

NURS 602

Research/Analytical Methods 3 Units

Fall, 2019

Instructor:	Janet Schneiderman, PhD, MN, RN	Course Days:	
Email:	juschnei@usc.edu (best way to reach me)	Wednesdays	
Telephone:	213-821-1338	Course Time: 11-12:15 and 1245-2PM	
Office:	SWC 226	Pacific Time	
Office Hours:	2-3PM Pacific Time Wednesdays	Course Location	Virtual

I. Course Prerequisites or Co-Requisites

None

II. Catalogue Description

This course provides a foundation for understanding and applying commonly used research methodologies and data analysis techniques in nursing research.

III. Course Description

This course teaches students to critically analyze research literature to continue to build the foundation needed for nurses in advanced roles to engage in scholarly practice and quality improvement. Students will learn to examine the continuum of scholarly inquiry and how to contribute and potentially lead research efforts. They will also acquire the skills essential to form investigative questions, construct a literature review, perform high-level database searches, and critically evaluate published research findings and conclusions. Course content prepares students to appraise quantitative and qualitative research, including epidemiological research, and evaluate the scientific merit and clinical significance of research for translation into practice.

IV. Course Objectives

Objective #	Objectives
1	Develop the skills to engage in the steps of the research process and understand the interrelated connections between the steps.
2	Perform literature searches and reviews on an identified practice problem.
3	Critique clinical research methods in scholarly research articles.
4	Utilize critical thinking skills to assess and apply health research to practice situations with diverse populations
5	Analyze ethical issues related to research problem formulation, methodology, findings, and clinical application.

V. Course Format/Instructional Methods

The format of this course will be online, using both synchronous and asynchronous approaches. These approaches will include: interactive activities, case studies, active group discussions, presentations, role playing, didactic lectures by webcast, required reading and viewing of online resources, in the form of videos or other media. Case vignettes will also be used to facilitate the students' learning. Material from clinical practice will be used to illustrate the application of research to evidence-based practice. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

VI. Student Learning Outcomes

Student learning for this course relates to one or more of the following nine nursing core competencies:

Nursing Core Competencies		NURS xxx	Course Objective
1	Scientific Foundation Competencies	*	1-5
2	Leadership		
3	Quality	*	3
4	Practice Inquiry	*	2.4
5	Technology and Information Literacy	*	2
6	Policy		
7	Health Delivery System		
8	Ethics	*	5
9	Independent Practice		

*Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

SCIENTIFIC FOUNDATION COMPETENCIES		
Competencies/Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
Family Nurse Practitioner competent in Scientific Foundation Competencies: Integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings	Critically analyzes data and evidence for improving advanced nursing practice	Literature Review Assignment Article Critique Assignment Measurement and Operationalization Assignment
	Integrates knowledge from the humanities and sciences within the context of nursing science.	
	Translates research and other forms of knowledge to improve practice processes and outcomes.	
	Develops new practice approaches based on the integration of research, theory, and practice knowledge.	

QUALITY COMPETENCIES		
Competencies/Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
Family Nurse Practitioner competent in Quality Competencies: Discusses methods, tools, performance measures, and standards related to	Uses best available evidence to continuously improve quality of clinical practice.	Literature Review Article Critique Measurement and Operationalization
	Evaluates the relationships among access, cost, quality, and safety and their influence on health care.	

quality, and applies quality principles within an organization.	Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care.	
	Applies skills in peer review to promote a culture of excellence.	
	Anticipates variations in practice and is proactive in implementing interventions to ensure quality.	

PRACTICE INQUIRY COMPETENCIES

Competencies/Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<i>Family Nurse Practitioner competent in Practice Inquiry Competencies:</i> Applies scholarship for evidenced-based practices within the practice setting, resolves practice problems, works as a change agent, and disseminates results.	Provides leadership in the translation of new knowledge into practice.	Literature Review Article Critique Measurement and Operationalization
	Generates knowledge from clinical practice to improve practice and patient outcomes.	
	Applies clinical investigative skills to improve health outcomes.	
	Leads practice inquiry, individually or in partnership with others.	
	Disseminates evidence from inquiry to diverse audiences using multiple modalities.	

TECHNOLOGY AND INFORMATION LITERACY COMPETENCIES

Competencies/Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<i>Family Nurse Practitioner competent in Technology and Information Literacy Competencies:</i> Integrates and incorporates advances in technology within the practice setting, resolves practice problems, works as a change agent, and disseminates results.	Integrates appropriate technologies for knowledge management to improve health care.	Literature Review
	Translates technical and scientific health information appropriate for various users' needs. <ul style="list-style-type: none"> ▪ Assesses the patient and caregiver's educational needs to provide effective, personalized health care. ▪ Coaches the patient and caregiver for positive behavioral change. 	
	Demonstrates information literacy skills in complex decision-making.	
	Contributes to the design of clinical information systems that promote safe, quality and cost effective care.	
	Uses technology systems that capture data on variables for the evaluation of nursing care.	

