NURS4250

Nursing Research

And Quality Improvement
783, 1ˢᵗ 8 weeks Fall 2020
Syllabus

Basic Information

Instructor Name: Dorothy Jackson, RN, PhD

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OFFICE HOURS: Virtual as arranged

This course is a Web Course and is conducted within Canvas
http://utpb.instructure.com

NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

Course Description

Course Catalog Description:

In this course students will critically analyze models of research and quality improvement science, appraise evidence-based literature, and use information technology as the foundation for clinical decision making and data management to promote health outcomes associated with safety, cost, and clinical improvement. Students will apply ethical principles and quality science strategies to develop a plan to solve an identified practice problem. This course is web-based.

Measurable Learning Outcomes:

By the end of this course, you will be able to:

1. Describe the role of the professional nurse as an interprofessional team member and collaborator in conducting, evaluating, and applying research in health care.
2. Articulate similarities and differences among research, quality improvement, and evidence-based practice processes relative to improving health care delivery in a diverse society.
3. Identify a practice issue as context for review and critique of research and practice guidelines.
4. Demonstrate proficiency using information technology in accessing and critically appraising web-based and library databases, practice guidelines, current online articles, and evidence-based and quality improvement literature.
5. Critique research studies/designs and practice protocols on selected practice issues using ethical principles and evaluation criteria.
6. Create an evidence-based plan to improve patient centered care, safety, and quality.

Prerequisites:

Enrollment in Nursing program. Approval by advisor.

Materials

Required Materials:

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

Psychological Association. (6th ed.). Washington, D.C.: American Psychological

Association. ISBN-13: 978-1-4338-0561-1

Davies, B. & Logan, J. (2018). *Reading research: A user-friendly guide for health*

professionals. (6th Edition). St. Louis, MO: Elsevier   ISBN-10: 1926648382 |

ISBN-13: 978-1926648385

LoBiondo-Wood, G. & Haber, J. (2018). *Nursing research, Methods and critical*

appraisal for evidence-based practice. (9th Edition). St. Louis MO:

Mosby/Elsevier. ISBN 978-0-323-43131-6

LoBiondo-Wood, G. & Haber, J. (2018). *Study guide nursing research, methods and*

critical appraisal for evidence-based practice. (9th Edition). St. Louis, MO:

Mosby/Elsevier. ISBN 978-0-323-43131-6

Articles

National Learning Consortium. CQI strategies to optimize your performance: A primer.

(2013).

Curtis, K., Fry, M., Shaban, R.Z., & Considine, J. (2016). Translating research findings

into clinical nursing practice. *Journal of Clinical Nursing*, *26*, 862-872. doi
10.1111/jocn.13586

Hedges, C. (2017). Finding solutions or jumping to conclusions? *Nursing Management*,

48(9), 12-14. doi-10.1097/01.NUMA.0000522181.76628.a0

Lehman, C. (2009) Practical issues in conducting hospital-based research.

Perioperative Nursing Clinics, 4(2009), 269-276. Doi:
10.1016/j.cpen.2009.05.008

Riley, J. K. (2002) Understanding research articles. *Tar Heel Nurse*, 64(3). 00399620,

Siegmund, L.A. (2018). Social media: The next research frontier. *Clinical Nurse*

Specialist, 32(2), 62-66. doi 10.1097/NUR.0000000000000354

Struwe, L.A., Douglas-Ybarra, C., Kingston, E.M., et. al. (2018). Research priorities of

VA nurses. *Nursing Management, 49*(5), 36-41. doi
10.1097/01.NUMA/0000532330.54745.ee

Understanding research articles. By: Riley JK, Tar Heel Nurse, 00399620, 2002 May-
Jun, Vol. 64, Issue 3

Required Videos

Sargent, J. (1997). Miss Evers' Boys. United States: HBO. Available on Amazon.

Wolfe, George C. (Director) (2017). The Immortal Life of Henrietta Lacks. United States:
An HBO film.

It is also possible that you can access these films through online viewing accounts you
may already have (i.e. Netflix or OnDemand with their cable company).

Recommended Materials:

AACN. (2015). NINR: Promoting America's Health through Nursing Science. Hallmarks

of the professional nursing practice environment. AACN. Retrieved on 4/27/2018

ANA (ND). Nursing World website.

ANA. (2010). ANA social policy statement. Silver Spring, MD: ANA.

ANA (ND) National Database of Nursing Quality Indicators Program: The National

Database: Nursing-Sensitive Indicators.

Agency for Healthcare Research and Quality (AHRQ)

AHRQ: QI Guide on Improved Nursing Care

 Institute for Health Care Improvement (IHI) (ND). How to improve. Institute for Health

Institute of Medicine. (2010), The future of nursing: Leading change, advancing health.

