

SEATTLE UNIVERSITY COLLEGE OF NURSING

Course Number, Title: NURS 514: Critical Inquiry I (Section 01)

Credits: 3 credits

Prerequisites: Undergraduate statistics course

Faculty: Gail Bond, PhD, RN
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Office Hours: Thurs: 1:30-3:30 or by appt.

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) Conduct a systematic approach to search library databases for literature relevant to nursing research questions.
- 2) Collaborate with peers in the analysis and presentation of research findings that are applicable to client care.
- 3) Understand application of problem-solving methods to researchable problems in nursing.
- 4) Apply the appropriate research methods that contribute to understanding a specific healthcare concern.
- 5) Use research language for specific settings.
- 6) Prepare for the use of nursing research in a practice, using an evidence-based method.

Class Dates: Sept. 24 – Dec. 11, 2009

Class Seminar Time: Thursday, 10 am - 12:40 pm

Class Location: Garrand 112

Required/Recommended Texts:

Polit, D. & Beck, C. (2008). *Nursing research: Generating and assessing evidence for nursing practice* (8th ed.). Philadelphia, PA: Wolters Kluwer/Lippincott, Williams & Wilkins.

de Chesnay, M. & Anderson, B. (Eds.). (2008). *Caring for the vulnerable: Perspectives in nursing theory, practice, and research* (2nd ed.). Jones & Bartlett. (Optional).

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

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:

Lecture-seminar discussion, group presentations

Course outline

Date	Content	Assignment
9/24/09 Week 1	<ul style="list-style-type: none"> • Course overview and expectations/assumptions • Introduction to nursing research • Diversity in methodological and philosophical perspectives in research, • Making the decision to conduct thesis or scholarly project 	<p>Reading Assignment</p> <p>Articles on Diversity in methodological and philosophical perspectives posted on Angel in Folder titled Week 1 Reading Assignments</p> <p>Polit & Beck pgs 12-23</p>
10/1/09 Week 2	No Class Mass of Holy Spirit.	
10/8/09 Week 3	<p>-Conducting a Literature search</p> <p>-Primary versus Secondary sources</p> <p>-Samples of Literature Search Papers</p> <p>-How to Critique a Quantitative Article</p> <ul style="list-style-type: none"> • Clinical versus Statistical Significance 	<p>Reading Assignment</p> <p>Articles on clinical versus statistical significance posted on Angel in Folder titled Week 3 Reading Assignments</p> <p>Polit & Beck Chapter 5 pgs 105-136</p> <p>Review the web tutorial on how to do a successful literature review at http://www.gwu.edu/~litrev/</p>
10/9/09	<ul style="list-style-type: none"> • 12-4PM Convocation 	Attendance required
10/15/09 Week 4	<ul style="list-style-type: none"> • Evidence-Based Practice • Phases of research • Assumptions • Hypotheses • Framing research questions • Developing a Conceptual Context 	<p>Reading Assignment</p> <p>Beck & Polit pgs 28-44; 123-136 and Chapters 3, 4 & 6</p>
10/22/09 Week 5	<ul style="list-style-type: none"> • Overview of Selected Quantitative Research Methods: • Experimental, -Quasi-Experimental-Non-Experimental • Selected Qualitative Research 	<p>2 Person Group Assignment # 1 DUE.</p> <p>Use Drop Box on Angel to submit</p> <p>Reading Assignment</p> <p>Polit & Beck Chapters 8, 9-10</p>

	Method:	
10/29/09 Week 6	<ul style="list-style-type: none"> • Qualitative research: (continued) • Quantitative Methods: Rigor: Reliability and validity • Sample plan • Collecting Data 	Reading Assignment Polit & Beck: Chapters 11, 13 (pgs 337-353)-Chapter 14 (pgs 367-383) Chapter 15 (pgs 392-408) and Chapter 16 (pgs 414-425)
11/5/09 Week 7	<ul style="list-style-type: none"> • Quantitative research continued: • Instrumentation Quality • Data analysis • Undertaking research for specific purposes • Considerations in conducting research: feasibility, expenses, funding, access to sample 	Individual Assignment #1 Due Use Drop Box on Angel to submit Reading Assignment Polit & Beck Chapter 12, 17 19-21
11/12/09 Week 8	<ul style="list-style-type: none"> • Grounded Theory Guest Lecture TBN Dr. Maria Pettinato will guest lecture	Reading Assignment Beck and Polit pgs 229-232 Articles posted on Angel in folder titled week 8 Grounded Theory Articles
11/19/09 Week 9	<ul style="list-style-type: none"> • Research Ethics and the IRB • What is the process of submitting for IRM approval Dr. Patrick Murphy will guest lecture <ul style="list-style-type: none"> • Begin Class presentations 	Individual Assignment # 2 DUE. Use Drop Box on Angel to submit Reading Assignment Beck and Polit Chapter 7 Please review the materials posted on SU IRB web site http://www.seattleu.edu/irb/default.aspx?id=26482 See sample IRB posted on Angel
11/26/09 Week 10	<ul style="list-style-type: none"> • Holiday 	
12/3/09 Week 11	<ul style="list-style-type: none"> • Class presentations Student discussion/presentations of their topic of interest. Informal sharing of information so that all may get to know different approaches-not a formal presentation and not graded	Individual Assignment # 3 DUE. Use Drop Box on Angel to submit

