Syllabus for HNG 543 (Fall 2014)

Applications of Clinical Nursing Research

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Section: 31 Credits: 03
Diadactic hrs: 45 Clinical hrs: 0
Pre-requisites: Undergraduate statistics
Co-requisites:

Discussion Board: No

Required Text(s):


Recommended Text(s):


Purpose:

In order to practice nursing using the best evidence for making clinical decisions, it is important that practitioners are adept at identifying valid and reliable research to guide their practice. The skills necessary for evidence-based practice include conducting appropriate literature searches and evaluations of current research, clinical expertise, and appreciation of the patient's perspective and preferences. As you review this course you should take opportunities to apply this material to your clinical practice. This course is designed to prepare the student to systematically analyze, evaluate, and use research to resolve clinical practice problems. Students will appraise the quality of the research for use in clinical practice.

Course Description:

This is the second of two courses designed to examine research in relation to practice and primary care delivery in nursing and health care. The relationships among theory, nursing phenomena, nursing practice, and nursing research will be examined. Models and methods of research translation in nursing, including research dissemination and implementation, program planning and evaluation, cost effectiveness and analysis will be studied. An emphasis will be placed on understanding nursing research methods and strategies in order
to evaluate research results for applicability to practice and to design projects for evaluating outcomes of practice. Published nursing research studies will be evaluated for scientific merit and clinical feasibility, with a focus on evidence-based practice. The course will culminate with students developing and writing an integrative review.

Student Evaluation:

Worksheets for submission: A total of 8 worksheets must be submitted for this course

A. Integrative review evaluation of method and results = 15%
   1. Worksheet: Module 2, Unit 2 Due date: 9/10/14
B. Preparing the Integrative review
   1. Worksheet: Module III, Unit 3, Identification and definition of study variables = 5% Due date: 9/16/14
   2. Worksheet: Module III, Unit 3, Background, significance, and target population = 15% Due date: 9/26/14
   3. Worksheet: Module III, Unit 4, Coding Sheet = 5% Due date: 10/2/14
   4. Worksheet: Module III, Unit 4, Methods and Review of the Literature = 15% Due date: 10/12/14
   5. Worksheet: Module III, Unit 4, Table of Evidence = 15% Due: 10/29/14
   6. Worksheet: Module III, Unit 5, Analysis, Interpretation, and Discussion = 15% Due date: 11/16/14
   7. Worksheet: Module III, Unit 6, Integrative Review: Final Paper = 15% Due date: 12/01/14

NOTE: In addition there is one mandatory RCRS worksheet to be submitted to instructor by the end of the course. It is a P/F worksheet Due Date by 12/6/14 (can complete at ANY time prior to this date).

Written assignments submitted after the deadline date will be penalized unless prior permission has been obtained from course instructor.

Curriculum Objectives for Graduate Students

Upon completion of this program the student will be able to:

1. Integrate principles of clinical prevention and health promotion to evidence-based, culturally relevant healthcare.

2. Incorporate knowledge from nursing and related sciences into the delivery of advanced nursing care across diverse populations.

3. Translate relevant research to improve practice and associated health outcomes for diverse populations.

4. Demonstrate leadership skills in the provision of high quality health care and within the context of an interprofessional team.

5. Integrate current and emerging technologies into the delivery of safe, quality care.

6. Interpret the effect of legal and regulatory processes on nursing practice, healthcare delivery, and outcomes.

7. Apply ethical analysis and social responsibility to delivery of advanced nursing care across diverse populations.

Course Objectives

Upon completion of this course the student will be able to:

1.1 Identify a specific clinical focus affecting population health.

1.2 Synthesize evidence for a specific clinical focus affecting population health.

2.1 Integrate knowledge from nursing and related fields for a specific clinical focus.

2.2 Analyze relevant literature for a specific area of clinical inquiry.

3.1 Describe the principles of the research process as they relate to an integrative review.

3.2 Demonstrate knowledge the translation of relevant evidence as it relates to a clinical focus.

4.1 Discuss barriers and solutions to implementing evidence into practice.

4.2 Discuss leadership skills needed to incorporate relevant evidence into practice for a specific clinical focus.

5.1 Evaluate outcome studies in relation to a selected area of clinical practice.

6.1 Describe the effect of legal processes in the conduct of research.

6.2 Articulate institutional regulatory processes that affect the conduct of research.

7.1 Demonstrate understanding of the ethical issues involved in conducting research.
7.2 Describe protections necessary to involve diverse and vulnerable populations in the research process.

8. Demonstrate cultural competence to improve patient and population outcomes.

8.1 Differentiate between culturally-relevant and culturally-blind research.

8.2 Describe the advantages of culturally-relevant research for diverse populations.

8.3 Differentiate between culturally-relevant and culturally-blind research.

9. Demonstrate behaviors of professional engagement and life-long learning in the provision of quality health care.

9.1 Participate in advanced education to enhance knowledge of the role of the advanced practice nurse in research.

9.2 Participate in professional activities relevant to the role of the advanced practice nurse in research.

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**HIPAA - Health Insurance Portability and Accountability Act**

All Health Sciences students are required to respect the confidential nature of all information that they have access to including the personal health information of patients. The Health Insurance Portability and Accountability Act (HIPAA) of 1996 provides significant new privacy protections for the health information of patients and research participants. Students in the Health Sciences programs are required to comply with the training requirements related to privacy and security provisions of HIPAA and to abide by the University’s policies and procedures related to HIPAA.

**AMERICANS WITH DISABILITIES ACT STATEMENT**

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, 128 ECC Building (631) 632-6748. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following web site: [http://www.ehs.sunysb.edu](http://www.ehs.sunysb.edu) and search Fire Safety and Evacuation and Disabilities.

**ACADEMIC INTEGRITY**

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report and suspected instances of academic dishonesty to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at [http://www.stonybrook.edu/uaa/academicjudiciary/](http://www.stonybrook.edu/uaa/academicjudiciary/)

**CRITICAL INCIDENT MANAGEMENT**

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students’ ability to learn.