

LSC Use Only Proposal No: _____ UWUCC Use Only Proposal No: 12-69h.
 LSC Action-Date: AP- 12/6/12 UWUCC Action-Date: App-2/19/13 Senate Action Date: App-3/26/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Theresa Gropelli	Email Address tgropell@iup.edu
Proposing Department/Unit Nursing and Allied Health	Phone 724-357-3264

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

Current course prefix, number and full title: NURS 316 Research Utilization in Nursing

Proposed course prefix, number and full title, if changing: NURS 316 Evidence-Based Practice in Nursing

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills Knowledge Area Global and Multicultural Awareness Writing Across the Curriculum (W Course)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)
 Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy

3. Other Designations, as appropriate

Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

New Degree Program Catalog Description Change New Track Other
 New Minor Program Program Title Change Liberal Studies Requirement Changes in Program

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Theresa Gropelli</i>	11/9/12
Department Chairperson(s)	<i>Elizabeth Palmer</i>	11/9/12
College Curriculum Committee Chair	<i>Janet Wachter</i>	11/12/12
College Dean	<i>Nancy E. Jensen</i>	11/14/12
Director of Liberal Studies (as needed)	<i>D. H. Pugh</i>	2/13/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signatures (with title) as appropriate:		
UWUCC Co-Chairs	<i>Gail Sechrist</i>	2/19/13

Received Received

Please Number All Pages

JAN 28 2013

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Liberal Studies Liberal Studies

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 12-69h.
Action AP-12/6/12

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

Professor _____ Phone _____
 Writing Workshop? (If not at IUP, where? when?) _____
 Proposal for one W-course (see instructions below)
 Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

Department Contact Person Theresa Gropelli or Lisa Palmer Phone 73264
 Course Number/Title NURS 316 Evidence-Based Practice in Nursing
 Statement concerning departmental responsibility
 Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

Professor(s) _____ Phone _____
Course Number/Title _____
Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) Theresa Gropelli
Department Chairperson Elizabeth Palmer
College Dean Henry C. Simpson
Director of Liberal Studies Don W. Priddy

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.
Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

Part II. Description of Curriculum Change

1. New syllabus of record:

I. CATALOG DESCRIPTION:

NURS 316 Evidence-Based Practice in Nursing	3 class hours 0 lab hours 3 credits (3c-0l-3cr)
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PREREQUISITES: ENGL 202, MATH 217

COREQUISITES: NURS 330 and 331; or NURS 332 and 333; or NURS 336 and 337

Focuses on understanding and critiquing nursing research. Emphasizes understanding the research process and utilization of current evidence in nursing practice. Focuses on developing the necessary skills to engage in scholarly writing and presentation.

II. COURSE OUTCOMES

Students will be able to:

1. Identify clinical nursing practice issues in need of improvement.
2. Demonstrate an understanding of the basic research process
3. Critique existing evidence related to clinical nursing practice issues.
4. Examine the impact of evidence-based nursing practice on improving patient outcomes.
5. Examine the ethical and legal precepts guiding nursing research in practice.
6. Demonstrate proficiency in scholarly writing and presentation.

III. COURSE OUTLINE

- | | |
|---|------|
| 1. Introduction of nursing research process, research utilization Conduct and Utilization of Research in Nursing Project (CURN) and evidence-based nursing practice (EBP) | 4 hr |
| <ol style="list-style-type: none"> 1. Identifying clinical triggers/problems and research questions 2. Steps of the research process (in class writing exercise) 3. Integration of ethics in research 4. Identifying political and legal forces driving research agendas 5. Assignment of EBP class group projects | |
| 2. Retrieval and review of nursing research findings | 3 hr |
| <ol style="list-style-type: none"> 1. Library and online resources for evidence-based findings 2. Systematic reviews 3. Review APA, writing techniques | |
| 3. Research methods | 6 hr |
| <ol style="list-style-type: none"> 1. Sampling techniques | |

