

**ANGELO STATE UNIVERSITY**

**Master of Science in Nursing**

**NUR 6323**

**Research Foundations for Advanced Nursing**

**Fall 2019**

**Tammy K. Stafford, DNP, MSN, MBA, RN, NEA-BC**



**ANGELOSTATEUNIVERSITY**  
**Department of Nursing**

**COURSE NUMBER**

NUR 6323

**COURSE TITLE**

Research Foundations for Advanced Nursing

**CREDITS**

Three Semester Credit Hours (3-0-0)

**PREREQUISITE COURSES**

Admission to the Graduate Nursing Program

**CO-REQUISITES**

None

**PRE-REQUISITE SKILLS**

Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are an expectation of on-line course delivery. Collaborative management programs such as Blackboard Collaborate may be used for group projects. Computer access requirements are further delineated in the Graduate Handbook. Tutorials for ASU Library and for Blackboard are available through [RamPort](#). The ASU Graduate Nursing Handbook should be reviewed before taking this course. [ASU Graduate Nursing Student Handbook](#)

**COURSE DELIVERY**

This is an online course offering via [Blackboard](#). For support on the Blackboard System, students should contact the ASU IT Helpdesk at (325) 942-2911 extension 1.

For online classes, the level of academic rigor is parallel to that of a face-to-face section of the same course and is aligned with University and departmental standards. Students are advised to approach this course with the same commitment they would make to a face-to-face course.

**BROWSER COMPATIBILITY CHECK**

It is the student's responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU's Blackboard Learning System. The faculty members reserve the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence, either via email (preferred) or phone call.

Select "**Test your Browser**" option.

[Blackboard Support](#)

Please see technical requirements for MSN classes at this link: [MSN Graduate Nursing Student Computer Requirements](#)

**FACULTY:** Dr. Tammy Stafford, DNP, MSN, MBA, RN, NEA-BC

**Office:** HHS 318F

**Phone:** (325) 486-6872

**Email:** [tammy.stafford@angelo.edu](mailto:tammy.stafford@angelo.edu) (Preferred method of communication)

**Office hours:** CST/USA (Virtual) **By Appointment.**

I strive to respond to messages within 24 to 36 hours during the work week. **If you have a question and an email response would suffice, then simply let me know this when you contact me.** Weekend messages may not be returned until Monday. Depending on the nature of the meeting we may employ use of the telephone or Blackboard Collaborate.

## **COURSE DESCRIPTION**

This course develops an understanding of quantitative and qualitative nursing research methodologies, frameworks and relationships between research questions and design. Application and evaluation of statistical methods is emphasized. Students use critical appraisal skills to critique relevant research.

## **MSN PROGRAM OUTCOMES**

Upon program completion, the graduate will be prepared to:

1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.
2. Apply organizational and systems leadership skills.
3. Design and implement quality improvement initiatives
4. Integrate best research evidence to improve health outcomes.
5. Utilize informatics, healthcare technology and information systems.
6. Advocate through system level policy development.
7. Employ effective communication in inter-professional teams
8. Synthesize the impact of health determinants for provision of culturally relevant health promotion/disease prevention strategies.
9. Practice at the level of a Master's prepared nurse.

## STUDENT LEARNING OUTCOMES

<b>Student Learning Outcome</b> By completing all course requirements, students will be able to:	<b>Assessment(s) or activity(ies) validating outcome achievement:</b>	<b>Mapping to MSN Program Outcomes</b>	<b>Mapping to AACN Essentials</b>	<b>Mapping to NONPF Competencies</b>
1. Examine the philosophical foundations of nursing research to expand thinking and provide a sense of professional heritage and identity for the delivery of advanced nursing.	-Nursing History Paper	1, 9	1.1; 1.8; 9.15	1.2; 2.3 3.4; 4.3
2. Explore the relationships among theory, research, and practice in nursing for the ethical conduct of research and translational scholarship.	-Discussion Board #2 -CITI Training certificate	1, 4	1.1; 4.1; 4.2	1.2; 8.1 8.2
3. Critically evaluate qualitative and quantitative research to generate meaningful evidence for nursing practice.	--Discussion Board Forums #3 & #4 -Qualitative Appraisal -Quantitative Appraisal -Annotated Bibliography -Summary of Literature Paper	4	4.1; 4.6	1.3; 2.6 4.1; 4.2 5.3
4. Interpret statistical results using statistical principles to improve practice and associated health outcomes.	-Annotated Bibliography -Summary of Literature Paper	1, 3, 4, 5, 6	1.4; 4.1; 3.3;5.2 6.4	1.1; 3.1 4.6
5. Conduct a review of literature and present findings as a foundation for decision making.	-Problem Statement with PICOT Question -Annotated Bibliography -Summary of Literature Paper	1, 9	1.5; 9.1	2.6; 4.5
6. Employ collaborative strategies in the evaluation, synthesis, and presentation of evidence towards improving health outcomes.	-Interview Assignment -Discussion Board Forums #2, #3, #4, & #5	1, 4, 7	1.5; 4.3 7.3; 7.4	1.3; 2.3 2.6; 4.2-4.5