ETHICS COMPETENCIES

Competencies/Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
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Family Nurse Practitioner competent in Ethics Competencies: Integrates the highest level of moral principles and social policy when applying professional guidelines in the practice environment	Integrates ethical principles in decision-making.	
	Evaluates the ethical consequences of decisions.	
	Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.	

VII. Course Assignments, Due Dates, and Grading

Assignment	Due Date	% of Final Grade
Literature Review	Week 8	35%
Measurement and Operationalization Assignment	Week 12	10%
Article Critique Assignment	Week 14	25%
Three Quizzes	Weeks 4,9, Exam week	20%
Participation		10%

Each of the major assignments is described below.

Assignment 1: Literature Review — Problem Formulation (35% of course grade)

The ability to locate and summarize research around specific health or health care problem is a key skill you will need to develop. The purpose of this assignment is to locate, summarize and synthesize existing theoretical and empirical literature about a health issue for a population related to your clinical placement or your primary care practice experience. For this assignment, the content is initially focused on the epidemiology of the health issue, and consequences of the health issue. The second part of the paper is focused on identifying and researching the possible patient reactions or nursing sensitive outcomes to their health problem that make treatment difficult. Examples of possible concepts for your review include those associated with living with chronic illness such adherence to health care recommendations, psychological distress, functional status, resilience and self-care. Other potential concepts might be coping, stress, social support or caregiver burden. Be sure to discuss any cultural factors that affect the issues discussed. Be sure to consult early with the course instructor about how you intend to conceptualize your problem area, which will facilitate your search for relevant literature. You will be asked to complete an initial sheet identifying the health issue and to list five research focused articles examining the health issue and your concept by week 4. The paper is due week 8. Suggested length: 8-9 pages

Due: Week 8

This assignment relates to student learning outcomes 1, 3, 4, and 5.

Assignment 2: Measurement and Operationalization of Concept (10% of course grade)

As an advanced practice nurse, it is very likely that you will have responsibility for understanding and/or using specific tools or instruments for measuring outcomes of interest to you, your patients, or a healthcare facility where you work. You will need to understand what it means to “measure a variable” of interest and you will want to be able to assess the strengths and weaknesses of a research instrument. The purpose of this assignment is to teach you how to find, evaluate and critique appropriate testing and measurement tools in health care. To complete this assignment, you must identify one variable and potential instrument related to your health care problem identified in Assignment 1. In addition you will discuss another instrument in depth in relationship to validity and reliability. Suggested Length: 4 pages.

Due: –Week 12

This assignment relates to student learning outcomes 1, 3, and 4.

Assignment 3: Article Critique (25% of course grade)

Advanced practice nurses are expected to be critical consumers of nursing and other health-related research literature. The ability to read and evaluate an empirical article (either an experimental study or non-experimental study design) is a key skill you will need to develop. The purpose of this assignment is to critically analyze a research article, the sampling methods, the research design, the measures chosen, the statistical analysis, and the outcomes and conclusions for a quantitative focused article. In this assignment, you will need to identify and critique the ethical choices made by the researchers in terms of the research process and discussion/applicability of the findings. Part of this assignment is a brief presentation of your findings in the synchronous class. Suggested length: 12 Plus pages using grid. Length will vary. It should be single spaced in the grid.

Due: – Week 14

This assignment relates to student learning outcomes 1, 3, 5, and 8.

Note: Additional details for each of the assignments will also be distributed by the Instructor. Papers are due on the day and time specified by the faculty. An extension for papers or other assignments will be granted only for serious extenuating circumstances with the permission of the faculty. If the paper or other assignment is turned in late without prior permission, there will be an automatic deduction of 10% per day up to 5 days (example- 3 days late results in an automatic 30% deduction from the grade). After the 5th day the late paper will receive an automatic 0.

Class Participation (10% of course grade) (see participation rubric)

Three Quizzes (20% of course grade) Short quizzes, each consisting of 20 multiple choice/short answer questions which will be taken during Weeks 4, 9, and during exam week.

All quizzes are password protected. Students will have 72 hours to complete each quiz. All quizzes may only be taken once and must be completed in one session. You will have 30 minutes to complete each quiz. Students must video record themselves taking each quiz using our Adobe Connect software (accessed through our Learning Management System). If you do not know how to use the record feature, contact student support for help in advance of taking the quiz. The quiz recording must be made available to your section faculty. Students must be in a well-lit area, remain visible and on-camera for the entire duration of the exam. Student work area must be clear of all papers books and other materials. Cell phones **MUST** be turned off (not on silent or vibrate). Any attempt to turn away from the camera or use of messaging or text to communicate in any POD will be considered a violation of the testing protocol resulting in a zero for the quiz. Students without a valid test recording, with a questionable recording, or students who miss the quiz deadline will receive a grade of zero for the quiz.