Clinical Practice Guidelines, NIH guidelines for health providers.

Lloyd, R. (ND). The Science of Improvement on a white board. Institute for Health Care

Improvement: Open School.

Quality and Safety Education for Nurses (QSEN)

Root cause analysis examples

University of California San Francisco Practice Guidelines Websites

http://medicine.ucsf.edu/education/resed/ebm/practice_guidelines.html

University of North Carolina: Evidence-based nursing

Important Academic Dates

UTPB Academic Calendar

Course Overview

Class Preparation:

Review assigned texts and articles. Most of the course learning activities will use reflective dialogue and integrative learning approaches to discuss and interpret the application of theory and evidence in clinical leadership roles. Class dialogues are not considered substitutes for assigned readings and online learning activities.

Scholarly Activities:

In this course, students will participate in several scholarly activities designed to integrate knowledge acquisition and application of research and quality improvement knowledge and skills in the clinical setting. Scholarly activities include professionally written paper assignments, discussions with peers, and debates regarding research and quality improvement issues.

Readings: Readings related to course and module objectives are indicated in each module and come from both textbooks and published articles.

Exams/Quizzes: There will be a single comprehensive exam at the end of the course.

Final Exam: There will be a single comprehensive exam at the end of the course.

Assignments:

CITI Program Instructions Course objectives 1, 2

Instructions for registering and enrolling in ethics programs are listed below. Please contact me should you have questions or concerns at jackson_d@utpb.edu

 If you get lost while in the program, please click on the *"Help"* tab in the upper left corner to search for support.
Register for an account by clicking on the homepage link: Research Ethics and Compliance Training

Once you arrived click on **"register".** You will need to type our institution name once the system asks for it.
Users will be asked if they need the course for continuing education credits (please choose *"no").*

You will also need to choose a course (listed above). Choose **Human Subjects Research Biomedical (HSR). Basic.**

Once you have registered and chosen a password, complete the following courses: *(4 courses =20%, 5% each course).*

1. **Belmont Report and its Principles (ID 1127) = 5%**
2. **Recognizing and Reporting Unanticipated Problems Involving Risks to Subjects or others in Biomedical Research (14777) = 5%**
3. **Populations in Research Requiring Additional Considerations and/or Protections (ID 16680)=5%**
4. **History and Ethics of Human Subjects Research (ID 498) = 5%**

Take the tests; you must make 80% on each test. Send me all 4 certificates in a PDF format to my email.

Submit all 4 certificates to Dr. Jackson via course email and should be labeled, CITIyour name.pdf by **11:59PM on 09/08/2020**
Once the PDF file of the training certificates are received, a grade of 100% will be recorded in the grade book.

Research Project – Course Objectives 3, 4, 6

Each student will collaborate with faculty to select a practice/health issue of interest for in-depth study. Once the issue is selected and approved, each student will:

1. Perform a literature search on the issue, to include selecting a minimum of 5 appropriate resources from the following list (1 of which must be a formal research study):
   a. Research articles – quantitative or qualitative or both
   b. Clinical practice guidelines
   c. Evidence-based or quality improvement literature
   d. Review or similar article that defines or outlines the practice issue.
2. Use assigned evaluation criteria to formally critique one research study (Appendix E).
3. Summarize issue, findings and an improvement plan in a 5-7-page formal paper with title page, references and appendices as guided by specific grading criteria.
4. Suggest an evidence-based plan based on findings to address the practice issue and improve patient care, safety and or quality.

Criteria	Definition	Possible points
Submitted on time		5
Evaluation of research study	Assigned evaluation criteria are used to critique one research study. Evaluation form and research article are included in appendix of paper.	15
Introduction and background	Introduce your practice/health issue. Why is it important? How does it affect patient care, patient safety, and-or quality of care? Discuss your review of a minimum of one article that supports this as a legitimate issue that we should care about.	15

Literature review	Discuss how you searched for your reference article/guidelines/etc. Which databases did you use? How did you select only these articles? Summarize your findings in relation to the practice issue. You want this section to examine solutions to your issue in terms of valid research, clinical practice guidelines, or other evidence-based writings.	15
Evidence-based plan	Briefly describe an evidence-based plan to address your practice/health issue, based on what you found in the literature. Describe which quality improvement framework you would use to guide your intervention and how you would apply it. Be sure to explain the who, what, where, when, why and overall evaluation of your plan. How will you know it worked?	15
Summary	What did you learn through this exercise? Is this something that you can use in your current of future nursing practice? If so, how would you use it?	15
References	The correct number of references is cited. References are up to date. References directly address practice issue. At least one reference is a research study. All references are at professional level. All citations in text have an associated reference.	10
Language	The language used in the paper is grammatically correct throughout. Punctuation is correct throughout. Professional-level language is used. Spelling is correct throughout.	5
APA format throughout	Spacing, punctuation, citations in text, references, margins, capitalization, and headings are all in APA format throughout the paper. Title page, references and appendices do not count toward 5-page limit. Double space text.	5
TOTAL POINTS		100

Discussion Topics-Course objectives 1,2,3,4

Weekly discussion topics, graded by rubric, will be assigned. Rubric is attached below.