## REQUIRED TEXTS AND MATERIALS

1. Gray, J., Grove, S. & Sutherland, S. (2017). *Burns and Grove's the practice of nursing research: Appraisal, synthesis, and generation of evidence* (8<sup>th</sup> ed.). St. Louis MO: Elsevier.
2. American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

## OTHER REQUIRED MATERIALS

- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Webcam (Logitech highly recommended)
- Logitech USB microphone headset
- Refer to Angelo State University's Distance Education website for further technology requirements: [ASU Online Education](#)

## TOPIC OUTLINE

**Module 1:** Ethics in Research

**Module 2:** Introduction to the History of Nursing & It's Research

**Module 3:** Qualitative Research

**Module 4:** Quantitative Research

**Module 5:** From Research Question to Research Summary

## GRADING SYSTEM

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

A = 90-100 percent

B = 80-89 percent

C = 70-79 percent

F = <70 percent

## TIME ZONE

ASU and this faculty are on Central Standard Time (CST). All due dates and times in this syllabus are CST. Students working outside of CST will need to make the necessary adjustments and comply with CST.

## EVALUATION AND GRADES

Graded Activities	Percent of Overall Course Grade
CITI Training	7%
Nursing History Paper*	10%
Interview Assignment*	10%
Qualitative Appraisal*	15%
Quantitative Appraisal*	15%
Problem Statement with PICOT Question*	7%
Annotated Bibliography	10%
Summary of Literature Paper*	15%
Discussion Boards (5 DB X 2% each)	10%
Midterm and End of Course Survey (2 Surveys x 0.5% each)	1%
<b>TOTAL</b>	<b>100%</b>

### \*Note.

- Any assignment (\*) receiving an overall score of less than 70% before any deductions are added will result in the student having to redo the assignment and a penalty of 10 percent off the original maximum point total. Any additional point deductions due to the Late Work Statement will be added to the redo assignment as well. As per the **Late Work or Missed Assessments statement**: "**Late work will incur a 5 % grade deduction per day up to one week**. Papers or assignments more than one week past the due date will not be accepted and will receive a zero for a grade.
- Students will have three (3) days or 72 hours to redo and resubmit the assignment once they receive a grade from the instructor. If the resubmission is not received by the three (3) days or the 72 hours' limit, the original grade will be assigned in the gradebook.
- Not submitting an assignment by one week from the initial due date will result in a zero (0) for the assignment and does not qualify for a redo opportunity.
- Repeated poor performance on assignments may result in a meeting with the class instructor to discuss the potential for not meeting the course objectives.

## TEACHING STRATEGIES

A variety of teaching-learning methods will be employed including detailed notes, readings, online workgroups, discussions forums, and self-directed activities.

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples from the internet, and discussing course material and clinical experiences with their peers. A discussion board is provided in Blackboard specifically for students (“Student Lounge”) to share websites, articles, apps, and clinical experiences relevant to the course topics.

## ASSIGNMENT DESCRIPTIONS

- **CITI Training certificate** – This assignment entails completion of the online course for human subject research.
- **Nursing History Paper** – This assignment entails developing a paper on nursing history.
- **Interview Assignment** – This assignment entails working with a group using a qualitative method of inquiry to explore an area of nursing practice.
- **Qualitative Appraisal** - This assignment entails an appraisal of a qualitative article using a template.
- **Quantitative Appraisal** - This assignment entails an appraisal of a quantitative article using a template.
- **Problem Statement with PICOT Question** – This assignment entails selecting a topic of interest and developing a researchable question using the PICOT format.
- **Annotated Bibliography** – This assignment entails developing an annotated review of articles on a topic of interest.
- **Summary of Literature Paper** – This assignment entails developing paper reviewing the literature on a topic of interest.
- **Discussion Boards** - Discussion Boards are provided in this course to help students’ process course materials, express thoughts, and engage other’s opinions and ideas in a healthy and productive learning environment.

