaw, J., M., Hyaden, J.A., & Campbell, B. (2011). Knowledge translation research: The science of moving research into policy and practice. _Journal of Continuing Education in the Health Professionals_, 31(3), 174-180

Facchiano, L. & Hoffman-Synder, C. (2012) Evidence-based practice for the busy nurse practitioner: Part one: Relevance to clinical practice and clinical inquiry process. _Journal of American Academy of Nurse Practitioners_, 24, 579-586

Facchiano, L. & Hoffman-Synder, C. (2012) Evidence-based practice for the busy nurse practitioner: Part two: Searching for the best evidence to clinical inquires. _Journal of American Academy of Nurse Practitioners_, 24, 640-648

Facchiano, L. & Hoffman-Synder, C (2012) Evidence-based practice for the busy nurse practitioner: Part three: critical appraisal process. *Journal of American Academy of Nurse Practitioners*, 24, 7041-715

Foxcroft, D.R., & Cole, N. (2006). Organizational infrastructures to promote evidence based nursing practice. *Cochrane Library*, (4).

Grace, J., Powers, B. (2009). Claiming our core: Appraising qualitative evidence for nursing questions about human response and meaning. *Nursing Outlook, 58*(1), 27-34.

Grady, P. (2009). Translational research and nursing science. *Nursing Outlook, 58*(3), 164-166.

Lundeen, S., Harper, L., Kerfoot, K. (2009). Translating nursing knowledge into practice: An uncommon partnership. *Nursing Outlook, 58*(3), 175-177.

National Institute of Nursing Research (2009). Changing practice, changing lives, NINR strategic plan. NIH, DHHHS. Retrieved July 21, 2009 from http://www.ninr.nih.gov/AboutNINR/NINRMissionandStrategicPlan/

Turkel, M.C., Reidinger, G.. Ferket, K., & Reno, K. (2005). An essential component of the magnet journey: Fostering an environment for evidence-based practice and nursing research. *Nursing Administration Quarterly, 29*(3), 254-62.

Wong, S., S-L, Wilczynski, N.L., & Haynes, R.B. (2006). Optimal CINAHL search strategies for identifying therapy studies and review articles. *Journal of Nursing Scholarship, 38*(2), 194-199.

Wolf, Z. R., Miller, P. A., and Devine, M. (2003). Relationship between nurse caring and patient satisfaction in patients undergoing invasive cardiac procedures. *MedSurg Nursing 12*(6), 391-396.

Internet resources
Yale Medical Library http://www.med.yale.edu/library/nursing/education/searching.html

Institutes for Healthcare Improvement http://www.ihi.org

COURSE POLICIES AND GUIDELINES

Please read Important Info for specific guideline and rules for the on-line learning adventure.
Assignments are due on the date specified by the faculty on the course syllabus. The course syllabus is the official schedule for course activities. (I suggest you print a copy and hang it above your computer) Late work is not acceptable and will receive a grade of zero. If the student is unable to submit work on the designated date, arrangements must be made with the course faculty in advance of the due date. Extensions will only be considered in extreme circumstances and only for individual assignments. Discussion activities and assignment posted for peer critique as well as your critique of your peers work are time sensitive activities and ABSOLUTELY no extensions are possible. No

extensions are granted after the due date, and no work will be accepted after the last class session.

All course work and correspondence must be submitted within this e-College course site. Assignments that are FAXED, e-mail or brought in hard copy to the faculty are not acceptable. If your assignment does not appear in the area designate for that assignment within this course framework---it does not exist.

Course work must be saved in the format and submitted via the course tool as described with the assignment guidelines.

Students are expected to participate in class and group activities and discussions. Students who do not participate in these activities will receive a grade of zero for that component of their course grade.

Because of the nature of class activities and group projects, there will be no alternative assignments or opportunities for make up experiences or assignments.

COLLEGE OF NURSING AND UNIVERSITY POLICIES:

Policies below may be found in:
a).   The Christine E. Lynn College of Nursing Graduate Handbook located at:
       http://nursing.fau.edu/index.php?main=3&nav=457

b).   Florida Atlantic University's Academic Policies and Regulations
       http://www.fau.edu/academic/registrar/catalogRevs/academics.php
       and http://www.fau.edu/regulations

CODE OF ACADEMIC INTEGRITY
The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:
http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. **ANY** act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:
In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton – SU 133 (561-297-3880), in Davie – MOD 1 (954-236-1222), in Jupiter – SR 117 (561-799-8585) or at the Treasure Coast – CO 128 (772-873-3305), and follow all OSD procedures.

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

USE OF STUDENT COURSE MATERIAL

The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

FAU

FLORIDA ATLANTIC UNIVERSITY

CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and a field of professional practice grounded in caring. Scholarship and practice in nursing require creative integration of multiple ways of knowing. Nursing makes a unique contribution because of its special focus: nurturing the wholeness of persons through caring. Caring in nursing is a mutual human process in which the nurse artistically responds with authentic presence to calls from clients.

The experience of nursing takes place in nursing situations: lived experiences in which the caring between nurse and client fosters well-being within a co-creative experience. Nurses participate with members of other disciplines to advance human understanding to enhance personal and societal living within a global environment.

Person is viewed as a unique individual dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values, culturally derived, which give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. The well-being and wholeness of persons, families, groups, communities, and societies are nurtured through caring relationships.

Beliefs about learning and environments which foster learning are derived from an understanding of person, the nature of nursing and nursing knowledge, and from the mission of the University. Learning involves the creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the human person are respected, nurtured, and celebrated. The learning environment emphasizes collegial relationships with faculty and students.

The above fundamental beliefs concerning Person, Nursing, and Learning express our values and guide the endeavors of the Faculty. The Faculty of the Christine E. Lynn College of Nursing believe in the values and goals of higher learning and support the Florida Atlantic University mission of education, scholarship, and service.

Revised April 2012