Weekly Discussion Rubric					
Criteria	**Ratings**				**Points**
Activity	**20 to >17 pts** **Exemplary**	**17 to >16 pts** **Accomplished**	**16 to >13 pts** **Developing**	**13 to >0 pts** **Beginning**	

Number and timing of postings	17-20 points Exceeds required postings; postings spread over designated period; provides more than enough time for classmates to read and respond prior to deadline.	16-17 points All required postings by deadline; adequate time for others to read and respond prior to deadline.	13 to 16 points All required postings by deadline; however, there was not adequate time for others to read and respond to some postings prior to deadline.	0-13 points Usually contributes only 1 posting on the last possible day of the designated period.	/ 20 pts
Engagement Types of responses	**20 to >17 pts** **Exemplary** 17-20 points Consistently responsive to classmates; develops questions related to objectives to facilitate discussion; generates or stimulates group discussion; presents creative approaches to topic.	**17 to >16 pts** **Accomplished** 16 to 17 points Frequently responsive to classmates with detailed remarks about their writing or discussion; presents relevant viewpoints for consideration by group; interacts freely.	**16 to >13 pts** **Developing** 13 to 16 points Occasionally makes substantive posts responsive to classmates; marginal effort to become involved with group.	**13 to >0 pts** **Beginning** 0 to 13 points No postings respond to fellow student(s) or responses are not a substantive (e.g., "Good. I really liked your comment.")	/ 20 pts
Content	**60 to >53 pts** **Exemplary**	**53 to >47 pts** **Accomplished**	**47 to >42 pts** **Developing**	**42 to >0 pts** **Beginning**	/ 60 pts

Quality and depth of postings	53 to 60 points Postings are characterized by clarity of argument, depth of insight into course content, application of course content, relevancy, and unusual insights. Arguments and facts are supported by resources / references.	47 to 53 points Postings produce good general answers but may not always directly address discussion questions. Dominated by opinions rather than by analysis and scholarly thought. Assertions are not supported by evidence	42 to 47 points Postings address peripheral topics. Generally accurate, but with some omissions and/or errors. Tendency to recite fact.	0 to 42 points Postings only slightly related to discussion topics. Generally inaccurate. May occasionally contain gross factual error.	
				Total Points:	

Grading:

Course Activity	Points	Percentage of Total Grade
CITI training 09/08/20	100	20%
Research Paper (09/28/20)	100	30%
Final Exam 09/12/20	100	30%
Discussion participation Topic # 1 Topic # 2 Topic # 3 Topic #4 Topic #5	100 *20* *20* *20* *20* *20*	20%
Total	**400**	**100**

Grading Scale:

Grade Range	Letter Grade
90 and above	A
80 to 89	B
75 to 79	C
60 to 74	D
Less than 59	F

*Unless otherwise stated, all materials, activities, and assessments are required and are not optional.

Communication, Grading & Feedback:

Students are expected to check the course regularly for updates. New information will be placed in announcements. Communication with the instructor should be through email through outlook. A response from the instructor can be expected within 24 hours Monday through Friday. Graded assignments should be returned within one week*.*

Time Management:

Each student should expect to spend a minimum of three hours on preparation and learning assignments for every semester credit hour. Since this class is a 2-semester credit hour class, it is expected that each student should spend about 6 hours out of class on assignments in addition to 2 hours of in-class time for a total of about 8 hours per week to obtain an "A" in a class. It will be important to develop a Time Management Plan to be successful.

Policies

Discussion Board

Discussion Board is primarily for discussing course related topics and issues. Best practices are:

- Read all message postings in online discussion.
- Respond to the question directly
- Reply to minimum of two other student posts.
- Use a person's name in the body of your message when you reply to their message.
- Avoid postings that are limited to 'I agree' or 'great idea', etc.