## GENERAL POLICIES RELATED TO THIS COURSE

All students are required to follow the policies and procedures presented in the following documents:

- Angelo State 2019-2020 Student Handbook located on the ASU website [Angelo State University Student Handbook](#)
- ASU Graduate Catalog located on the ASU website [ASU Graduate Catalog](#) and University *Graduate Nursing Handbook*, located on the Nursing website [ASU Graduate Nursing Student Handbook](#)

## IMPORTANT UNIVERSITY DATES

See [Academic Calendar](#) for all dates

Select dates:

<b>August 26</b>	First day of class
<b>Sept 2</b>	Labor Day
<b>Oct 31</b>	Last day to drop a class or withdraw from regular fall 2019 semester*, **

\* [Course Drop Request Form](#)  
[Student Withdrawal Form](#)

\*\* Notify your faculty if you plan to drop or withdraw. A general understanding of the

circumstances will be helpful for program development.

**Nov 27-29** Thanksgiving Holiday Break

**Dec 9-13** Final Exams

## **STUDENT RESPONSIBILITY & ATTENDANCE**

This class is asynchronous, meaning you do not have to be on-line at a certain time. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course assignments, etc. Students are expected to engage in course activities and submit work by due dates and times. Scholarly contribution is an expectation. For planning purposes this class will probably require a minimum of 6-9 study hours per week on average.

- **Individual Work and Collaborative Work** - An expectation of this course is that you submit original work that reflects your ideas.  
You are expected to work together on group assignments in the spirit of collaboration. Every member is expected to make a reasonable contribution. Because this is an on-line course, you must participate and contribute to receive credit.
- **Absences** - This class has many graded activities. Should you choose to travel during this class, you are held responsible for making arrangements for Internet access. Generally, this is not a problem. Planning ahead will help to avoid unexpected problems with technology and/or assignment submission. Contact your section faculty should you have problems meeting course objectives due to serious illness or extreme hardship. The ASU Student Handbook provides guidelines: [Angelo State University Student Handbook](#)

## **COMMUNICATION**

Students are encouraged to contact faculty with questions or problems associated with the course. Faculty are available during the work week and encourage students to call, email or post questions in the group discussion forum "I Have a Question". Faculty will respond to email and/or telephone messages within 24 -36 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

- **Written communication via Blackboard:** It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6<sup>th</sup> edition (2<sup>nd</sup> Printing or higher only) guidelines for referencing. When making a contribution to the course discussion assignments, use references to support your ideas. Personal observations are acceptable if they contribute to the discussion assignment. Do not copy and paste into the Bb discussion or use frequent links without summarizing the resource points relevant to the discussion. You are expected to synthesize and summarize from your study. Repeating what is easily available in your textbook is time consuming and not the purpose of the exercises.
- **Written communication via email:** All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy/guideline changes. Please check your email daily.
- **Virtual communication:** Office hours and/or advising may be done with the assistance of the telephone, Skype, Blackboard Collaborate, Join.me, Google Hangouts, etc.

## **Good Netiquette:**

- Check the discussion frequently and respond appropriately and on subject. Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal

approach. Cite all quotes, references, and sources.

- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- Be sure to get consent before forwarding someone else's messages. It is extremely rude to forward someone else's messages without their permission.
- It is acceptable to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The above netiquette guidelines were adapted from Arlene H. Rinald's article, *The Net User Guidelines and Netiquette*, Florida Atlantic University, 1994, available from [The Net User Guidelines and Netiquette](#))

## **ASSESSMENT SUBMISSION**

In this class, **all** assessments must be submitted through the **Assessments** link in **Blackboard**. Assignments submitted through email will not be accepted or graded. This is for grading purposes and not meant to be punitive. Issues with technology use arise from time to time. If a technology issue does occur regarding an assessment submission, email your instructor, attach a copy of what you are trying to submit, and call IT Service Center at 325-942-2911 to request that a ticket be opened and add my name as your instructor to the ticket. This lets your faculty know you completed the assessment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assessment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

## **LATE WORK OR MISSED ASSESSMENTS**

The course is set up in modules. The week begins on Monday and ends on Sunday at **11:59 PM CST**. Assignment due dates are shown on the course schedule or posted within Blackboard. **Late work will incur a 5 % grade deduction per day up to one week.** Papers or assignments more than one week past the due date will not be accepted and will receive a zero for a grade.

