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CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Marie Twal Phone 7-3259
Department Nursing and Allied Health Professions

II. PROPOSAL TYPE (Check All Appropriate Lines)

☒ COURSE Research Utiliz Nsg.
Suggested 10 character title
☒ New Course* NURS 316 Research Utilization in Nursing
Course Number and Full Title
☐ Course Revision _____
Course Number and Full Title
☐ Liberal Studies Approval+ _____
for new or existing course Course Number and Full Title
☐ Course Deletion _____
Course Number and Full Title
☐ Number and/or Title Change _____
Old Number and/or Full Old Title
New Number and/or Full New Title
☐ Course or Catalog Description Change _____
Course Number and Full Title
☐ PROGRAM: ☐ Major ☐ Minor ☐ Track
☐ New Program* _____
Program Name
☐ Program Revision* _____
Program Name
☐ Program Deletion* _____
Program Name
☐ Title Change _____
Old Program Name
New Program Name

III. Approvals (signatures and date)

Marie E Twal 2-25-00
Department Curriculum Committee

Paul Iwanicki 2-25-00
Department Chair

Mar E. Senk 7/14/00
College Curriculum Committee

Charles F. Zori 15 July 00
College Dean

W. Slattery 8/7/00

+ Director of Liberal Studies (where applicable)

*Provost (where applicable)

NURS 316 Research Utilization in Nursing**3c-01-3sh****Prerequisites:** NURS 212 and 236 or permission of instructor**Prerequisite or corequisites:** ENGL 202; MATH 217

This course focuses on understanding and critiquing nursing research. The emphasis of this course will be to understand the research process and to apply research findings to practice. Students will describe the various stages of the research process and apply these steps to evaluate clinical nursing research problems. The focus will be on developing the necessary skills to engage in scholarly research writing.

I. Course Description:

NURS 316 Research Utilization in Nursing

**3 lecture hours
0 lab hours
3 semester hours
(3c-01-3sh)**

Prerequisites: NURS 212 and 236 or permission of instructor

Prerequisites or corequisites: ENGL 202; MATH 217

This course focuses on understanding and critiquing nursing research. The emphasis of this course will be to understand the research process and to apply research findings to practice. Students will describe the various stages of the research process and apply these steps to evaluate clinical nursing research problems. The focus will be on developing the necessary skills to engage in scholarly research writing.

II. Course Objectives

At the conclusion of this course the student will:

1. Identify clinical problems in need of research
2. Describe the research process
3. Evaluate nursing research
4. Discuss application of research findings to practice
5. Recognize the impact of nursing research upon clinical nursing practice
6. Demonstrate improvement of research writing

III. Course Outline

Week 1	A. Introduction to nursing research 1. Identifying research problems and questions 2. Reading and formulating research problems and questions identified from clinical practice (in class writing exercises)	3 hrs
Week 2	B. Retrieval and review of nursing research 1. Library and electronic search of nursing research	3 hrs
Week 3	C. Critique and evaluation of nursing studies: Sample 1. Sampling techniques 2. Critiquing sample descriptions in nursing studies	3 hrs

Week 4	D. Critique and evaluation of nursing studies: Measurement 1. Measurement techniques 2. Critiquing measurement methods in nursing studies	3 hrs
Week 5	E. Critique and evaluation of nursing studies: Methodology and design 1. Methodology and design issues 2. Critiquing methodology and design in nursing studies	3 hrs
Week 6	F. Critique and evaluation of nursing studies: Validity and reliability 1. Validity and reliability issues in research 2. Critiquing the validity and reliability in nursing studies	3 hrs
Week 7	G. Critique and evaluation of nursing studies: Data analysis 1. Data analysis techniques 2. Critiquing data analysis in nursing studies	3 hrs
Week 8	H. Using research in clinical practice	3 hrs
Week 9	I. Developing a research utilization project: Replication 1. Group Work: Analysis of replicability of nursing studies related to the clinical problem selected by the group	3 hrs
Week 10	J. Developing a research utilization project: Scientific merit 1. Group Work: Analysis of scientific merit of nursing studies related to the clinical problem selected by the group	3 hrs
Week 11	K. Developing a research utilization project: Risk evaluation 1. Group Work: Analysis of risks related to the nursing studies for the clinical problem selected by the group	3 hrs
Week 12	L. Ethics in research and research utilization	3 hrs
Week 13-14	M. Student presentations of research utilization protocols	6 hrs
Finals Week:	Research utilization proposal presentations	