- | | |
|---|------|
| 2. Critiquing sample descriptions in nursing studies | |
| 3. Measurement techniques | |
| 4. Critiquing measurement methods in nursing studies | |
| 4. Quantitative research methodology and design | 4 hr |
| 1. Methodology and design issues | |
| 2. Critiquing methodology and design in nursing studies | |
| 5. Qualitative research methodology and design | 4 hr |
| 1. Design methods | |
| 2. Trustworthiness/Rigor | |
| 3. Critiquing data analysis in qualitative nursing studies | |
| 6. Research analytical methods | 3 hr |
| 1. Data analysis techniques/descriptive and inferential statistics | |
| 2. Critiquing data analysis in nursing studies | |
| 7. Implementing current evidence-based nursing practice | 3 hr |
| 1. Iowa model to promote quality care | |
| 2. ACE Star Model | |
| 3. Inter-relationship of practice, research evidence, practice outcomes and cost | |
| 8. Developing a proposed practice change project: | 3 hr |
| 1. Problem identification, feasibility/budget | |
| 2. Scientific merit, replicability, research utilization | |
| 3. Ethics in research and evidence-based practice | |
| 9. Diffusion and dissemination of EBP projects and nursing research | 3 hr |
| 1. Group work: development of paper and presentations for EBP projects | |
| 2. Abstract submissions for Undergraduate Scholars Day or professional organization conference/poster | |
| 10. Group EBP presentations | 9 hr |
| Finals Week: Final Activity | 2 hr |

IV. EVALUATION METHODS

An example of the evaluation method is as follows:

- | | |
|-----|--|
| 20% | Research critique #1 |
| 20% | Research critique #2 |
| 20% | In class exercises |
| 15% | Evidence-based nursing practice (EBP) project proposal |
| 15% | Presentation of research utilization and EBP proposals |
| 10% | Research utilization/EBP project progress reports |

LEARNING ASSIGNMENTS:

Research critiques (2)

Each group will select a clinical question to answer.

Each student will select 2 articles for critique. The articles should address the groups' chosen

topic and include implications for research utilization. The student will use critique guidelines distributed in class to critique selected research articles. Grading will be based upon the accuracy and completeness of the critique.

Minimum number of pages: 5 pages for each critique.

Students will work in groups of 3-5 students.

Research Utilization (RU) – Evidence-Based Nursing Practice Project Proposal

Group members share the individual critiques in the previous assignment. Group members will use the Conduct and Utilization of Research in Nursing Project (CURN) criteria for evaluating and integrating research studies into practice. The group will decide how the information from the critiqued articles will be used to inform the RU proposal. Further review of the literature may be required if the group identifies areas requiring further investigation. 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.

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.

Research Utilization (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 a scholarly 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. Students will be given feedback from faculty and students.

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.

V. EXAMPLE GRADING SCALE

A	90-100%
B	80-89 %
C	70-79 %
D	60-69 % or an average on course exams of 60-69%
F	Less than 60% or an average on course exams less than 60%

NOTE: for a student whose exam grade is less than a 70% average, a grade of D/F will be assigned regardless of performance on written assignments or class projects. To progress in the Nursing Program, the student must achieve a 70% average grade (C) or higher on the course exams and satisfactorily complete all assignments. Please see the Department Academic Progression and Graduation Policy.

VI. UNDERGRADUATE COURSE ATTENDANCE POLICY

The undergraduate course attendance policy will be consistent with the university undergraduate attendance policy included in the Undergraduate Catalog.

VII. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

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

Peteva, R. (2011). *A cross section of nursing research* (5th ed.). Glendale, CA: Pyrczak.

Schmidt, N., & Brown, J. (2012). *Evidence-based practice for nurses: Appraisal and application of research* (2nd ed.). Sudbury, MA: Jones & Bartlett. (include online access code with purchase.)

VIII. SPECIAL COURSE REQUIREMENTS

None.

IX. BIBLIOGRAPHY

Anderson, T. L., Dixon, K. H., Lewallen, L., & Jarrett-Pulliam, C. (2011). Evidence-based nursing. *Nursing research: Get started! Nursing Management*, 42(3), 20-23.