## **ACADEMIC HONESTY**

Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their educational experiences. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU. All codes and policies are set forth in the Student Handbook of Angelo State University [Angelo State University Student Handbook](#)

## **PLAGIARISM**

Plagiarism at ASU is a serious topic. The Angelo State University's Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the *APA Style Manual of the American Psychological Association* as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers may be evaluated for originality via Turnitin or Safe Assign. Resources to help you understand this policy better are available at the ASU Writing Center [ASU Writing Center Academic Honesty Resources](#)

## **STUDENTS WITH DISABILITIES**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such as request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contact the department via email at [ADA@angelo.edu](mailto:ADA@angelo.edu). For more information about the application process and requirements, visit the Student Disability Services website at [Student Disability Services](#)

## **TITLE IX**

Angelo State University is committed to the safety and security of all students. If you or someone you know experiences sexual harassment, sexual assault, domestic or dating violence, stalking, or discrimination, you may contact ASU's Title IX Coordinator. More information is available at the Title IX website.

## **INCOMPLETE GRADE POLICY ([OP 10.11 Grading Procedures](#))**

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

## **STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS**

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#) for more information.

## **COPYRIGHT**

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

## **SYLLABUS CHANGES**

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

## **WEBLINKS**

[Board of Nursing for the State of Texas](#)

[MSN Graduate Student Resources](#)

[MSN Essentials](#)

[National Institute of Nursing Research](#)

[Campaign for Action \(The Future of Nursing](#)

## **COURSE EVALUATION**

Students are provided the opportunity, and are strongly encouraged to participate in a course evaluation at midterm through a Bb Midterm Evaluation and at the end of the semester. Areas on the IDEA evaluation that are pertinent to this class include:

- Gaining factual knowledge (terminology, classifications, methods, trends). **Important**
- Learning fundamental principles, generalizations, or theories. **Important**
- Learning to apply course material (to improve thinking, problem solving, and decisions). **Essential.**
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course. **Important**
- Acquiring skills in working with others as a member of a team. **Important**

## **COURSE DISCLAIMER:**

Although it is never the intention of this course instructor to offend anyone, on rare occasions students do become offended during discussions. The nature of the content of this course may lead to someone being offended by ideas read or presented, or someone's ideas or opinions shared. The purpose is to encourage you to consider, objectively, the viewpoints reflected in other's works as you examine your own views, assumptions, and preconceptions in an attempt to formulate an informed, thoughtful, and defensible position. It is not the intent of this class to "indoctrinate" you into any particular point of view, persuade you to adopt any specific position, or even "challenge" your personal beliefs. The hope is that, together, we can all remain as objective as possible and keep our discussions on a high intellectual plane.

## **FATAL ERROR POLICY:**

Rationale: Effective communication of ideas and information with members of the nursing community and the general public is an important skill for all nurses to develop. Documents containing grammatical and spelling errors can distract and frustrate the reader. If your papers contain these types of errors, it will be difficult for me to focus on the content written and grade fairly. For this reason, I use a fatal error policy, which allows you to correct your mistakes in exchange for a penalty of a letter grade, rather than failing the assignment.

**Policy:** Papers containing more than 3 of the following errors will be returned without a grade. You will have 24 hours to fix the error(s) and resubmit the paper. Resubmitted papers will be graded, but will include a 5% deduction off the maximum grade potential. So, the highest grade you can make if your paper must be resubmitted is a 95 out of 100 possible points.