IV. Evaluation Methods

20%	Research critique #1
20%	Research critique #2
20%	In class exercises (approximately one paragraph or page/week)
15%	Research utilization proposal
15%	Presentation of research utilization proposals
10%	Research utilization project progress reports

Grading scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Less than 60%

***To progress in the Nursing Program, the student must achieve at least a 70% average grade for this course.**

Learning Assignments:

Students will work in groups of 3-5 students. Each group will select a clinical question to answer.

Research critiques (2)

The article selected for each critique should address the clinical question chosen by the group and should include implications for research utilization. Students will use critiquing guidelines distributed in class to critique these research articles. Students will be provided with examples and practice opportunities for reviewing and writing research critiques in class throughout the semester. Grading will be based upon the accuracy and completeness of the critique.

Minimum number of pages: 5 pages for each critique.

Research Utilization (RU) Proposals

Group members share the individual critiques in the previous assignment. Group members will use the CURN (Conduct and Utilization of Research in Nursing Project) criteria for evaluating and integrating research studies into practice. Each student in the group will lead the group meeting when the group reviews the student's critique. The CURN criteria of replication, scientific merit, and risk evaluation will be discussed by the group members as they review the research studies on their clinical topic. These CURN criteria will help students to develop recommendations for research utilization.

If the research is judged ready for utilization, the group will develop a written research based policy or procedure related to their clinical problem. If inadequate for utilization, each group will propose a study to increase the research base. The proposal will contain a formal literature review summarizing the state of research on the topic. Appropriate topics for the RU project include items such as chronic pain management, decubiti ulcers, postpartum depression, breast-feeding, and urinary incontinence. Group members are expected to collaborate with the course instructor in selection of an appropriate topic for this project.

Students will have opportunities to revise their policy or procedure project or their research proposals based on faculty and group feedback. These final written projects/proposals should be a minimum of 8 pages in length.

RU Project progress reports

Each student is expected to provide written progress reports regarding the RU proposal project. The students will submit the reports on the forms provided in class. Students will comment on the progress of the group work, nature and extent of group member contributions and plans for further progress. In addition, students will be expected to revise and improve their projects and writing style based on feedback from peers and faculty. These written progress reports will be collected several times throughout the course.

Research Utilization (RU) Proposal presentation

Students will complete an oral or poster presentation of the RU proposal. The presentation will include: literature review on the topic, results of research studies, recommendations for further research and RU proposal.

In-class activities and exercises

Students will complete weekly in class activities and exercises that allow students the opportunity to apply and reflect upon course content. Grading will be based upon critical thinking and application of course content.

Additional Course Requirements

All papers will be written in APA format. All papers are due on their specified due dates to facilitate progress within the group.

Class attendance is crucial to this course not only to facilitate understanding of course content, but also to allow for full member participation within groups. Group work is essential for successful completion of group work. Refer to attendance policies as stated in the semester syllabus.

Refer to course pro-packets for specific writing instructions and guidelines as well as evaluation criteria for written exercises.

V. Required Texts:

Fain, J.A. (1999). Reading, understanding, and applying nursing research: A text and workbook. Philadelphia, F.A. Davis.

American Nurses Association (1983). Using research to improve nursing practice: A guide. Philadelphia: W.B. Saunders. (This is a classic and valuable book for research utilization. There is not a more current book with specific guidelines for research utilization available).

Publication Manual of the American Psychological Association (4th ed.). (1994). Washington, D.C. American Psychological Association.

VI. Special Resource Requirements

None

VII. Bibliography

Bach, D.M. (1995). Implementation of the Agency for Health Care Policy and research postoperative pain management guideline. The Nursing Clinics of North America, 30(3), 515-528.

Bergstrom, N., Braden, B., Boynton, P., & Bruch, S. (1995). Using a research-based assessment scale in clinical practice. The Nursing Clinics of North America, 30(3), 539-554.