All exams in this course will require students to deploy a software called Proctortrack. This is a software system that automatically proctors student exams, verifies student identities throughout the exam, and provides instructors with brief video clips and screenshots if potential testing violations occur. Proctortrack is fully integrated with the Learning Management System, however, students are required to complete a practice exam at the start of the semester to ensure the technology is setup properly on their computers. If students experience issues or have questions with the practice exam or with Proctortrack in general, students should contact student support for help in advance of taking the exam.

To ensure a successful testing environment, students should:

- Choose a private location with no distractions

- Have nothing around that could make noise
- Set up proper lighting and ensure his/her face is clearly visible
- Not have food or drink
- Close all browser tabs and other programs
- Have only one keyboard, mouse, and monitor connected
- Not leave testing area/camera view during the exam
- Not take or use notes (unless specifically allowed by instructor)
- Not use or have nearby additional technology (phones, tablets, television, etc.)
- Not have other people in the room
- Have a hardwire connection

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4.00	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.89	B-	80 – 82	B-
2.25 – 2.59	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which the student has demonstrated these skills. (2) A grade of B+ will be given to work that is judged very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment. (3) A grade of B will be given to student work that meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

As a professional school, class attendance and participation is an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. For Ground courses, having more than 2 unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences can result in additional deductions. For VAC courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous

units before the live class without prior permission may also lower your final grade by a half grade. Not completing additional units can result in additional deductions.

VIII. Required and Supplementary Instructional Materials and Resources

Required Textbooks:

Grove, S. K., & Gray, J. R. (2019). *Understanding nursing research: Building an evidence-based practice* (7th ed.). St. Louis, MO: Elsevier Saunders

Recommended Guidebook for APA Formatting:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

This is the link for support in writing papers.

<https://www.flipsnack.com/StudentSupportResources/student-services-resource-guide-for-graduate-level-writing.html>

Recommended Websites:

See each week's module content for specific website recommendations.

Note: Throughout the course, the instructor may assign additional required and recommended readings.

Course Overview

Week	Content	Assignments
1	Module 1 <ul style="list-style-type: none"> • Introduction to Course; Review of Course Expectations, Basics of Research, History of Nursing Research <ul style="list-style-type: none"> ○ History of Research in Nursing ○ Purpose of Research for Evidence-based Practice ○ Acquiring knowledge • Understanding Best Research Evidence 	
2	Module 2 <ul style="list-style-type: none"> • Searching Nursing and Other Scientific Databases, Resources for scientific Evidence <ul style="list-style-type: none"> ○ OVID ○ CINAHL ○ PubMed ○ Google Scholar ○ Types of Literature • Research to-go 	<ul style="list-style-type: none"> • Research one database for a presentation
3	Module 3 <ul style="list-style-type: none"> • Quantitative Research Process <ul style="list-style-type: none"> ○ Problem Solving ○ Steps in quantitative research process • Quantitative Designs 	Identify health issue for literature review
4	Module 4 <ul style="list-style-type: none"> • Research Problems, Purposes, and Hypotheses <ul style="list-style-type: none"> ○ Identifying the Problem ○ Examining the Feasibility of a Problem and Purpose ○ Examining Research Objectives, Questions and Hypotheses in Research Reports ○ Understanding Study Variables and Research Concepts • Literature Review <ul style="list-style-type: none"> ○ Purpose ○ Reviewing the literature • Writing the review of the literature • 	Quiz 1 Hand in research topic, concept, and list of the five research focused articles for the review
5	Module 5 <ul style="list-style-type: none"> • Qualitative Research Process <ul style="list-style-type: none"> ○ Qualitative Research Questions/Approaches ○ Methodologies • Data management and Analysis 	Draft of literature review for peer review

