

APPROVED

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DEC 29 2011

If you wish to submit a new course, please login

COLLEGE OF GRADUATE STUDIES

The University Of Toledo NEW COURSE PROPOSAL

\* denotes required fields

Level (check one)\* Will this course impact program requirements? Type of course (check all that apply):

1. College\*: Nursing Department\*: College of Nursing

2. Contact Person\*: Susan Sochacki Phone: 419-383-5806 Email: susan.sochacki@utoledo.edu

3. Alpha/Numeric Code (Subject area - number)\*: NURS - 5910/7910

4. Proposed title\*: Advanced Nursing Research

Proposed effective term: Sp 2013

5. Planned enrollment per section: 10 per term: 10

6. Is the course cross-listed with another academic unit? No

Is the course offered at more than one level? Yes

If yes to either question, please list additional Alpha/Numeric codes, and submit a separate New Course form or Course Modification form for the course(s) referenced below.

a. Nurs - 5910 b. c.

Approval of other academic unit (signature) Name and title

If course is to be offered at more than one level, attach an explanation of the different requirements that students must meet for each level.

7. Credit hours\*: Fixed: 3 or Variable: to

8. Delivery Mode: Primary\* Secondary Tertiary

a. Activity Type\* \* Lecture Other/DL b. Minimum Credit Hours \* 3 Maximum Credit Hours \* 3 c. Weekly Contact Hours \* 3

† Choices are: Lecture, Recitation, Seminar, Regular Lab, Open Lab, Studio, Clinic, Field, Independent Study, Workshop, Computer Assisted Instruction, Other

9. Terms offered: [X] Spring

Years offered: [X] Every Year

10. Are students permitted to register for more than one section during a term? No

May the courses be repeated for credit? Yes 3 Maximum Hours

11. Grading System\*: Undergraduate Graduate

- Normal Grading (A-F,PS/NC,PR, I)
- Passing Grade/No Credit (A-C, NC)
- Credit/No Credit
- Grade Only (A-F, PR, I)
- Audit only
- No Grade
- Normal Grading (A-F,PS/NC,PR, I)
- Grade Only (A-F)
- Satisfactory/Unsatisfactory (G only)
- Audit only
- No Grade

12. Prerequisites (must be taken before): a. INDI - 8000 b. NURS - 7400 c. - -  
 PIN (Permisson From Instructor)  PDP (Permission From Department)

Co-requisites (must be taken together): a. - - b. - - c. - -

13. If course is to replace an existing, course(s) will be deleted, and when should that deletion occur?

	Course to be removed from inventory	Final Term to be offered (YYYYT, i.e. use 20064 for Fall'06)
a.	-	
b.	-	
c.	-	
d.	-	

14. Catalog description\* (30 words Maximum)

See attached

15. Attach an electronic copy of a complete outline of the major topics covered.

Syllabus: \*

Additional Attachment 1:

Additional Attachment 2:

16. Where does this course fit in the University/College/Department curriculum? (Be specific by course level, if applicable). Indicate prospective demand.

Second semester in BSN-DNP program

PROPOSE DUAL NUMBERING NURS 5910/7910 to meet the needs of the Masters program (NURS 5910) and the BSN-DNP program (NURS 7910).

17. If the proposed course is similar to another course in the College or University, please describe the difference and provide a rationale for the duplication. (If this course duplicates material covered in another course within your department or college or in another college, attach a letter of endorsement from that area's dean and department chairperson indicating their support. Clarify the manner in which this course will differ).