Bostrom, J., Caldwell, J., & Everson, D. (1996). Telephone follow-up after discharge from the hospital: Does it make a difference? Applied Nursing Research, 9(2), 47-52.

Burns, N. & Gove, S.K. (1995). Understanding nursing research. Philadelphia: Saunders.

Butcher, L.A. (1995). Research utilization in a small, rural, community hospital. The Nursing Clinics of North America, 30(3), 439-446.

Cason, C., L., & Grissom, N.L. (1997). Ameliorating adults' acute pain during phlebotomy with a distraction intervention. Applied Nursing Research, 10(4), 168-173.

Cronenwett, L.R. (1995). Effective methods of disseminating research findings to nurses in practice. The Nursing Clinics of North American, 30(3), 429-438.

Dufault, M.A., Bielecki, C., & Willey, C. (1995). Changing nurses' pain assessment practice: A collaborative research utilization approach. Journal of Advanced Nursing, 21(4), 634.

Estabrooks, C. A. (1999). The conceptual structure of research utilization. Research in Nursing & Health, 22, 203-216.

Fain, J.A. (1999). Reading, understanding and applying nursing research: A text and workbook. Philadelphia: FA Davis.

Funk, S.G., Tornquist, E.M., & Champagne, M.T. (1995). Barriers and facilitators of research utilization: An integrative review. Nursing Clinics of North America, 30(3), 395-408.

Harrison, M.B., Wells, G., & Prince, M. (1996). Practice guidelines for the prediction and prevention of pressure ulcers: Evaluating the evidence. Applied Nursing Research, 9(1), 9-17.

Howell, S.L., Foster, R.L., & Miller, K.L. (1996). Evaluation of a pediatric pain management research utilization program. The Canadian Journal of Nursing Research, 28(2), 37-58.

Johnson, M., & Miller, R. (1996). Measuring healing in leg ulcers: Practice considerations. Applied Nursing Research, 9(4), 204-208.

Larsen, L. (1997). Research utilization: Development of a central venous catheter procedure. Applied Nursing Research, 10(1), 44-51.

LoBiondo-Woods, G. & Haber, J. (1998). Nursing research: Methods, critical appraisal, and utilization. St. Louis: Mosby.

Milligan, R. A. Flenniken, P.M., & Pugh, L. C. (1996). Positioning intervention to minimize fatigue in breast-feeding women. Applied Nursing Research, 9(2), 67-70.

Niesen, K. M. & Quirk, A. G. (1997). The process for initiating nursing practice changes in the intrapartum: Findings from a multi-site research utilization project. Journal of Obstetric, Gynecologic, and Neonatal Nursing, 26(6), 709-718.

Nieswiadomy, R. M. (1998). Foundations of nursing research. Stamford, CT: Appleton & Lange.

Polit, D.F., & Hungler, B. P. (1997). Essentials of nursing research: Methods, appraisal, and utilization. Philadelphia: Lippincott.

Shively, M., Riegel, B., & Thomason, T. (1997). Testing a community level research utilization intervention. Applied Nursing Research, 10(3), 121-127.

Vyhlidal, S. K., Noxness, D., & Bergstrom, N. (1997). Mattress replacement or foam overlay? A prospective study on the incidence of pressure ulcers. Applied Nursing Research, 10(3), 111-120.

Wells, N., & Baggs, J. G. (1997). Rooming-in for elderly surgical patients. Applied Nursing Research, 10(2), 72-79.

Research Critique Checklist

Each critique should include a critical examination of the following areas of the article. This checklist should help you in writing a complete critique. The points assigned for each area are as follows:

Introduction (10 points) _____

Includes:

- Research problem statement, questions, and hypothesis if applicable
- Introduction to the problem
- Be sure to identify the variables under study

Literature Review (10 points) _____

Includes: Theoretical Framework if applicable

Research Methodology (15 points) _____

This includes:

- Research design
- Population
- Sample
- Data collection methods
- Address evidence of research control and threats to internal and external validity.

Data Analysis (10 points) _____

- How the data were analyzed
- Findings
- Significance of the research findings

Ethical Considerations (5 points) _____

- Include issues of protection of human subjects

Implications to Nursing (10 points) _____

- Note whether this is specifically identified within the article
- Recommendations for future research
- Implementation potential
- Include an overall concluding statement(s) about the study's contribution to nursing.

