

SEATTLE UNIVERSITY COLLEGE OF NURSING

Course Number, Title: N514 Critical Inquiry I – Section 02

Credits: 3 credits

Prerequisites: Undergraduate Statistics course

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Office Hours: Daily by e-mail, or by appointment

Course Description:

Examination of the research process with applicability to advanced practice nursing. Particular attention is given to critical research analysis and ethical aspects of scholarly inquiry.

Course Objectives:

Upon completion of this course, the learner will:

1. Explore the diversity in philosophical, theoretical, and methodological perspectives in research
2. Identify the basic steps in the research process.
3. Discuss selected qualitative, quantitative, and mixed research designs and sampling methodologies.
4. Formulate a research problem/hypothesis or question relevant to advanced practice nursing and vulnerable populations
5. Conduct a review and analysis of the scientific literature supporting a research problem or scholarly inquiry.
6. Discuss evidence-based practice or the application of scientific evidence to clinical practice

Class Dates: September 24 - December 3, 2009

Class Seminar Time: Thursday, 09AM-1140AM

Class Location: PIGT 106

Required/Recommended Texts:

Polit, D.F. & Beck, C.T., (2008). *Nursing Research: Generating and assessing evidence for Nursing Practice (8th ed.)*. Philadelphia: Lippincott, Williams & Wilkins.

Articles Placed on Reserve or posted on Angel

Recommended Text:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th edition). Washington, D.C.: Author.

In addition, students will be expected to read widely in the literature related to their topic of interest. The MSN Handbook and APA Manual will be particularly useful.

Grading:

Final grade computation is as follows:

A	4.0 (94 and up)	**C	2.0-2.2 (73-76)
A-	3.7-3.9 (90-93)	C-	1.7-1.9 (70-72)
B+	3.3-3.6 (87-89)	D+	1.3-1.6 (67-69)
B	3.0-3.2 (83-86)	D	1.0-1.2 (63-66)
B-	2.7-2.9 (80-82)	D-	0.7-0.9 (60-62)
C+	2.3-2.6 (77-79)	F	0.0-0.6 (below 60)

**“C” is the minimum passing grade in the College of Nursing for APNI and Foundation courses. All other Specialty courses have B- as passing.

Referral to Disabilities Services:

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

If English is not your first language and you have trouble finishing the exams in a timely fashion, please come talk to me.

Statement from the Seattle University Code of Student Conduct Handbook – Standards of Conduct

“Standards of conduct assist each student in the development of a responsible lifestyle rewarding to the individual student, respectful of the rights of others, and compatible with the legal norms of society. It is neither possible nor necessary to specify every instance of behavior or misconduct that could result in disciplinary action against a student. Conduct that evidences good intentions, mature consideration of the foreseeable consequences, and respect for the rights and property of others generally will not conflict with University standards.” (Code, p. 9)
Refer to the Code of Student Conduct regarding the following areas: Demonstrate Respect for: Self, Others, Relationships, Community, Honesty, and Property.
(Code, pp. 5-7).

Seattle University Nondiscrimination Policy

Seattle University does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, gender identity, political ideology or status as a Vietnam-era or special disabled veteran in the administration of any of its education policies, admission policies, scholarship and loan programs, athletics, and other school-administered policies and programs, or in its employment related policies and practices.

All University policies, practices and procedures are administered in a manner consistent with Seattle University's Catholic and Jesuit identity and character. Inquiries relating to these policies may be referred to the University's Assistant Vice President for Human Resources and Equal Opportunity Officer. Consistent with the requirements of Title IX of the Education Amendments of 1972 and its implementing regulations, Seattle University has designated three individuals responsible for coordinating the University's Title IX compliance. Students or employees with concerns or complaints about discrimination on the basis of sex in employment or an education program or activity may contact any one of the following Title IX coordinators:

Gerald Huffman, Assistant Vice President for Human Resources
University Services Building 107 (206) 296-5869
huffmaje@seattleu.edu

Dr. Michele Murray, Assistant Vice President
Student Center 140B (206) 296-6066
mmurray@seattleu.edu

Dr. Jacquelyn Miller, Associate Provost for Academic Affairs
Administration 104 (206) 296-5446
jcmiller@seattleu.edu

Individuals may also contact the Office for Civil Rights of the U.S. Department of Education.

Teaching and Learning Activities:**OUTLINE OF CLASS SCHEDULE AND ACTIVITIES**

Date	Content	Assignment
Sept. 24 0900-1140	<p>-Course Expectations;</p> <p>-“The diversity in philosophical, theoretical, and methodological perspectives in research; Selecting the “right approach; Ethical considerations” (Wojnar)</p> <p>Lecture and Discussion</p>	<p><u>Read:</u></p> <p>Diversity in Philosophical Approaches (Jacox, Suppe, Campbell, & Stashinko, 1999); in A. Hinshaw, S. Feetham, & J. Shaver (Eds.). <i>Handbook of Clinical Nursing Research</i>,</p> <p><u>On reserve for N514 in Lemiux Library</u></p>
<p>October 1 0900-1030</p> <p>(classes are cancelled on campus from 1030AM-1PM for the Mass of the Holly Spirit)</p>	<p>“How to conduct a successful electronic literature search?”</p> <p>Guest speaker: Sandra Brandt, SU librarian</p> <p>Lecture, demonstration, and discussion</p> <p>If desired, set up individual appointments with the guest speaker to conduct lit reviews on the topic of your interest</p>	<p>Begin thinking ahead of the class about research/scholarly project topic of interest and begin framing a research question</p> <p><u>Read:</u></p> <p>Polit & Beck, chapter 5</p>