6	Module 6 <ul style="list-style-type: none"> • Ethics in Nursing Research and Cultural Competence Research <ul style="list-style-type: none"> ○ Historical events ○ Regulation and Protection of Human Rights • Privacy of Human Participants in Research 	
7	Module 7 <ul style="list-style-type: none"> • Sampling <ul style="list-style-type: none"> ○ Sampling Concepts ○ Representativeness of Sample ○ Probability Sampling ○ Nonprobability Sampling ○ Sampling and Sample Size in Quantitative Studies ○ Sampling and Sample Size in Qualitative Studies 	
8	Module 8 <ul style="list-style-type: none"> • Measurement and Data Collection <ul style="list-style-type: none"> ○ Concepts of Measurement Theory ○ Physiological Measures ○ Diagnostic and Screening Tests ○ Measurement Strategies • Data Collection Process 	<ul style="list-style-type: none"> • Literature Review Assignment Due
9	Module 9 <ul style="list-style-type: none"> • Understanding Statistics in Research <ul style="list-style-type: none"> ○ Elements of Statistical Analysis Process ○ Theories and Concepts of the Statistical Analysis Process ○ Using Statistics to Describe ○ Inferential Statistics ○ Use of Statistics to Examine Relationships, Predict Outcomes, and Examine Differences ○ Interpreting Research Outcomes 	Quiz 2
10	Module 10 <ul style="list-style-type: none"> • Theoretical Foundations/Frameworks for Research <ul style="list-style-type: none"> ○ Elements of Theory ○ Levels of Theoretical Thinking ○ Examples of Critical Appraisal (Grand and Middle Range Theory) 	
11	Module 11 <ul style="list-style-type: none"> • Outcomes Research <ul style="list-style-type: none"> ○ Nursing-Sensitive Outcomes ○ Origins of Outcomes and Performance Monitoring ○ Federal Government Involvement in Outcomes Research ○ Outcomes Research and Nursing Practice 	

	<ul style="list-style-type: none"> ○ Methodologies, Statistical Methods, and Critical Appraisal of Outcomes Studies 	
12	Module 12 <ul style="list-style-type: none"> • Translational Research <ul style="list-style-type: none"> ○ Implementing Evidence-based Guidelines into Practice ○ Choosing an Evidence-based Practice Model ○ Introduction to Evidence-based Practice Centers ○ Introduction to Translational Research 	<ul style="list-style-type: none"> • Measurement and Operationalization Paper Due
13	Module 13 <ul style="list-style-type: none"> • Community-based Participatory Research and Cultural Competence in Research <ul style="list-style-type: none"> ○ Roles for Nurses ○ Working with Diverse Populations ○ Ethical and Cultural Competence • Sampling and Recruitment 	
14	Module 14 <ul style="list-style-type: none"> • Using Large Datasets <ul style="list-style-type: none"> ○ Epidemiology ○ Census Data • Big data and Linkages • Presentations of Research Article Critiques • 	<ul style="list-style-type: none"> • Critique Due
15	Module 15 <ul style="list-style-type: none"> • Presentations of Research Article Critiques 	
Study Days / No Classes (Week 16)		
Final Examination (Week 16)- Quiz 3		

Course Schedule—Detailed Description

Module 1: Introduction to Course; Review of Course Expectations, Basics of Research, History of Nursing Research	Week 1
Topics	
<ul style="list-style-type: none">• Introduction to Course; Review of Course Expectations, Basics of Research, History of Nursing Research<ul style="list-style-type: none">○ History of Research in Nursing○ Purpose of Research for Evidence-based Practice○ Acquiring knowledge• Understanding Best Research Evidence	

This module relates to course objectives 1, 4, 5.

Required Readings

Grove, S. & Gray, J.R. (2019). *Understanding Nursing Research: Building an evidence-based practice* (7th ed.) St. Louis, MO. Elsevier Saunders:

- Chapter 1-Introduction to Nursing Research and Its Importance in Building an Evidenced-Based Practice- Susan Grove

Bergstrom, N., Braden, B., Kemp, M., Champagne, M., & Ruby E. (1998). Predicting pressure ulcer risk: a multisite study of the predictive validity of the Braden Scale. *Nursing Research*, 47(5), 261-69.

Websites

<http://norris.usc.libguides.com/FNP/starthere>

<https://www.healthypeople.gov/2020/LHI/whosleading.aspx>

<http://www.guideline.gov>

Module 2: Searching Nursing and Other Scientific Databases; Resources for Scientific Evidence	Week 2
Topics	
<ul style="list-style-type: none">• Searching Nursing and Other Scientific Databases, Resources for scientific Evidence<ul style="list-style-type: none">○ OVID○ CINAHL○ PubMed○ Google Scholar○ Types of Literature• Research to-go	

This module relates to course objectives 2, 3.

Required Readings

Bolliger, C.T., van Biljon, X., & Axelsson, A. (2007). A nicotine mouth spray for smoking cessation: a pilot study of preference, safety and efficacy. *Respiration* 74(2), 196-201.
<http://dx.doi.org/10.1159/00009713>

Coughlan, M., & Cronin, F. R. (2007). Step-by-step guide to critiquing research. Part 1: Quantitative Research. *British Journal of Nursing*, 16(11), 658-663.