- Ensure responses to questions are meaningful, reflective.
- Support statements with concepts from course readings, refer to personal experience, examples.
- Follow **Rules of Behavior (below).**

Rules of Behavior

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal.
- Do not use language that is inappropriate for a classroom setting or prejudicial in gender, race, or ethnicity.
- Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
- Be courteous and respectful to other people on the list
- Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
- Use line breaks and paragraphs in long responses.
- Write your full name at the end of the posting.
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

Make-Up/Late Submission Policy

All course activities must be submitted before or on set due dates and times. If the student is unable to abide by the due dates and times, it is her/his responsibility to contact the instructor immediately. *A 10% deduction may be taken for everyday an assignment is late.*

Academic Dishonesty/Plagiarism/Cheating

The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student

conduct and discipline procedures consult the University's Handbook:Scholastic Dishonesty.

Academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

Plagiarism includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

Attendance and Class Participation

Regular and active participation is an essential, unmistakably important aspect of this online course. Students will log on a minimum of three times every seven days. All students are expected to do the work assigned, notify the instructor when emergencies arise.

Tracking

Learning management systems have tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

Absenteeism

All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation.

Course Incomplete/Withdrawal/Grade Appeal

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given, will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, and has contacted the instructor prior to the scheduled last class to request an extension. The student signs a contract that includes the incomplete course activities and the new due dates.

Find information and dates regarding drops and withdrawals consult the University Handbook: Drops and Withdrawals and Appeal Process.

Accommodation for Students with Disabilities

Students with Disabilities: The University of Texas Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

ADA Officer for Students: Mr. Paul Leverington
Address: Mesa Building 4242/4901 E. University, Odessa, Texas 79762
Voice Telephone: 432-552-4696
Email: ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to Accessibility and Privacy Statements.

Computer Skills, Technical & Software Requirements

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information refer to UTPB Office 365 Page.

Computer Technical Requirements

See Technical Requirements.

Online Student Authentication

UTPB requires that each student who registers for an online course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to employ at least two methods of verification to ensure student identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB's Distance Education Policy requires at least one additional student identification method within the course that has been determined and approved by the faculty or academic program. This course satisfies the second method of student authentication by: Proctored exams using an approved photo ID*.

- Presentation of approved photo ID* through a web cam and video recorded proctoring during assessment (Respondus Monitor, Examity)
- Field or clinical experiences using an approved photo ID*.
- Synchronous or asynchronous video activities using an approved photo ID*.
- Other technologies or procedures [ONLINE FACULTY MUST SPECIFY]

*Approved up to date photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD. Dual credit and early college high school students use school district identifications.

Using LockDown Browser & Respondus Monitor for Online Exams

This course requires the use of LockDown Browser and Monitor for online exams. Watch this short video to get a basic understanding of LockDown Browser and Monitor.

Download and install LockDown Browser.

To take an online test, open LockDown Browser which opens Canvas and navigate to the exam. (You cannot access the exam with a standard web browser.)
When taking an online exam, follow these guidelines:

- Setup web cam for exams using Monitor.
- Ensure you're in a location where you won't be interrupted.
- Turn off all mobile devices, phones, etc.
- Clear your desk of all external materials — books, papers, other computers, or devices.
- Remain at your desk or workstation for the duration of the test.
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.

Preparation for Emergencies

Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

Complete Loss of Contact

If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call instructor, and leave message regarding connectivity loss and contact information.

Lost/Corrupt/Missing Files

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, you may be required to resubmit the files.

End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end of course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous, and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Student Support Services

SERVICE	CONTACT
ADA Accommodation/Support	Testing Services & Academic Accommodations Department (432) 552-4696
Advising	(432) 552-2661 UTPB Academic Advising Center
Bookstore	UTPB Campus Bookstore (432) 552-0220
Email, Office 365, my.utpb.edu	Information Technology
Financial Aid and Scholarship	UTPB Financial Aid (432) 552-2620

SERVICE	CONTACT
Library	The J. Conrad Dunagan Library Online at (432) 552-2370
Registrar	UTPB Registrar (432) 552-2635
Student Services	Student Services (432) 552-2600
Technical Support	Canvas 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: Smarthinking Online Tutoring (provides tutoring services), SmarterMeasure (measures learner readiness for online course).

Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Copyright Statement

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

Schedule

DATE	Assignments/Activities/Topics	Due Date
08/24/2020	Authentication	08/24/2020
08/24/2020	Introductions	08/24/2020
08/24/2020	Module 1 & Discussion #1 Research questions	08/31/2020
08/31/2020	Module 2 & Discussion #2 Ethical issues	09/08/2020

09/08/2020	Module 3 & Discussion #3 Qualitative research	09/14/2020
	CITI certificates	09/08/2020
09/14/2020	Module 4 & Discussion #4 Quantitative research	09/21/2020
09/21/2020	Module 5 & Discussion #5 Data collection	09/28/2020
	Research Paper Due	09/28/2020
09/28/2020	Module 6	10/05/2020
10/05/2020	Module 7	10/12/2020
10/12/2020	Final exam	