October 8 0900-1140	<p>“What is the difference between a background and significance, literature review, state of the science paper, and meta analysis?”</p> <p>Lecture, discussion, and small group exercise</p>	Articles for in-class exercise will be provided in class
October 15 0900-1140	<p>(1) “Philosophical underpinnings of qualitative research: Assumptions, framing research question(s) & definitions, appropriateness of using conceptual framework in qualitative research”</p> <p>(2) “Phenomenology as a philosophy, methodology, and a research method”</p> <p>Lecture, hands-on learning first level of analysis (TBA)</p> <p>Date</p> <p>Content</p>	<p><u>Read:</u></p> <p>Wojnar, D. & Swanson, K.M. (2007). Phenomenology: an exploration. <i>Journal of Holistic Nursing</i>. 25(3), 172-80.</p> <p>Available electronically through SU library</p> <p><u>Assignment 1:</u> “Framing a Significant Research Question” due electronically in the course website drop-box.</p> <p>Assignment</p>
	<p>“Grounded Theory: a Philosophy, methodology, and a research method”</p>	<p><u>Read:</u></p> <p>* Pettinato, M. (2008). Nobody was out back then a grounded theory study of</p>

October 22 0900-1140	Guest Speaker: Dr. M. Pettinato	midlife and older lesbians with alcohol problems. <i>Issues in Mental Health Nursing</i> , 29(6), 619-638. * Available electronically through SU Library.
October 29 0900-1140	<p>“Content Analysis: conventional, directed, and quantitative”</p> <p>Lecture, discussion, and small group hands-on interviewing exercise and preliminary content analysis</p>	<p><u>Read:</u></p> <p>*Hsiu-Fang H. & Shannon, S., (2005). Three Approaches to Qualitative Content Analysis. <i>Qualitative Health Research</i> 15(9), 1277-1288.</p> <p>* A copy will be provided in class</p> <p><u>Group Assignment #1:</u> “Analysis and appraisal of a selected qualitative research study” – articles for analysis will be distributed in class.</p> <p>Begin group preparation for in – class small group qualitative article critique presentations</p>
	<p><u>Part I</u></p> <p>-In – class small group qualitative article critique</p>	<p><u>Group Assignment #1 due:</u></p>

<p>November 5 0900-1140</p> <p style="text-align: center;">Date</p>	<p>presentations</p> <p><u>Part II</u></p> <p>“Philosophical underpinnings of quantitative framework of methods: Assumptions, hypotheses, conceptual framework, research questions and definitions”</p> <p style="text-align: center;">Content</p>	<p>“Analysis and appraisal of a selected qualitative research study” due electronically in the drop box on the course website</p> <p><u>Read:</u></p> <p>Polit & Beck Chapter 1 (pages 12-23), Chapter 4, Chapter 6 (pages 139-151; 153-160); Chapter 8 (pages 195-212; Chapter 10</p> <p style="text-align: center;">Assignment</p>
<p>November 12 0900-1140</p>	<p><u>Part I</u></p> <p>“Overview of selected Quantitative research Methods:” Descriptive, correlational, and experimental designs”</p> <p><u>Part II</u></p>	<p><u>Read:</u></p> <p>Polit & Beck Chapters 11, 12, and 13, 14, 16, 17, 24 and 26</p> <p>Group Assignment #2:</p>

	<p>“Selected Quantitative Research Methods:</p> <ul style="list-style-type: none"> -Type of research strategies -Sampling, -Validity and reliability” -Data Collection (structured-Measurement Quality) -Analyzing Data <p>Lecture and discussion</p>	<p>“Analysis and appraisal of a selected quantitative research study” articles for analysis will be distributed in class</p> <p>Begin group preparation for</p> <p>in – class small group qualitative article critique presentations</p>
November 19 0900-1140	<p><u>Part I</u></p> <p>-In – class small group quantitative article critique presentations</p> <p><u>Part II</u></p> <p>“Mixed research methods for use in healthcare sciences”</p> <p>“What methodology is best suited to frame my research question? From Literature review through experimental design to</p>	<p>Group Assignment #2:</p> <p>“Analysis and appraisal of a selected quantitative research study” due electronically in course website drop-box.</p> <p><u>Read:</u></p> <p>Greene, J.C. (2008). Is Mixed Methods Social Inquiry a Distinctive Methodology? <i>Journal of Mixed Methods Research</i> (2), 7-22.</p> <p>Vitale, D.C., Armenakis, A.A., & Field, H.S. (2008).</p>

	Lecture and discussion	
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