- Banner, D., & Grant, L. G. (2011). Getting involved in research. *Canadian Journal of Cardiovascular Nursing, 21*(1), 31-39.
- Burns, N. & Gove, S. K. (2009). *The practice of nursing research: Appraisal, synthesis, and generation of evidence* (6th ed.). Philadelphia, PA: Saunders.
- Fain, J. A. (2008). *Reading, understanding and applying nursing research: A text and workbook*. Philadelphia, PA: FA Davis.
- Fineout-Overholt, E., Melnyk, B. M., Stillwell, S. B., & Williamson, K. M. (2010). Critical appraisal of the evidence: Part I an introduction to gathering, evaluating, and recording the evidence. *AJN, 110*(7), 47-52.
- Grace, J. T., & Powers, B. A. (2009). Claiming our core: Appraising qualitative evidence for nursing questions about human response and meaning. *Nursing Outlook, 57*(1), 27-34.
- Harrison, A. (2011). Using 'observations of care' in nursing research: A discussion of methodological issues. *Journal of Research in Nursing, 16*(4), 377-387.
- Hosie, A., Fazekas, B., Shelby-James, T., Mills, E., Byfieldt, N., Margitanovic, V., Hunt, J., & Phillips, J. (2011). Palliative care clinical trials: How nurses are contributing to integrated, evidence-based care. *International Journal of Palliative Nursing, 17*, 224-30.
- Hunter, A., Murphy, K., Grealish, A., Casey, D., & Keady, J. (2011). Navigating the grounded theory terrain. Part 1. *Nurse Researcher, 18*(4), 6-10.
- Johnston, J. A., & Van Horn, E. R. (2011). The effects of correction insulin and basal insulin on inpatient glycemic control. *MEDSURG Nursing, 20*(4), 187-93.
- Kennedy, C., & Chen, J. (2009). Changes in childhood risk taking and safety behavior after a peer group media intervention. *Nursing Research, 58*(4), 264-273.
- Kneipp, S. M., Kairalla, J. A., Lutz, B. J., Pereira, D., Hall, A. G., Flocks, J., Beeber, L., &

- Schwartz, T. (2011). Public health nursing case management for women receiving temporary assistance for needy families: A randomized controlled trial using community-based participatory. *American Journal of Public Health, 101*(9), 1759-68.
- Kogana, J. N., Bauer, M. S., Dennehy, E. B., Miklowitz, D. J., Gonzalez, J. M., Thompson, P. M., & Sachs, G.S. (2009). Increasing minority research participation through collaboration with community outpatient clinics: The STEP-BD Community Partners Experience. *Clinical Trials, 6*, 344-354.
- Lynn, M., Morgan, J., & Moore, K. (2009). Development and testing of the satisfaction in nursing scale. *Nursing Research, 58*(3), 166-174.
- Mansour, M. (2011). Subjects: Perioperative nursing; Proposal writing; Research ethics; Research, nursing methodological and ethical challenges in investigating the safety of medication administration. *Nurse Researcher, 18*(4), 28-32.
- Mukamana, D., & Brysiewicz. (2008). The lived experience of genocide rape survivors in Rwanda. *Journal of Nursing Scholarship, 40*(4), 379-384.
- Olshansky, E. (2009). Nursing's role in health care reform. *Journal of Professional Nursing, 25*(4), 193-194.
- Polit, D. (2009). *Essentials of nursing research: Appraising evidence for nursing practice*. Philadelphia, PA: Lippincott, Williams & Wilkins.
- Rees, C. (2011). A simple guide to gaining ethical approval for perioperative nursing research. *Journal of Perioperative Practice, 21*(4), 123-127.
- Sayers, K., & de Vries, K. (2008). A concept development of 'being sensitive' in nursing. *Nursing Ethics, 15*(3), 289-303.

Shaha, M., Wenzel, J., & Hill, E. E. (2011). Planning and conducting focus group research with nurses. *Nurse Researcher, 18*(2), 77-87.

Stiel, S., Pestinger, M., Moser, A., Widdershoven, G., Ulrich, L., Meyer, G., Voltz, R., Nauck, F., & Radbruch, L. (2010). The use of grounded theory in palliative care: Methodological challenges and strategies. *Journal of Palliative Medicine, 13*(8), 997-1003.