### **List of fatal errors:** <sup>1</sup>

1. misspelled words (run spell-check)
2. misused words (eg. "proven", affect/effect, absorbance/absorbency)
3. improper use of singular or plural forms of scientific words
4. sentence fragments
5. run-on sentences or comma splices
6. improper formatting of medical terminology / scientific names
7. capitalization mistakes
8. serious errors in punctuation that obscure meaning
9. errors in verb tense or subject/verb agreement
10. first person pronouns
11. other serious grammatical errors
12. lack of conformity with assignment format
13. each improper citation, or lack of citation where one is needed
14. blocks of quotations strung together with linking words or minimal original writing

15. improper formatting of tables and figures
16. lack of units reported on quantitative data

Avoiding fatal errors: While the spelling and grammar check features on word processing programs are helpful, their suggestions aren't always correct. So please use other methods of proofreading. Read the paper yourself. Have someone else read your paper. Use the University writing center. Use a dictionary or composition book to assist you when you are uncertain of spelling or grammar.

1. Adapted from: Fatal error policy [Internet]. Jacksonville (FL): University of North Florida; c2005-2006 [updated 2009 Dec 30; cited 2009 Dec 30]. Available from: [Fatal Error](#)

**Discussion Board Grading Rubric:** Adapted from Barbara Frey's Rubric for Asynchronous Discussion Participation. You are expected to share your ideas, perspectives, and experiences with the class. Evidence that you are reading, synthesizing, and refining your knowledge through the writing process will broaden the understanding of course content of your peers as well. Use the following feedback to improve your level of achievement.

<b>Criteria</b>	<b>Unacceptable 0 points</b>	<b>Fair 1.2 points</b>	<b>Good 1.6 points</b>	<b>Excellent 2 points</b>
<b>Frequency</b>	The student did not participate at all.	Students participated by posting 1 primary post and 1 response to peers on the same day of the week.	Student participated by posting 1 primary post and 1 response to peers on 2 separate days of the week.	Student participated by posting 1 primary post and 2 responses to peers on 2 separate days of the week.
<b>Initial Assignment Posting</b>	Does not post information pertinent to the assignment.	Post the adequate assignment with superficial thought and preparation doesn't address all aspects of the task.	Post well developed comments addressing assignment readings, addresses all aspects of the task; lacks full development of concepts, includes peer reviewed references other than textbook; lacks full development of concepts.	Post well developed comments addressing assignment including readings, addresses all aspects of the task, includes that fully addresses and develops all aspects of the task.
<b>Follow-Up Postings</b>	Does not post follow up responses to instructor or peers; or follow up responses to instructor or peers are not relevant.	Posts shallow contribution or discussions (e.g. agrees or disagrees); does not enrich the discussion.	Elaborates on an existing posting with further comment or observations.	Demonstrates analysis of others' posts, extends meaningful discussion by building on previous posts. Often includes good questions that stimulate discussion. Frequently responds to questions from others.
<b>Content Contribution</b>	Post information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information to the discussion.	Post information that is factually correct; lacks full development of concept or thought.	Posts factually correct, reflective and substantive contribution, advances discussion.
<b>References and Support</b>	Includes no references or supporting experience.	Uses personal experience, but no references to readings or research. Relies heavily on internet resources.	Incorporates some references from literature and personal experience using both internet and library resources.	Uses references to literature, readings, or personal experience to support comments. Use authoritative resources.

## Nursing History Paper Grading Rubric

Criteria	Unacceptable	Emerging	Proficient
<b>Influence of Nursing</b>	<b>0 Points</b> Does not answer item.	<b>1 to 48 Points</b> Adequately provides a description of how the nursing profession has influenced the health care system over its' history. Themes and examples may or may not be provided.	<b>49 to 60 Points</b> Thoroughly provides a brief description of how the nursing profession has influenced the health care system over its' history through the identification of themes and appropriate examples.
<b>Influence of Researchers</b>	<b>0 Points</b> Does not answer item.	<b>1 to 24 Points</b> Adequately provides a description of how nursing researchers have played a part in this shift. May or may not provide a sound argument and appropriate examples.	<b>25 to 30 Points</b> Provides a thorough description of how nursing researchers have played a part in this shift using a sound argument and thorough appropriate examples.
<b>Scholarly Writing/APA</b>	<b>0 to 3 Points</b> Does not use consistent citation style, multiple APA mistakes noted.	<b>4 to 8 Points</b> Routinely uses consistent citation style, one or fewer APA mistakes noted.	<b>9 to 10 Points</b> Always uses consistent citation style. No APA mistakes noted.