Websites

<https://libraries.usc.edu/>

<https://libraries.usc.edu/locations/norris-medical-library>

<https://libguides.usc.edu/healthsciences/FNP>

<https://www.youtube.com/watch?v=EKye3Qpb6eM>

<https://www.youtube.com/watch?v=PL6ivBxfVOc>

<https://www.youtube.com/watch?v=rzB0fepP32M>

<https://www.nlm.nih.gov/bsd/disted/nurses/intro.html>

<http://www.unm.edu/~unmvclib/cascade/handouts/critiquingresearchpart1.pdf>

Module 3: Quantitative Research Process	Week 4
Topics	
<ul style="list-style-type: none"> • Quantitative Research Process <ul style="list-style-type: none"> ○ Problem Solving ○ Steps in quantitative research process • Quantitative Designs 	

This module relates to course objectives 3, 4, 5.

Required Readings

Grove, S. & Gray, J.R. (2019). *Understanding Nursing Research: Building an evidence-based practice* (7th ed.) St. Louis, MO. Elsevier Saunders

- Chapter 2- Kathryn Daniel. Introduction to Quantitative Research
- Chapter 6-Christy J. Bommer-Norton. Understanding and Critically Appraising the Literature Review
- Listen to U-tube- <https://www.youtube.com/watch?v=zdf55QksEqY>- Descriptive Literature Review Process Made Easy –Nurse Killam

Barley, E. & Lawson, V. (2016). Using health psychology to help patients: promoting healthy choices. *British Journal of Nursing* 25(21), 1172-1175. <http://dx.doi.org/10.12968/bjon.2016.25.21.1172>

Websites

<http://norris.usc.libguides.com/FNP/starthere>

Module 4: Research Problems, Purposes and Hypotheses and Literature Review	Week 3
Topics	

- **Research Problems, Purposes, and Hypotheses**
 - Identifying the Problem
 - Examining the Feasibility of a Problem and Purpose
 - Examining Research Objectives, Questions and Hypotheses in Research Reports
 - Understanding Study Variables and Research Concepts
- **Literature Review**
 - Purpose
 - Reviewing the literature
- **Writing the review of the literature**

This module relates to course objectives 1, 2, 3.

Required Readings

Grove, S. & Gray, J.R. (2019). *Understanding Nursing Research: Building an evidence-based practice* (7th ed.) St. Louis, MO: Elsevier Saunders.

Chapter 5- Susan Grove Examining Research Problems, Purposes, and Hypotheses

Navidian, A., Kermansaravi, F., & Rigi, S. N. (2012). The effectiveness of a group psycho-educational program on family caregiver burden of patients with mental disorders. *BMC Research Notes*, 5, 399. doi: 10.1186/1756-0500-5-399

Websites

<http://norris.usc.libguides.com/FNP/articles>

Module 5: Qualitative Research Process	Week 5
Topics	
<ul style="list-style-type: none"> • Qualitative Research Process <ul style="list-style-type: none"> ○ Qualitative Research Questions/Approaches ○ Methodologies • Data management and Analysis 	

This module relates to course objectives 3, 4, 5.

Required Readings

Grove, S. & Gray, J.R. (2019). *Understanding Nursing Research: Building an evidence-based practice* (7th ed.) Elsevier Saunders: St. Louis, MO.

- Chapter 3-Jennifer Gray. Introduction to Qualitative Research

Olshansky, E., Zender, R., Rosales, A., Guadarrama, J., & Fortier, M.A. (2015). Hispanic parents' experiences of the process of caring for a child undergoing routine surgery: a focus on pain and pain management. *Journal for Specialist in Pediatric Nursing*. 20(3), 165-77.
<http://dx.doi.org/10.1111/jspn.12111>

Additional References

Corbin, J. A. & Burns, N. (2015). *Basics of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.

Glaser, B. G. & Strauss, A. (1967). *Discovery of grounded theory: Strategies for qualitative research*. Chicago, IL: Aldine Publishing Company.

Websites

<http://norris.usc.libguides.com/FNP/starthere>

Module 6: Ethics in Nursing Research and Culturally Competent Research	Week 6
Topics	
<ul style="list-style-type: none"> • Ethics in Nursing Research and Cultural Competence Research <ul style="list-style-type: none"> ○ Historical events ○ Regulation and Protection of Human Rights • Privacy of Human Participants in Research 	

This module relates to course objectives 4, 5.

