Loyola University Chicago
Marcella Niehoff School of Nursing
Spring 2014

COURSE: GNUR 360 Professional Role Development: Researcher
CREDIT HOURS: 2 Semester Hours
COURSE TIME: Section 004 – Wednesday, 0900-1040
Section 005 – Wednesday, 1100-1240

COURSE LOCATION: MNSON, HSD, Maywood Campus
Section 004 Room 2512B
Section 005 Room 2512A

FACULTY: Leann Horsley, PhD, RN
Assistant Professor, Marcella Niehoff School of Nursing
2160 S. First Avenue Building 125, Room 4541
Maywood, IL 60153
(708) 216-0307
thorsley@luc.edu

OFFICE HOURS: Wednesdays 1400-1700 (except 3rd Wednesday of each month);
additional office hours by appointment

PREREQUISITES: Undergraduate statistics (PSYC 304 or PSYC 273)

COURSE DESCRIPTION:
This course is an introduction to the role of the professional nurse as researcher. The principles
of scientific inquiry and the research process are addressed. The relationship between the
research question, study design, method for data collection and data analysis are emphasized
with an understanding that a single question can be answered using different methodologies.
Evaluating research evidence and using research findings to generate clinical practice guidelines
and recommendations for health policy are also addressed.

COURSE OUTCOMES:
Upon completion of this course, the student will be able to:
1. Understand and apply the research process.
2. Read and critique selected nursing research articles
3. Understand the ethical aspects of human subjects’ research.
4. Discuss the legal, political, social, cultural, and economic factors that impact nursing and
health-related research.
5. Identify priorities for research using Healthy People 2020 and the National Institutes of
Health.
6. Discuss the importance of evidence-based practice to nursing practice.
7. Use web-based resources to examine the evidence of a nursing or health-related research
problem (NINR, AHRQ, and Cochrane etc).
**Required Text:**

**Required Articles:**


**Recommended Sources:**
Applied Nursing Research
Journal of Advanced Nursing
Journal of Immigrant & Minority Health
Journal of Nursing Scholarship
Journal of Transcultural Nursing
Nursing Research
Qualitative Health Nursing
Qualitative Health Research
Research in Nursing and Health
Western Journal of Nursing Research
Non-nursing journals searches for information is encouraged

**On-line Web Sources:**
http://www.ninr.nih.gov/
http://www.guideline.gov/
http://www.cochrane.org/
http://www.ahrq.gov/
http://www.rwjf.org/
http://www.healthypeople.gov/2020/

**Loyola Library On-line Databases:**
CINHAL, MEDLINE, Pub Med & Science Direct

**Reference Management Tools:**
RefWorks & EndNote
Teaching Strategies:
Face-to-face class, lectures, occasional on-line lecture, group exercises, discussion, journal critique, poster development and presentation

Method of Evaluation:
Test #1 25%
Test #2 25%
Test #3 (Final Exam) 25%
Research Article Critical Appraisal Paper 10%
Research Poster Development and Group Presentation 10%
Research Funding (Granting) Agencies Assignment 5%

Research Article Critical Appraisal Paper: For this assignment you will choose a qualitative or quantitative nursing research article from the library data bases. The article will focus on the health topic your group selected. Review these sites to see health care priorities; Healthy People 2020 [http://www.healthypeople.gov/2020/](http://www.healthypeople.gov/2020/), the National Institutes of Health [http://nih.gov/](http://nih.gov/) and the National Institute of Nursing Research, [http://www.ninr.nih.gov/](http://www.ninr.nih.gov/) to select a topic. Topics in the past that students have selected include childhood obesity, elderly abuse in nursing homes and end-of-life care.

Note: There are many kinds of articles published in nursing journals such as a concept analysis, meta-analysis and literature review, these journal articles are not acceptable for this assignment. You need to choose a research article. A research article describes a study done to address a specific research problem. A research article includes the following headings: Abstract (for some journals the word “abstract” is not used, but the abstract is presented), Literature Review, Methods, Results/Analysis and Discussion section. Other subheadings may also be included. **Be certain that your article has these sections** before seeking approval from your professor. Students will use the approved article for completing this assignment and findings from your critique will be used for the Research Poster Development and Group Presentation assignment. When you submit this assignment for grading, staple the research article and submit both documents in hard copy in class. This assignment is to be 4 pages long to include a citation of your research article under the heading, reference. The rubric for the critical appraisal is at the bottom of this document.