## Interview Assignment Rubric

<b>Criteria</b>	<b>Level of Achievement Criteria</b>
<b>Introduction</b>	<b>15 Points</b> <ol style="list-style-type: none"><li>1. Provides a brief background about the topic for discussion.</li><li>2. Provides a brief introduction about the subjects selected and why that group was selected.</li></ol>
<b>Interview Schedule</b>	<b>15 Points</b> <ol style="list-style-type: none"><li>1. Provides the overarching question.</li><li>2. Provides the initial 5 or 6 questions the group developed for the interview.</li><li>3. Bold type faces the actual questions used for the interview.</li></ol>
<b>Transcripts</b>	<b>20 Points</b> <ol style="list-style-type: none"><li>1. Transcripts are attached.</li><li>2. Transcripts are coded and coding is easily identified.</li></ol>
<b>Results</b>	<b>20 Points</b> <ol style="list-style-type: none"><li>1. Themes identified from the transcripts are identified.</li><li>2. Examples are provided from the transcribed text to support the themes.</li></ol>
<b>Conclusion</b>	<b>15 Points</b> <ol style="list-style-type: none"><li>1. Summarizes the major points of the paper together including implications toward advanced practice nursing practice and healthcare working environments.</li></ol>
<b>Scholarly Writing</b>	<b>10 Points</b> <ol style="list-style-type: none"><li>1. Formal paper written in correct APA format (formatting, headings, citations, scholarly professional writing, no typos).</li><li>2. Writing is professional, well developed, and interesting and easy to read (flows well) with no grammatical or spelling errors.</li><li>3. Creative title fitting topic.</li><li>4. Thoughts and ideas are original and supported by peer-reviewed literature.</li><li>5. Direct quotations used only where absolutely necessary to convey a point.</li><li>6. Follows correct APA format throughout formal paper.</li><li>7. References- at least 5 current (&lt;5yrs) peer reviewed references.</li></ol>
<b>Self/Peer Evaluation</b>	<b>5 Points</b> <ol style="list-style-type: none"><li>1. Complete and submit the self and peer evaluation.</li></ol>

## Qualitative Appraisal Rubric – based on Questions from Qualitative Appraisal Template

Criteria	Level of Achievement Criteria
<b>Part I APA Citation</b>	<b>0 to 5 Points</b> Selected citation is accurately cited and formatted according to APA Style requirements.
<b>Part II Publication Elements</b>	<b>0 to 10 Points</b> Title, Abstract, Authors. All elements present and complete, and clearly written.
<b>Part III Research Problem, Purpose, &amp; State of the Science</b>	<b>0 to 10 Points</b> Introduction, Review of Literature, and Theoretical Framework. All elements present and complete, and clearly written.
<b>Part IV Methods</b>	<b>0 to 10 Points</b> Approach and design, sample, inclusion and exclusion criteria, recruitment privacy. All elements present and complete, and clearly written.
<b>Part V Data Analysis &amp; Research Findings</b>	<b>0 to 15 Points</b> Instrument for data analysis mentioned, analysis procedures, minimization of harm and protection of privacy, description of significant results, identifies themes, and substantiates with excerpts. All elements present and clearly written.
<b>Part VI Quality Control</b>	<b>0 to 10 Points</b> Discusses measures such as member checks, debriefing, etc. All elements present and complete, and clearly written.
<b>Part VII Discussion</b>	<b>0 to 10 Points</b> Author conclusions, limitations, implications for practice/further research, non-sexist/non-biased language use. All elements present and complete, and clearly written.
<b>Part VIII Synthesis</b>	<b>0 to 30 Points</b> Overall impressions, relationship of findings to theoretical framework analysis, study limitations, generalization of findings to nursing practice. All elements present and complete and clearly written.