Required Readings

Grove, S. & Gray, J.R. (2019). *Understanding Nursing Research: Building an evidence-based practice* (7th ed.). St. Louis, MO: Elsevier Saunders

- Chapter 4- Jennifer Gray. Examining Ethics in Nursing Research

Websites

<https://www.youtube.com/watch?v=R9ay3RJhavI>

<https://www.youtube.com/watch?v=y38pgPY6Zq0>

Module 7: Sampling	Month Date
Topics	
<ul style="list-style-type: none"> • Sampling Concepts • Representativeness of Sample • Probability Sampling • Nonprobability Sampling • Sampling and Sample Size in Quantitative Studies • Sampling and Sample Size in Qualitative Studies 	

This module relates to course objectives 1, 3, 4, 5.

Required Readings

Grove, S. & Gray, J.R. (2019). *Understanding Nursing Research: Building an evidence-based practice* (7th ed.) St Louis, MO: Elsevier Saunders.

- Chapter 9- Susan Grove. Examining Populations and Samples in Research

Knowler, W. C., M.D., Barrett-Connor, E., Fowler, S., Hamman, R., Lachin, J. M., Walker, E. A., & Nathan, D. A. (2002). Reduction in the incidence of type 2 diabetes with lifestyle intervention or metformin. *New England Journal of Medicine*, 346(6), 346-403. <http://dx.doi.org/10.1056/NEJMoa012512>

Websites

<http://norris.usc.libguides.com/FNP/starthere>

Module 8: Measurement and Data Collection	Week 8
Topics <ul style="list-style-type: none"> • Measurement and Data Collection <ul style="list-style-type: none"> ○ Concepts of Measurement Theory ○ Physiological Measures ○ Diagnostic and Screening Tests ○ Measurement Strategies • Data Collection Process 	

This module relates to course objectives 1, 4, 5.

Required Readings

Grove, S. & Gray, J.R. (2019). *Understanding Nursing Research: Building an evidence-based practice* (7th ed.). St. Louis, MO: Elsevier Saunders

- Chapter 10- Susan Grove. Clarifying Measurement and Data Collection in Quantitative Research

Hua, K. & Hao, G. (2017). Cardiovascular outcomes of lifestyle intervention in hypertensive patients with antihypertensive agents. *International Journal of Cardiology* 227,751-756.

<http://dx.doi.org/10.1016/j.ijcard.2016.10.062>

Websites

<http://norris.usc.libguides.com/FNP/starthere>

Module 9: Understanding Statistics in Research	Week 9
Topics <ul style="list-style-type: none"> • Understanding Statistics in Research <ul style="list-style-type: none"> ○ Elements of Statistical Analysis Process ○ Theories and Concepts of the Statistical Analysis Process ○ Using Statistics to Describe ○ Inferential Statistics ○ Use of Statistics to Examine Relationships, Predict Outcomes, and Examine Differences ○ Interpreting Research Outcomes 	

This module relates to course objectives 1, 3, 4.

Required Readings

Grove, S. & Gray, J.R. (2019). *Understanding Nursing Research: Building an evidence-based practice* (7th ed.). St. Louis, MO: Elsevier Saunders

- Chapter 11- Susan Grove. Understanding Statistics in Research.

Dickson, V. V., Howe, A., Deal, J., & McCarthy, M. M. (2012) The relationship of work, self-care, and quality of life in a sample of older working adults with cardiovascular disease. *Heart & Lung*, 41(1), 5-14.
 doi:10.1016/j.hrtlng.2011.09.012.

Module 10: Theoretical Foundations/Frameworks for Research	Week 10
Topics	
<ul style="list-style-type: none"> • Theoretical Foundations/Frameworks for Research <ul style="list-style-type: none"> ○ Elements of Theory ○ Levels of Theoretical Thinking ○ Examples of Critical Appraisal (Grand and Middle Range Theory) 	

This module relates to course objectives 1, 3, 4.

Required Readings

Grove, S. & Gray, J.R. (2019). *Understanding Nursing Research: Building an evidence-based practice* (7th ed.). St Louis, MO: Elsevier Saunders.

- Chapter 7-Jennifer Gray. Understanding Theory and Research Frameworks

Tao, H., Ellenbecker, C., Chen, J., Zhan, L., & Dalton, J. (2012). The influence of social environment factors on hospitalization among patients receiving home health care services. *Advances in Nursing Science*. 35(4), 346-358.

Park, S. K., Stotts, N., Douglas, M., Donsky-Cuenco, D., & Carrieri-Kohlman, V. (2012). Symptoms and functional performance in Korean immigrants with asthma or chronic obstructive pulmonary disease. *Heart and Lung*, 41(3), 226–237.

Websites

<http://norris.usc.libguides.com/FNP/starthere>

Module 11: Outcomes Research	Week 11
Topics	
<ul style="list-style-type: none"> • Mixed Methods and Outcomes Research <ul style="list-style-type: none"> ○ Nursing-Sensitive Outcomes ○ Origins of Outcomes and Performance Monitoring ○ Federal Government Involvement in Outcomes Research ○ Outcomes Research and Nursing Practice ○ Methodologies, Statistical Methods, and Critical Appraisal of Outcomes Studies 	

This module relates to course objectives 1, 3, 4.