1/12/12 JS  
1/12/12 BS

Doctorally numbered courses will include assignments and evaluation at the doctoral level

18. If the course is intended to meet a University Undergraduate Core requirement, complete the following and submit a course syllabus using the template:

Please explain how this course fulfills the general education guidelines. (Guidelines are available in Faculty Senate Website)

**Course Approval:**

Department Curriculum Authority:

*Heather Smater, Ph.D., RN*

Date Month / Day / Year

Department Chairperson:

Date Mon 12 / Day 12 / Year 11

College Curriculum Authority:  Date Month  / Day  / Year

College Dean:  Date Month  / Day  / Year

*After college approval, submit the original signed form to the Faculty Senate (UH 3320) for undergraduate-level courses; for graduate-level courses submit the original signed form to the Graduate School (UH3240). For undergraduate/graduate dual-level courses, submit the proposals to each office.*

Faculty Senate Undergrad. Curriculum Comm.:  Date Month  / Day  / Year

Faculty Senate Core Curriculum Comm.:  Date Month  / Day  / Year

Graduate Council:  Date Month  / Day  / Year

Office of the Provost:  Date Month  / Day  / Year

Registrar's Office:  Date Month  / Day  / Year

You will see a confirmation page after you press the "Submit" button. If you do not see the confirmation page, please call x 4320 or send an email to ProvostWebMaster.utoledo.edu. Thanks.

**University of Toledo College of Nursing  
BSN-DNP Program**

**NURS 5910/7910 - ADVANCED NURSING RESEARCH**

**COURSE CREDIT AND CONTACT HOURS:**

3 Credit Hours: 3 Theory Hours

**PREREQUISITES:**

Master's Program = INDI 6000/~~6000~~ Introduction to Biostatistical Methods, NURS 5400 Nursing Theories/Ethics or NURS 5240 Designing Nursing Systems for Compromised Health States

BSN-DNP Program = INDI ~~6000~~/8000 Introduction to Biostatistical Methods, NURS 7400 Nursing Theories/~~Ethics~~

**FACULTY: TBA**

**CATALOG DESCRIPTION:**

Students will critically evaluate published research for clinical relevance, identify a research problem, select a conceptual framework, review selected literature, and prepare a quantitative and/or qualitative research proposal.

**COURSE DESCRIPTION:**

Students will identify a research problem and develop an appropriate conceptual framework. They will critically review published research in the area of interest and identify appropriate design, methods and statistical analysis. Major approaches of qualitative and quantitative methodologies will be explored.

**LEARNING OUTCOMES:**

1. Analyze major philosophical and methodological differences between qualitative and quantitative research.
2. Evaluate selected quantitative and qualitative research studies for relevance to clinical practice.
3. Identify a clinical researchable problem significant to advanced clinical nursing practice.
4. Analyze research literature relevant to the identified problem.
5. Create a schematic representation of a theoretical/conceptual framework chosen as a basis for investigation of the identified clinical problem.
6. Utilize new knowledge to analyze the outcomes of nursing interventions.
7. Analyze ethical and legal issues related to the conduct of clinical studies.
8. Evaluate an evidence based practice plan to improve nursing.

**The University of Toledo College of Nursing  
BSN-DNP Program**

**NURS 5910/7910 - ADVANCED NURSING RESEARCH**

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**PREREQUISITES:**

Master's Program –

1. INDI 6000 Introduction to Biostatistical Methods
2. NURS 5400 Nursing Theories/Ethics or NURS 5240 Designing Nursing Systems for Compromised Health States

BSN-DNP – INDI8000 Statistics, NURS 7400 Nursing Theories

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Topical Outline: The sequence of topics may vary.

Comparison of Quantitative and Qualitative Research Paradigms  
Formulation of Questions or Problems for Clinical Investigation  
Comparative Critiques of Published Qualitative and Quantitative Research  
Overview of Writing a Research Grant Proposal, including How to Develop an Abstract and a Budget  
Literature Review  
Theoretical/Conceptual Frameworks  
Quantitative Research Methodology, Sampling, and Data Analysis and Measurement Issues (Validity and Reliability)  
Qualitative Research Methodology, Sampling, and Data Analysis  
Evidence Based Practice, Outcomes Research  
Legal and Ethical Issues in Research

Online Course: **Shortcut to Course site** <http://www.utoledo.edu/dl/>

- **Every 2 weeks a Course Module formally begins on a Monday and ends 2 weeks later on Friday.**
- **All Discussion Group activities / questions for that Module must be submitted on that Friday by 5 PM.**
- **The next online Module for the material is available beginning on that Friday at 12PM.**
- **Course Assignments [written papers] are due on Mondays by 12 PM [noon], as indicated on the Course Schedule.**

Please contact [http://www.utoledo.edu/dl/helpdesk/browser\\_config.html](http://www.utoledo.edu/dl/helpdesk/browser_config.html) to tune up your browser for Blackboard. UT Learning Ventures at 1.866.886.5336 or at 419.530.8835 can be contacted for technical problems. If the technical problems are not resolved, please notify the faculty by email, as the faculty is committed to making this a positive experience. In addition, the faculty can be contacted for any content issues related to the course.