### Quantitative Appraisal Rubric – based on Questions from Quantitative Appraisal Template

<b>Criteria</b>	<b>Level of Achievement Criteria</b>
<b>Part I APA Citation</b>	<b>0 to 5 Points</b> Selected citation is accurately cited and formatted according to APA Style requirements.
<b>Part II Publication Elements</b>	<b>0 to 10 Points</b> Title, Abstract, Authors. All elements present and complete, and clearly written.
<b>Part III Research Problem, Purpose, &amp; State of the Science</b>	<b>0 to 10 Points</b> Introduction, Review of Literature, and Theoretical Framework. All elements present and complete, and clearly written.
<b>Part IV Methods</b>	<b>0 to 10 Points</b> Study approach and design, study sample, study variables, instruments for data collection. All elements present and complete, and clearly written.
<b>Part V Data Analysis &amp; Research Findings</b>	<b>0 to 15 Points</b> Instrument for data analysis mentioned, statistical methods, ethical considerations, description of significant results. All elements present and clearly written.
<b>Part VI Quality Control</b>	<b>0 to 10 Points</b> Discusses measures such as power analysis and posthoc analysis. All elements present and complete, and clearly written.
<b>Part VII Discussion</b>	<b>0 to 10 Points</b> Appropriate conclusions, results answer research questions, aims and purpose, and hypothesis limitations. All elements present and complete, and clearly written.
<b>Part VIII Synthesis</b>	<b>0 to 30 Points</b> Overall impressions, study limitations, impact of findings on future nursing practice. All elements present and complete and clearly written.

### Problem Statement with PICOT Question Rubric:

Criteria	Level of Achievement Criteria
<b>Problem Statement</b>	<b>1 to 45 Points</b> <ol style="list-style-type: none"><li>1. Clearly introduces topic.</li><li>2. Identifies the essence of the problem.</li><li>3. Identifies the population of focus and why this population is important.</li></ol>
<b>PICOT Question</b>	<b>1 to 45 Points</b> <ol style="list-style-type: none"><li>1. Provides a well-developed and clear PICOT question.</li><li>2. All aspects of the PICOT answered.</li></ol>
<b>Scholarly Writing</b>	<b>1 to 10 Points</b> <ol style="list-style-type: none"><li>1. Formal paper written in correct APA format (formatting, headings, citations, scholarly professional writing, no typos).</li><li>2. Writing is professional, well developed, and interesting and easy to read (flows well) with no grammatical or spelling errors.</li><li>3. Creative title fitting topic.</li><li>4. Thoughts and ideas are original and supported by peer-reviewed literature.</li><li>5. Direct quotations used only where absolutely necessary to convey a point.</li><li>6. Follows correct APA format throughout formal paper.</li><li>7. References- at least 5 current (&lt;5yrs) peer reviewed references.</li></ol>

## Annotated Bibliography Rubric

<b>Criteria</b>	<b>Level of Achievement Criteria</b>
<b>Quantity of Sources</b>	<b>0 to 10 Points</b> <ol style="list-style-type: none"><li>1. Document includes a minimum of 7 sources.</li><li>2. Sources are current (within last 5yrs) and peer-reviewed.</li></ol>
<b>Quality and Reliability of Sources</b>	<b>0 to 10 Points</b> <ol style="list-style-type: none"><li>1. All sources appear reliable, trustworthy, and peer-reviewed.</li></ol>
<b>Writing Fluency of Annotations</b>	<b>0 to 70 Points</b> <ol style="list-style-type: none"><li>1. All annotations are thoughtful, complete (including the evaluative material, included in the instructions), and well-written.</li></ol>
<b>Scholarly Writing</b>	<b>1 to 10 Points</b> <ol style="list-style-type: none"><li>1. APA formatting used for all citations with no errors noted.</li><li>2. Writing is professional, well developed interesting, and easy to read (flows well) with no grammatical or spelling errors.</li></ol>

## Summary of Literature Paper Rubric:

<b>Criteria</b>	<b>Level of Achievement Criteria</b>
<b>Introduction</b>	<b>0 to 20 Points</b> <ol style="list-style-type: none"><li>1. Provides a brief background about the topic for discussion.</li><li>2. Introduction is engaging and states the main topic.</li><li>3. Introduction previews the structure of the paper.</li></ol>
<b>Discussion of Literature</b>	<b>0 to 50 Points</b> <ol style="list-style-type: none"><li>1. Writer demonstrates logical and subtle sequencing of ideas through well-developed paragraphs.</li><li>2. Each paragraph has thoughtful supporting detail sentences that develop the main idea.</li><li>3. Transitions are used to enhance organization.</li><li>4. Writer provides a summary of the literature.</li></ol>
<b>Conclusion</b>	<b>0 to 15 Points</b> <ol style="list-style-type: none"><li>1. Summarizes and ties major points together including implications toward advanced practice nursing practice and healthcare working environments.</li></ol>
<b>Appendix</b>	<b>0 to 5 Points</b> <ol style="list-style-type: none"><li>1. Synthesis Table attached as Appendix A.</li><li>2. APA formatting used to include the Synthesis Table.</li></ol>
<b>Scholarly Writing</b>	<b>1 to 10 Points</b> <ol style="list-style-type: none"><li>1. Formal paper written in correct APA format (formatting, headings, citations, scholarly professional writing, no typos).</li><li>2. Writing is professional, well developed, and interesting and easy to read (flows well) with no grammatical or spelling errors.</li><li>3. Creative title fitting topic.</li><li>4. Thoughts and ideas are original and supported by peer-reviewed literature.</li><li>5. Direct quotations used only where absolutely necessary to convey a point.</li><li>6. Follows correct APA format throughout formal paper.</li><li>7. References- at least 5 current (&lt;5yrs) peer reviewed references.</li></ol>