Required Readings

Grove, S. & Gray, J.R. (2019). *Understanding Nursing Research: Building an evidence-based practice* (7th ed.). St Louis, MO: Elsevier Saunders.

- Chapter 14-Susan Grove & Jennifer Gray. Introduction to Additional Research Methodologies in Nursing: Mixed Methods and Outcomes Research

Sand-Jecklin, K. K. (2014). A quantitative assessment of patient and nurse outcomes of bedside nursing report implementation. *Journal of Clinical Nursing* 23 (19-20), 2854-2863. <http://dx.doi.org/10.1111/jocn.12575>

Websites

<http://norris.usc.libguides.com/FNP/starthere>

<https://www.ahrq.gov>

<https://www.youtube.com/watch?v=PlxsHEgYEO>

Module 12: Translational Research and Evidence Based Practice	Week 12
Topics	
<ul style="list-style-type: none"> • Translational Research <ul style="list-style-type: none"> ○ Implementing Evidence-based Guidelines into Practice ○ Choosing an Evidence-based Practice Model ○ Introduction to Evidence-based Practice Centers ○ Introduction to Translational Research 	

This module relates to course objectives 4, 5.

Required Readings

Grove, S. & Gray, J.R. (2019). *Understanding Nursing Research: Building an evidence-based practice* (7th ed.). St. Louis, MO: Elsevier Saunders:

Chapter 13-Susan Grove. Building an Evidenced-Based Nursing Practice

Websites

<https://www.ahrq.gov/professionals/clinicians-providers/ehclibrary/index.html>

Module 13: Community-Based Participatory Research/Social Action Research	Week 13
Topics	
<ul style="list-style-type: none"> • Community-based Participatory Research and Cultural Competence in Research <ul style="list-style-type: none"> ○ Roles for Nurses ○ Working with Diverse Populations ○ Ethical and Cultural Competence • Sampling and Recruitment 	

This module relates to course objectives 4, 5.

Required Readings

Kulbok, P.A., Thatcher, E., Park, E., & Meszaros, P.S. (2012). Evolving public health nursing roles: Focus on community participatory health promotion and prevention. *Online Journal of Issues in Nursing*, 17(2). Manuscript 1.

Olshansky, E. F., & Zender, R. (2015). The use of community-based participatory research to understand and work with vulnerable populations. In De Chesnay, M., & Anderson, B (3rd ed.). *Caring for the Vulnerable* (pp. 269-275). Burlington, MA: Jones & Bartlett Learning.

Recommended Readings

Stockdale, S. E., Tang, L., Pudilo, E. Lucas-Wright, A., Chung, B., Horta, M., Masongsong, Z., Jones, F., Belin, T.R., Sherbourne, C., & Wells, K. (2016). Sampling and recruiting community-based programs using community partnered participation research. *Health Promotion Practice* 17(2), 254-64.
<http://dx.doi.org/10.1177/1524839915605059>

Websites

<https://www.youtube.com/watch?v=9cEXqNDOHqM>

Module 14: Using Large Data Sets	Week 14
Topics	
<ul style="list-style-type: none"> • Using Large Datasets <ul style="list-style-type: none"> ○ Epidemiology ○ Census Data • Big data and Linkages 	

This module relates to course objectives 4, 5.

Required Readings

Al-Rawajfah, O.M., Aloush, S., & Hewitt, J. B. (2014). Use of electronic health-related datasets in nursing and health related research. *Western Journal of Nursing, Research* 37(7), 952-983.

Bates, D. W., Saria, S. Ohno-Machado, L., Shah, A., & Escobar, G. (2014). Big Data in healthcare: Using analytics to identify and manage high-risk and high-cost patients. *Health Affairs*, 33(7), 1123-1131.

Fisher, D.D. & Cutter, J. (2016). The inevitable colonization of Singapore by Zika Virus. *Journal of BMC Medicine*. 14(1),168. <http://dx.doi.org/10.1186/s12916-016-0737-9>.

Websites

https://www.youtube.com/watch?v=Cpus_ieYNX4

https://www.census.gov/mso/www/training/aff_tutorial.html

https://www.ted.com/talks/joel_selanikio_the_surprising_seeds_of_a_big_data_revolution_in_healthcare

Module 15: Class Presentations of Critiques of Research Articles	Week 15
Topics	
<ul style="list-style-type: none"> • Students will present their article critiques <ul style="list-style-type: none"> ○ Oral presentation of the article critiques 	

Study Days / No Classes	Week 16

Final Quiz	Week 16

University Policies and Guidelines

IX. Attendance Policy

Students are expected to attend every class and to remain in class for the duration of the Module. Failure to attend class or arriving late may affect your ability to achieve course objectives, which could affect your course grade. Students are expected to notify the instructor by email (xxx@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations, which conflict with students' observance of a holy day. Students must arrange *in advance* to complete class work that will be missed, or to reschedule an examination, due to holy days observance.