Teaching Strategies:

Discussion and/or debate, assignments, and readings including Web links.

Disclaimer RE: Web links – some Web sites may have moved or disappeared; other excellent sites may not be listed.

Class Discussion Group:

Each student is expected to make substantive contributions that reflect scholarly preparation for the Module in the Discussion Group. Please read Guidelines for Participation in Class Discussion. The discussion is graded and will usually consist of activities and questions for the students to complete or answer found at the end of each Course Module.

There are 8 Modules spread over the weeks of the semester. The timeframe for each Module is 2 weeks. **The class week for each Module begins on Monday and students' activities / questions must be posted to the Discussion Group no later than the following Monday by 12 PM [noon] with responses to peers' work posted no later than the upcoming Friday by 5 PM.** In other words, I will post discussion prompts by Monday for the Module [some prompts are also located within the Module]; students should post their response(s) to discussion activities / questions by 12 noon of the following week; then students will have until the upcoming Friday at 5 PM to respond to postings of other students. Of course, students may post work to the Group Discussion earlier in the week at their discretion.

**NOTE: STUDENTS MAY TAKE MORE TIME TO COMPLETE THE DISCUSSION GROUP ACTIVITIES / QUESTIONS FOR MODULE 1: SEE ALTERED COURSE SCHEDULE.**

#### Course Assignments:

There are two graded assignments [written papers]. **The student MUST partner with 1-2 colleagues of his or her choice and work together to complete both assignments. See Contract for Assignments.**

- 1) Research Critique Assignment: This group (2-3 students) works together to critique or critically appraise research article(s).
- 2) Nursing Research Proposal: This group also writes a nursing research proposal that addresses clinical practice, educational, or administrative dimensions of nursing. Quantitative and qualitative research studies are acceptable.

NOTE: Two (2) to three (3) students must work together and submit these assignments. Grades for these assignments will be the same for all individuals in the group. Each individual is expected to be responsible for one or more sections of the assignment as well as contribute to its overall preparation and shares responsibility for all parts.

#### Evaluation Strategies:

1. Students are expected to abide by university Academic Honesty Policies.
2. Students are expected to read Burns & Grove textbook assignments before class.
3. Class discussion grades are directly related to active participation. Therefore if students miss a Module's discussion, they will receive a zero for class discussion during that 2-week timeframe; make-ups are NOT possible. The analogy is: this class is like a moving train, once the train goes by the station [or the Module comes to an end], there is no opportunity to get on the train [or submit work]. Guidelines for participation are listed.
4. Assignments must be submitted on time unless special arrangements are made with the instructor. It is the student's responsibility to make sure that the instructor receives the assignment.

5. The Instructor does not read DRAFT assignments, but will answer all asked questions related to any assignment.
6. Submitted assignments will be reviewed for quality content, originality, adherence to paper criteria/guidelines, and original thought related to the subject selected.
7. Grading Scale: A = 90 – 100, B = 80 – 89.9, C = 70 – 79.9, D = 60 – 69.9.
8. Faculty reserves the right to change course requirements in exceptional circumstances with fair notice to students.

Evaluation Methods:

- |     |   |  |
|-----|---|--|
| 20% | <b>Class Discussion Participation:</b><br>See Guidelines for Participation in Course Discussion |  |
| 20% | <b>Research Critique Assignment:</b><br>See Guidelines for Critique of Research Articles        |  |
|     | <b>Nursing Research Proposal [NRP]:</b><br>See Guidelines for Nursing Research Proposal         |  |
| 15% | Section 1   | [limit 5-7 content pages]  |
| 30% | Section 2   | [limit content 7-10 pages plus Conceptual Map and Literature Review Chart pages] |
| 15% | Section 3 with Appendix for Budget and Abstract   | [limit content 5-7 pages plus Budget and Abstract pages]                         |

Additional Assignment for BSN to DNP:

Written paper with Evidenced Based Practice focus. Must be completed at a satisfactory level.