Research Poster Development and Group Presentation: The poster development and presentation assignment will require that students work in a group of five to eight students to develop and present a scholarly research poster. The group will choose a group leader who will communicate with the professor on issues related to poster development. Data for the poster will be obtained from the Research Article Critical Appraisal Paper assignment. The poster will include the headings: Title, Importance of the topic to nursing, Research, committee, National EBP guidelines, if any exist, Major, research findings, Recommendations from the article Propose a future study. The poster template you will use for this assignment will be available on Sakai.
**Research Funding (Granting) Agencies Assignment**

This assignment will introduce you to some of the federal funding research agencies and their missions. Examples of funding agencies include the National Institutes of Health (NIH) and the National Institute of Nursing Research (NINR). In addition you will also explore the Healthy People 2020 website. Specific guidelines for this assignment will be available on Sakai.

**Grading Scale**

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<th>Grade</th>
<th>Range</th>
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<tr>
<td>A</td>
<td>(94-100)</td>
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<tr>
<td>A-</td>
<td>(92-93)</td>
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<td>B+</td>
<td>(89-91)</td>
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<td>B</td>
<td>(86-88)</td>
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<tr>
<td>B-</td>
<td>(84-85)</td>
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<tr>
<td>C+</td>
<td>(80-83)</td>
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<tr>
<td>C</td>
<td>(77-79)</td>
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<tr>
<td>C-</td>
<td>(75-76)</td>
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<tr>
<td>D+</td>
<td>(72-74)</td>
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<tr>
<td>D</td>
<td>(69-71)</td>
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<tr>
<td>F</td>
<td>(68 and below)</td>
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Students must achieve a C- (75%) or greater to pass this course. Students will be evaluated by grades on tests, presentations and assignments.

**Course Policies & Requirements:**

1. Make-up examinations are not permitted unless exceptional circumstances are present, and written requests for make-up examinations require prior approval of the professor. If an exam is missed, 5 points per day may be deducted at the professor’s discretion.
2. Written assignments are due on the date indicated in the class schedule calendar of the syllabus. Late submission of written assignments will result in 2 points deducted for each day the assignment is late.
3. Respect for the faculty and fellow students must be demonstrated at all times. Academic integrity is expected of every student in the Marcella Niehoff School of Nursing. A consequence of academic dishonesty (for example, cheating or plagiarism) will be failure in the course where the dishonesty occurred. **Students will be honest and complete their own work during exams and assignments.** Please refer to the Undergraduate Nursing Student handbook for details.
4. Strategies to Enhance Your Success in GNUR 360:
   - **Plan your time efficiently.** You should plan to spend 5-6 hours/week dedicated to reading, studying, and preparation. Some topics you will find more difficult and may need to spend additional time preparing for class. It is important that you spend time learning the meaning of vocabulary words presented in each chapter.
   - **Stay current with reading assignments.** You should complete the assigned readings prior to the lecture session. In doing so, you will be prepared to ask questions and seek clarification for concepts that may be difficult to understand.

**Relate the content of the course to your clinical experiences.**
Healthcare research does not occur in isolation. Theory, practice and research are intimately related. As you complete your clinical experiences, seek opportunities to relate the situations you encounter to theory and research.

**Use the feedback you receive to improve your performance.**
The writing assignments are a method for you to receive frequent feedback on your performance. Use the comments you receive to target areas for improvement.

Students are sometimes reluctant to ask questions. If you do not understand something, ask for clarification. Asking questions also provides me with feedback on the presentation of the course content.

**Read research articles.** In addition to the required readings outlined in this syllabus, you should strive to read at least one research article per week from the journals. The reading from various research journals is a way for you to connect the content of GNUR 360 to your clinical experiences. Research, theory, and practice are interrelated. Using the journal to record your observations and impressions of these interrelationships will provide you with a better understanding of how research, theory and practice are intertwined. Start by choosing an article related to an area you are interested in. Later, as you become more proficient in reading research reports, move to more difficult articles, or to areas you may not have as strong of an interest in. Your research book by Burns and Grove is an excellent resource for answering questions that you may have about the research topics.

**Course Evaluation Expectation:**
It is a professional expectation that all students participate in course evaluations to guide ongoing program improvement. The IDEA course feedback system is based on student ratings of their individual learning during a course. A key part of the IDEA system is students offering their rating on the progress they made on learning objectives, using a scale that ranges from “no apparent progress” to “exceptional progress.” The decision to have the IDEA system open for student input during the last two weeks of the class is based, in part, on this foundation. In these last couple of weeks of a course, enough of the course has been completed so that students should be able to accurately gauge the progress they have made on the key learning objectives of the course.

**Academic Integrity Statement:**
Academic honesty is an expression of an ethic of interpersonal justice, responsibility and care applicable to Loyola University faculty, students and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity.

http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml (Undergraduate)

http://www.luc.edu/media/lucedu/nursing/pdfs/UndergraduateHandbook.pdf (School of Nursing)