Please refer to *SCampus* and to the USC School of Social Work Student Handbook and the Department of Nursing Student Handbook for additional information on attendance policies.

X. Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

XI. Support Systems

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/>

Tab for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

USC Policy Reporting to Title IX: <https://policy.usc.edu/reporting-to-title-ix-student-misconduct/>

USC Student Health Sexual Assault & Survivor Support: <https://studenthealth.usc.edu/sexual-assault/>

XII. Statement about Incompletes

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official “Incomplete Completion Form.”

XIII. Policy on Late or Make-up Work

Assignments are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the assignment is late without permission, the grade will be affected.

XIV. Policy on Changes to the Syllabus and/or Course Requirements

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XV. Code of Ethics for Nurses

Ethics is an integral part of the foundation of nursing. Nursing has a distinguished history of concern for the welfare of the sick, injured, and vulnerable and for social justice. This concern is embodied in the provision of nursing care to individuals and the community. Nursing encompasses the prevention of illness, the alleviation of suffering, and the protection, promotion, and restoration of health in the care of individuals, families, groups, and communities. Nurses act to change those aspects of social structures that detract from health and well-being. Individuals who become nurses are expected not only to adhere to the ideals and moral norms of the profession but also to embrace them as a part of what it means to be a nurse. The ethical tradition of nursing is self-reflective, enduring, and distinctive. A code of ethics makes explicit the primary goals, values, and obligations of the profession.

The Code of Ethics for Nurses serves the following purposes:

- It is a succinct statement of the ethical obligations and duties of every individual who enters the nursing profession.
- It is the profession’s nonnegotiable ethical standard.
- It is an expression of nursing’s own understanding of its commitment to society.

There are numerous approaches for addressing ethics; these include adopting or subscribing to ethical theories, including humanist, feminist, and social ethics, adhering to ethical principles, and cultivating virtues. The Code of Ethics for Nurses reflects all of these approaches. The words “ethical” and “moral” are used throughout the Code of Ethics. “Ethical” is used to refer to reasons for decisions about how one ought to act, using the above-mentioned approaches. In general, the word “moral” overlaps with “ethical” but is more aligned with personal

belief and cultural values. Statements that describe activities and attributes of nurses in this Code of Ethics are to be understood as normative or prescriptive statements expressing expectations of ethical behavior.

The Code of Ethics for Nurses uses the term *patient* to refer to recipients of nursing care. The derivation of this word refers to “one who suffers,” reflecting a universal aspect of human existence. Nonetheless, it is recognized that nurses also provide services to those seeking health as well as those responding to illness, to students and to staff, in healthcare facilities as well as in communities. Similarly, the term practice refers to the actions of the nurse in whatever role the nurse fulfills, including direct patient care provider, educator, administrator, researcher, policy developer, or other. Thus, the values and obligations expressed in this Code of Ethics apply to nurses in all roles and settings.

The Code of Ethics for Nurses is a dynamic document. As nursing and its social context change, changes to the Code of Ethics are also necessary. The Code of Ethics consists of two components: the provisions and the accompanying interpretive statements. There are nine provisions. The first three describe the most fundamental values and commitments of the nurse; the next three address boundaries of duty and loyalty, and the last three address aspects of duties beyond individual patient encounters. For each provision, there are interpretive statements that provide greater specificity for practice and are responsive to the contemporary context of nursing. Consequently, the interpretive statements are subject to more frequent revision than are the provisions. Additional ethical guidance and detail can be found in ANA or constituent member association position statements that address clinical, research, administrative, educational, or public policy issues.

Code of Ethics for Nurses with Interpretive Statements provides a framework for nurses to use in ethical analysis and decision-making. The Code of Ethics establishes the ethical standard for the profession. It is not negotiable in any setting nor is it subject to revision or amendment except by formal process of the House of Delegates of the ANA. The Code of Ethics for Nurses is a reflection of the proud ethical heritage of nursing, a guide for nurses now and in the future.

XVI. Complaints-

Please direct any concerns about the course with the instructor first. If you are unable to discuss your concerns with the instructor, please contact the faculty course lead. Any concerns unresolved with the course instructor or faculty course lead may be directed to the student’s advisor and/or the Chair of your program.

Do not procrastinate or postpone working on assignments.