Research Writing Style (10 points) _____

Research Critique Guidelines

This course requires two written research critiques. The following guidelines should help you in writing this assignment. Feel free to discuss your work within your groups to identify areas of concern or weakness.

For this assignment please refer to your text. In addition to these guidelines, keep in mind the following suggestions:

1. General Guidelines

When critiquing, give strengths and weaknesses of the study.

- Give specific examples of strengths and weaknesses, do not just make broad sweeping statements of praise or condemnation.

- Give rationale for your criticisms. This may include citing specific content within the article.

Use correct APA format for quoting material from an original source.

- Provide realistic alternatives that the researcher may want to consider.

2. Use the following headings to categorize your critique:

A. Introduction:

- This includes the clarity and relevance of the study's purpose, researchability of the study problem, and adequacy and relevance of the literature review.
- Be sure to write the research problem or statement of purpose.
- Identify the variables under study.
- Under the literature review: Be sure to follow your text's guidelines and also to address whether the review includes any gaps in the literature, was made up of current and primary sources, and covers all the appropriate variables under study.
- Did the introduction clearly lead you to the problem under study OR did you have to search or infer this?

B. Methodology

- This includes the study's research design, evidence of research control, threats to internal and external validity, data collection plans, and also includes the sampling procedures.
- Remember to use Lincoln and Guba's criteria for assessing the strength of a qualitative research study. (Refer to guidelines based on Lincoln and Guba's criteria provided in class.)

C. Data Analysis

- This includes how data were analyzed, what the findings were, and the significance of the study's results.
- Include the text guidelines under "Correctness of analytic procedures and "Clarity of findings".

D. Ethical Considerations

- Can you identify issues of protection of human subjects, consent, and risk/benefit ratio?
- Was consent implied or specifically cited within the article?
- Discuss any ethical considerations or violations noted within the study.

E. Implications to Nursing

- This section covers how the study will benefit nursing practice. Note whether this was identified or implied in the article.

- Also, note any recommendations for future research given in the article.
- Write an overall concluding statement(s) about the study's contribution to nursing practice

COURSE ANALYSIS QUESTIONNAIRE
NURS 316 Research Utilization

Section A: Details of the Course

- A1 This course will fit into the junior year of the Bachelor of Science degree in the Nursing program. It is a required course for students in the major.
- A2 This course is part of the curriculum revision in the Nursing program.
- A3 This course has never been offered at IUP.
- A4 This course is not intended to be offered as a dual-level course.
- A5 This course is not intended to be taken for variable credit.
- A6 This material on nursing research would be included in other baccalaureate nursing programs.
- A7 The skills and content in this course are necessary to practice nursing in an adult health setting. (Commission on Collegiate Nursing Education, Pennsylvania State Board of Nursing Professional and Vocational Standards)

Section B: Interdisciplinary Implications

- B1 This course will be taught by one faculty member at a time within the Nursing Department.
- B2 Although there are other introductory research courses offered at the university, this course is specific to nursing and will guide students in the application of research to nursing practice.
- B3 No seats in the course will be reserved for students in Continuing Education.

Section C: Implementation

- C1 No new faculty are needed to teach this course.
- C2 Other Resources
 - a. Current space allocations are adequate to offer this course
 - b. Library: Currently Stapleton Library subscribes to a number of nursing journals that would be helpful for students in this course. These journals include: Nursing Research, Western Journal of Nursing Research, Applied Nursing Research, and Nursing Clinics of North America. Additionally, the Department of Nursing and Allied Health Professions receives subscriptions to other journals which might be useful to students in this course. These journals include: Research in Nursing and Health, Journal of Professional Nursing, and Journal of Nursing Scholarship. Stapleton Library also has books related to nursing research. Periodic updates of these holdings are necessary. The department currently has a mechanism in place for identifying needs for updated texts in priority order and recommending future purchases for the library holdings.
- C3 No grant funds are associated with this course

- C4 This course will be offered in the Fall semester.
- C5 Three sections of the course will be offered at a time.
- C6 There will be 27 seats per section of this course.
- C7 There are limitations in enrollment in a course of this nature. (IUP regulations regarding W)