Welford, C., Murphy, K., & Casey, D. (2011). Demystifying nursing research terminology. Part 1. *Nurse Researcher, 18*(4), 38-43.

Summary Chart for Writing Assignments

Assignment Title	# of Assignments	# of Total Pages	Graded	Opportunity for Revision	Written Assignment represents what % of final course grade
Research critique # 1 (Qualitative)	1	5	yes	yes	20%
Research critique #2 (Quantitative)	1	5	yes	no	20%
In class exercises	4	4	yes	no	20%
Evidence-based nursing practice project proposal	1	8	yes	Yes	15%
Presentation of research utilization and EBP proposals	1	1	yes	no	15%
Nursing research utilization/EBP project progress reports	4	4	yes	no	10%
Totals	12	27	N/A	N/A	100

Research Critique Checklist - Rubric

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:

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.

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

2. A summary of the proposed revisions:

The course name, description, outcomes, corequisites, and outline were changed and updated to reflect current nursing standards. The course bibliography has also been updated. The total credit hours remain the same.

3. Justification/rationale for the revision:

This course was revised to meet current nursing practice standards. Changes were also made to the course following the American Association of Colleges of Nursing (AACN) revision to the Essentials of Baccalaureate Education for Professional Nursing Practice (2008). This document is the guiding document of the National Accreditation Agency, Commission of Collegiate Nursing Education (CCNE). CCNE accredits the IUP nursing program. The revision was also based on the department's systematic program assessment process which includes data from students, faculty, alumni, and employers in the community.

4. The old syllabus of record:**I. Course Description:**

NURS 316 Research Utilization in Nursing	3 lecture hours
	0 lab hours
	3 credit hours
	(3c-01-3cr)

Prerequisites: NURS 236 or permission

Pre or Corequisites: ENGL 202, MATH 217,

Focuses on understanding and critiquing nursing research. Emphasizes understanding the research process and applying research findings to practice. Students describe the various stages of the research process and apply these steps to evaluate clinical nursing research problems. Focuses 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 3 hrs
1. Identifying research problems and questions
 2. Reading and formulating research problems and questions identified from clinical practice (in class writing exercises)

Week 2

- B. Retrieval and review of nursing research 3 hrs
1. Library and electronic search of nursing research

Week 3

- C. Critique and evaluation of nursing studies: Sample 3 hrs
1. Sampling techniques
 2. Critiquing sample descriptions in nursing studies

Week 4

- D. Critique and evaluation of nursing studies: Measurement 3 hrs
1. Measurement techniques
 2. Critiquing measurement methods in nursing studies

Week 5

- E. Critique and evaluation of nursing studies: Methodology and design 3 hrs
1. Methodology and design issues
 2. Critiquing methodology and design in nursing studies

Week 6

- F. Critique and evaluation of nursing studies: Validity and reliability 3 hrs
1. Validity and reliability issues in research
 2. Critiquing the validity and reliability in nursing studies

Week 7

- G. Critique and evaluation of nursing studies: Data analysis 3 hrs
1. Data analysis techniques

2. Critiquing data analysis in nursing studies

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

V. 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.

VI. 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.

VII. Special Resource Requirements

None

VIII. 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.
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5. Liberal Studies course approval form:**Liberal Studies Course Approval General Information**

1. This course will be taught by multiple instructors in different sections. The department maintains that the syllabus of record must be followed to meet liberal studies requirements. The faculty teaching these courses meet and develop a similar plan for assignments. Also all syllabi in the department are reviewed by the curriculum committee each semester to ensure the curriculum drive does not occur and that the liberal studies requirements for a writing intensive course are being followed.
2. This course has a focus on evidence-based practice and research. Minority and gender issues are part of this course as it related to research. Cultural and woman's issues may be part of the critiques or the evidence-based nursing proposals.
3. Students are required to read professional journal articles related to nursing research. Reading numerous articles in the areas of interest in required for the development of the student's written work.
4. This course is not an introductory level course. This course is a junior level course in the major. The students must apply and synthesize knowledge from previous courses.

Part III. Letters of Support or Acknowledgment – N/A