

Eastern Illinois University
Revised Course Proposal
NUR 3703, Research in Professional Nursing

Please check one: New course Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number: *NUR 3703*
2. Title (may not exceed 30 characters, including spaces): *Nursing Research*
3. Long title, if any: *Research in Professional Nursing*
4. Class hours per week, lab hours per week, and credit: 3-0-3
5. Term(s) to be offered: Fall Spring Summer On demand
6. Initial term of offering: Fall Spring Summer Year 2009
7. Course description (not to exceed four lines): *The role of research in nursing, the research process, design of nursing research, ethical principles, and research methodologies are examined. The use of critical thinking in evaluating and critiquing research studies and the application of research findings to evidence-based practice are emphasized.*
8. Registration restrictions:
 - a. Identify any equivalent courses *None*
 - b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. *Prior or concurrent enrollment in NUR 3103 Professional Nursing Practice. Prior completion of Math 2250G or equivalent with a grade of 'C' or better.*
 - c. Who can waive the prerequisite(s)?
 No one Chair Instructor Advisor Program Coordinator Other (Please specify)
 - d. Co-requisites (course(s) which MUST be taken concurrently with this one): *None*
 - e. Repeat status: Course may not be repeated.
 Course may be repeated to a maximum of _____ hours or _____ times.
 - f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: *Students must be accepted into the RN to BS in Nursing Program*
 - g. Degree, college, major(s), level, or class to be excluded from the course, if any:
9. Special course attributes: *None*
10. Grading methods (check all that apply): Standard letter C/NC Audit ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)
11. Instructional delivery method: *lecture*

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

- (1) Describe the role of research in nursing.
- (2) Explain the process, design, and methodology of nursing research.
- (3) Analyze research findings.
- (4) Critique contemporary nursing research.
- (5) Apply research findings to nursing practice.

a. This is not a general education course.

b. This is an undergraduate course.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

Objective	Exams	Class Participation	Research Critique
Describe the role of research in nursing	X	X	
Explain the process, design, and methodology of nursing research	X	X	X
Analyze research findings	X	X	X
Critique contemporary nursing research		X	X
Apply research findings to nursing practice		X	X

3. Explain how the instructor will determine students' grades for the course:

Evaluation:

<i>Unit Exams (3 @ 50 points each)</i>	<i>150 points</i>
<i>Class Participation (50 points)</i>	<i>50 points</i>
<i>Research Critique (75 points)</i>	<i>75 points</i>
<i>Comprehensive final examination (75 points)</i>	<i>75 points</i>
	<i>350 points</i>

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
- a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
 - b. Describe how the integrity of student work will be assured:

- c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

NUR 3703 will be delivered in a hybrid format with 1 on-campus meeting and distance delivery of course content for all of the remaining class sessions. The face-to-face meeting will be held at the beginning of the semester in order to provide an opportunity for students a) to receive thorough orientation to the NUR 3703 course, b) establish relationships with the instructor and peer students for support and collaboration, and c) become familiar with the course website and other delivery technologies.

An on-line course delivery system such as Blackboard/WebCT will be utilized. Class participation will occur through discussion board for on-line delivery. When available, other distance delivery mechanisms will be used to provide synchronous and asynchronous content delivery and discussion. For each unit, students will be provided with objectives, learning activities, PowerPoint presentation with audio, as well as other appropriate materials such as links to content-related websites. The instructor will maintain virtual office hours as well as traditional office hours to enhance student access. The combination of class meetings and distance delivery will help students meet the course objectives by maximizing accessibility to course content while enhancing the establishment of personal relationships with faculty and peers.

Integrity of student work will be assured. The content and assignments will be similar to those utilized in the traditional course presentation. Examinations will be administered on-line with a time limit and random presentation of questions. Some essay-type questions will be utilized in addition to multiple choice and other types of questions. Written papers will be evaluated for plagiarism with Turnitin or other similar plagiarism detection software.

5. *This course is not numbered between 4750 and 4999.*

6. *This course is writing active, with 1 longer paper and multiple brief, written assignments in class. A portion of each examination will consist of essay-type questions. The focus of these written assignments is primarily to promote the understanding of course concepts and secondarily, to develop communication skills.*

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Week	Content
Unit 1 On-campus 3 hours	Introduction, Orientation, Role of Research in Nursing Historical development of research in nursing
Unit 2 Distance 3 hours	Theory Class (150 minutes) The Research Process and the Role of Research in Evidence-Based Practice
Unit 3	Research Problems, Questions, and Hypotheses

Distance 3 hours	Research Ethics
Unit 4 Distance 3 hours	Exam #1 Literature Review
Unit 5 Distance 3 hours	Overview of Qualitative Research
Unit 6 Distance 3 hours	Methodologies in Qualitative Research
Unit 7 Distance 3 hours	Evaluating Qualitative Research
Unit 8 Distance 3 hours	Exam #2 Overview of Quantitative Research
Unit 9 Distance 3 hours	Quantitative Research Design and sampling
Unit 10 Distance 3 hours	Quantitative Data Collection Methods Reliability and Validity
Unit 11 Distance 3 hours	Data Analysis
Unit 12 Distance 3 hours	Analysis of Findings
Unit 13 Distance 3 hours	Exam #3 Evaluating Quantitative Research
Unit 14 Distance 3 hours	Submit Research Critique Paper Research and Evidence-Based Practice
Unit 15 Distance 3 hours	Summary and Conclusion
Finals Week	Final comprehensive examination

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

The American Association of Colleges of Nursing requires that nurses in the role of care provider use research-based knowledge to develop a foundation for practice. The American Nurses Association has established the primary role of the baccalaureate prepared nurse as an intelligent consumer of research, necessitating an

understanding of the research process and the ability to critique research. This course will help graduates to meet these established standards.

- a. *This is not a general education course.*
- b. *To maximize the accessibility to the Nursing Program courses by adult students who are often working full-time, as well as managing other responsibilities such as family obligations.*

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

The course is placed in the spring semester of the junior year, following the semester in which basic statistics is required. Statistics is a prerequisite requirement so that students will better understand the interpretation of research findings when critiquing research literature. NUR 3103 is to be taken concurrently or as a prerequisite because it provides an overview of the roles, core knowledge, competencies, and values of the professional nurse.

3. *This course is not similar to any other course at EIU.*

- a. *If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.*

This course does not substantially duplicate the contents of an existing course.

- b. *Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.*

No course will be deleted if this course is approved.

4. Impact on Program(s):

- a. *For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.*

This course is a requirement for students in the undergraduate RN to BS in Nursing Program. It is a requirement for the major.

- b. *For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.*

This is not a graduate program.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

This course does not change a major, minor or certificate program inside or outside of the program. No catalog changes are necessitated by this proposal.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

One faculty member in the RN – BS in Nursing Program will be assigned to teach this course.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

This is not a graduate course.

2. Additional costs to students:

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

There are no additional costs anticipated.

3. Text and supplementary materials to be used (Include publication dates):

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Polit, D. F. & Beck, C. T. (2008). *Nursing research: Generating and assessing evidence for nursing practice* (8th ed.). Philadelphia: Lippincott.

PART VI: COMMUNITY COLLEGE TRANSFER

A community college course will not be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the Nursing Program 2-13-08

Date approved by the COS Curriculum Committee 3-21-08

Date approved by CAA _____

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

3-21-08