**NUR 6323**  
**Research Foundations in Advanced Nursing**  
**Fall 2019**  
**Course Schedule**

<b>Week</b>	<b>Dates</b>	<b>Topic</b>	<b>Assignment</b>	<b>Due Date</b>
<b>Week 1</b>	Aug 26-Sep 1	<b>Module 1: Ethics in Research</b>	<b>Week 1 Discussion Board Forum #1</b>	Initial Post due <b>Wednesday 8/28/2019 by 11:59PM</b>
<b>Week 2</b>	Sep 2-8		<b>Week 2 Group Discussion Board Forum #2</b> ----- <b>CITI Training Certificate</b>	Initial Post due <b>Wednesday 9/4/2019 by 11:59PM</b> Peer Post due <b>Sunday 9/8/2019 by 11:59PM</b> ----- <b>Monday 9/9/19 by 11:59PM</b>
<b>Week 3</b>	Sep 9-15	<b>Module 2: Introduction to the History of Nursing &amp; It's Research</b>	<b>Nursing History Paper</b>	<b>Monday 9/16/19 by 11:59PM</b>
<b>Week 4</b>	Sep 16-22	<b>Module 3: Qualitative Research</b>		
<b>Week 5</b>	Sep 23-29			
<b>Week 6</b>	Sep 30-Oct 6		<b>Interview Assignment-Group Project</b> <b>Student Peer Evaluation</b>	<b>Monday 10/7/2019 by 11:59PM</b> <b>Monday 10/7/2019 by 11:59PM</b>
<b>Week 7</b>	Oct 7-13		<b>Qualitative Appraisal</b>	<b>Monday 10/14/19 by 11:59PM</b>
<b>Week 8</b>	Oct 14-20	<b>Module 4: Quantitative Research</b>		
<b>Week 9</b>	Oct 21-27		<b>Week 9 Group Discussion Board Forum #3 MSN Comp Study Guide Questions</b>	Initial Post due <b>Wednesday 10/23/2019 by 11:59PM</b> Peer Post due <b>Sunday 10/27/2019 by 11:59PM</b>
<b>Week 10</b>	Oct 28–Nov 3		<b>Midterm Course Survey</b> ----- <b>Quantitative Appraisal</b>	<b>Monday 10/28/2019 by 11:59PM</b>  <b>Monday 11/4/19 by 11:59PM</b>
<b>Week 11</b>	Nov 4-10	<b>Module 5: From Research Question to Relevant Research</b>	<b>Week 11 Group Discussion Board Forum #4 MSN Comp Study Guide Questions</b>	Initial Post due <b>Wednesday 11/6/2019 by 11:59PM</b> Peer Post due <b>Sunday 11/10/2019 by 11:59PM</b>
<b>Week 12</b>	Nov 11-17		<b>Week 12 Group Discussion Board Forum #5 Problem Statement and PICOT Question</b>	Initial Post due <b>Wednesday 11/13/2019 by 11:59PM</b> Peer Post due <b>Sunday 11/17/2019 by 11:59PM</b>
<b>Week 13</b>	Nov 18-24		<b>Problem Statement and PICOT Question</b>	<b>Wednesday 11/20/2019 by 11:59PM</b>
<b>Week 14</b>	Nov 25–Dec 1		<b>Annotated Bibliography</b>	<b>Monday 12/2/2019 by 11:59PM</b>
<b>Week 15</b>	Dec 2-8			
<b>Week 16</b>	Dec 9-13		<b>Summary of Literature Paper</b>	<b>Monday 12/9/2019 by 11:59PM</b>