Assessment of Student Outcomes:

1. Faculty is available Monday - Friday to answer questions related to course work:
  - (a) by electronic office hours 24/7 and will make every effort to respond to inquiries within a 24-48 hour period or
  - (b) in the office by appointment.
  
2. The University of Toledo abides by the Americans with Disabilities Act (equal and timely access) and Section 504 of the Rehabilitation Act of 1973 (non-discrimination on the basis of disability). If you have a disability and are in need of academic accommodations but have not yet registered with the Office of Accessibility (OA) (Rocket Hall 1820; 419.530.4981; [officeofaccessibility@utoledo.edu](mailto:officeofaccessibility@utoledo.edu)) please contact the office as soon as possible for more information and/or to initiate the process for accessing academic accommodations. I /We also encourage students with disabilities receiving accommodations through OA to discuss these with me/us, after class or during office hours, so that I/we may be better informed on how to assist you during the semester.



Required Text and Web Site:

Burns, N., & Grove, S. (2009). *The practice of nursing research: Appraisal, synthesis, and generation of evidence* (6<sup>th</sup> ed.). St. Louis, MO: Saunders Elsevier.

Recommend Texts and Web Site:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D.C.: Author. ISBN: 10: 1-4338-0561-8; ISBN: 13: 978-1-4338-0561-5

Streubert, H., & Carpenter, D. (2010). *Qualitative research in nursing: Advancing the humanistic imperative* (5<sup>th</sup> ed.). Philadelphia: J.B. Lippincott. ISBN 978-0-7817-9600-2

Suggested Texts and Web Sites: (based on student's chosen theory for the nursing research proposal)

Alligood, M. R., & Tomey, A. M. (2010). *Nursing theorists and their work*. St. Louis: Mosby. ISBN: 978-0-323-05641-0 ISBN: 10: 0-323-03010-6 Available: 2002 edition for check-out at Mulford Library; 2006 and 2010 editions for request at Mercy St. Vincent Hospital Library.

Friedemann, M-L. (2012). *The framework of systemic organization*. Available: <http://www.fiu.edu/~friedemm/>

Friedemann, M. (1995). *The framework of systemic organization: A conceptual approach to families and nursing*. Thousand Oakes, CA: Sage. ISBN: 0-8039-4914-6 Available: on reserve at Mulford Library.

Masters, K. (2012). *Nursing theories: A framework for professional practice*. Sudbury, MA: Jones & Bartlett Learning. ISBN: 978-1-4496-2601-3 Available: on reserve at Mulford Library.

Melnyk, B.M., & Fineout-Overholt, E. (2011). *Evidence-based practice in nursing & healthcare: A guide to best practice* (2<sup>nd</sup> ed.). Philadelphia: Lippincott Williams & Wilkins. ISBN: 978-1-60547-778-7 Available: on reserve at Mulford Library.

Orem, D. (2001). *Nursing: Concepts of practice* (6<sup>th</sup> ed.). St. Louis: Mosby Yearbook. ISBN: 0-323-00864-X Available: on reserve at Mulford Library.

Orem, D. (2012). *Self-care deficit nursing theory*. Available: <http://www.orem-society.com/index.php/>

Ransom, J. (2007). *Foundations of nursing: Introduction to nursing and Orem's self-care deficit nursing theory*. Toledo, OH: University of Toledo. Available: on reserve at Mulford Library.

NOTE1: If you are unable to get a copy of a book from Mulford Library, you can search the OhioLINK Catalog to request the book from another library in the state at <http://olcl.ohiolink.edu/search/> or contact your local public library for assistance.

NOTE 2: There may be other texts and web sites specific to your nursing research proposal that are not listed here. You may want to do a Google search at <http://www.google.com/> to identify other appropriate topic or theory readings