

PROCESS A NON-GENERAL EDUCATION ~ CURRICULUM PROPOSAL

SCC #02-03- 817

✓ 817 (P)

Deadlines:

Regular proposals: October 18, 2002 to be implemented Fall 2003; Short-Term proposals: December 6, 2002 to be implemented Fall 2003
Regular proposals: February 14, 2003 to be implemented Spring 2004; March 21, 2003 short-term courses to be implemented Spring 2004

PROPOSAL TITLE: NURS 404 RESEARCH APPLICATIONS IN NURSING PRACTICE

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DEPARTMENT: BIOLOGY

COLLEGE: LAS

If Liberal Arts & Sciences CHECK : History/Humanities Math/Sciences Social/Behavioral Sciences

UNDERGRADUATE GRADUATE

THE ATTACHED **NON-GEN-ED** PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED.

New non-gen-ed course Non-gen-ed degree requirements

Short-term non-gen-ed course Major

Minor curricular changes (fewer than three) Minor, specialization, concentration, track, certificate program

Existing non-gen-ed course

The following signatures REPRESENT APPROVAL

Department Chair: [Signature] Date: 3/21/03

Department Curriculum Chair: [Signature] Date: 2/21/03

Academic Dean: [Signature] Date: 2-25-03

College Curriculum Chair: [Signature] Date: 4-22-03

College Curriculum Committee OPEN HEARING Date: 2-22-03 Approved Not Approved

UNIVERSITY CURRICULUM COMMITTEE

Senate Curriculum Chair Signature: [Signature] Date: Senate Announcement/Vote: 9-22-2003

Comments: See proposal SCC# 02-03-817

EXECUTIVE VICE PRESIDENT/PROVOST Signature: [Signature] Date: 2/17/04

Approved ~ Not Approved due to the following: Student Cr Hrs Faculty Load Hrs Equalized Cr Hrs

REGISTRAR

Date: 3/11/04 Course Description Received & Approved ~ Hegis Taxonomy & Course #: 1203404

Registrar Signature: [Signature]

OFFICE OF THE REGISTRAR

MAR 15 2004

NOTIFICATION FORWARD

SCC Chair Academic Dean Department Chair Registrar Sponsor(s)

New Course Proposal:

RESEARCH APPLICATIONS IN NURSING PRACTICE

I. DETAILS.

a. Course Title: Research Applications in Nursing Practice

b. Sponsors: Gregory B. Hecht, Elizabeth Brooks, Richard Meagher (Dept. Biological Sciences)

Co-sponsor: UMDNJ (University of Medicine & Dentistry of New Jersey)

c. Credit Hours: 3.0

d. Course level: Senior (400 level). This course has previously been designated "NURS 404" at NJIT (see "Rationale" below); if possible, a HEGIS number containing the "404" number is preferred.

e. Pre-requisites:

NURS 304: Nursing Informatics (HEGIS number TBA);
course only available to students enrolled in the UMDNJ/Rowan Joint R.N. to B.S.N. Program (see accompanying "Bachelor of Science in Nursing" proposal)

Elementary Statistics (HEGIS 1702.100) or the equivalent. In some cases, students will have completed this requirement as part of their R.N. degree.

f. Suggested Time & Scale of Implementation: Initial offering to begin Summer 2004. Course will be offered once every year during the summer. The course will meet for one 3 hour session each week.

**SIGN
HERE**



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32 **II. CURRICULAR EFFECT**

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34 The proposed course will be a requirement for completion of the UMDNJ/Rowan R.N. to
35 B.S.N. Joint Program.

36

37 **Offerings:** This course will be taught by faculty from UMDNJ rather than Rowan
38 University's Biological Sciences faculty. Thus, implementation of this proposal is
39 not expected to require any existing courses to be dropped or to be offered less
40 frequently.

41

42 **Adequacy of the present staff, resources, space needs, etc.:** This course will be
43 taught by faculty from UMDNJ rather than Rowan University's Biological
44 Sciences faculty. Thus, implementation of this course will not place a demand on
45 the teaching load of Rowan University's Biological Sciences Department. The
46 new science building -- scheduled to open during Summer 2003 -- offers ample
47 classroom space for this course.

48

49 **Recommended Library Resources:** All students enrolled in the UMDNJ/Rowan
50 Joint R.N. to B.S.N. Program will have access via the web or in person to the
51 UMDNJ library. Students in the current UMDNJ/NJIT joint program almost
52 exclusively use the UMDNJ library resources for this course and seldom use the
53 NJIT library. Thus, it is expected that this course will similarly not create a
54 demand for library resources on the Rowan University campus.

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57 **III. RATIONALE**

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59 This Research Applications in Nursing Practice course (NURS 404) is being
60 transferred to Rowan University from an existing BSN curriculum offered at NJIT.

61 The ability to understand the importance of research and application of findings is
62 critical to the field of medicine.

63 This course offers instruction on the many aspects of nursing research. Students
64 are introduced to the history of nursing research, scientific methodology and data
65 collection. Students are also instructed how to analyze research and integrate findings
66 into the practice of nursing.

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68 It is therefore important that all nursing students be required to take this course in
69 Research Applications in Nursing Practice prior to completion of their BSN degree.

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71 **IV. ESSENCE OF THE COURSE**

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73 **a. Objectives of the course in relation to student outcomes.** Upon completion of this
74 course, the student will be able to:

- 75 1. Discuss the significance of nursing research to the profession of nursing.
- 76 2. Examine concepts relevant to nursing research.
- 77 3. Describe various approaches to quantitative and qualitative research in nursing.
- 78 4. Explore the quantitative and qualitative research process.
- 79 5. Conduct critiques of nursing studies.
- 80 6. Develop plans for using research findings in practice.

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83 **b. Topical Outline/Content.**

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85 1. Introduction to Nursing Research

86 History of nursing research

87 Ethics & nursing research

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89 2. The Research Topic & Literature Review

90 The research problem

91 The research hypothesis

92 Reading research reports

93

94 3. Theory Based Research

95 Conceptual frameworks and models

96 Conceptual mapping

97

98 4. Research Designs

99 Purposes and dimensions of research design

100 Types of research design

101

102 5. Populations & Samples

103 Sampling Concepts

104 Sample Size

105

106 6. Critiquing Nursing Research

107 Interpreting study results

108 Research Critique

109

110 7. Measurement and Data Collection

111 Types of Data collection

112

113 8. Understanding Statistics in Research

114

115 9. Understanding Statistics in Research

116 Statistical procedures (includes use of the computer lab at Stratford)

117 Using a statistical software package

118

119 10. Introduction to Qualitative Research

120

121 11. Using Nursing research

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123 Methods of instruction for this course when it was offered at NJIT have included lectures
124 with discussion, small group discussions, assigned readings, independent learning
125 activities, and analyses of professional research.

126

127 *Examples of texts that would be suitable for this course:*

128

129 American Psychological Association (2001) Publication manual of the American
130 Psychological Association (5^h ed.) Washington, DC: Author.

131

132 Burns, N. & Grove, S. K. (1999). Understanding Nursing Research (2nd ed.)
133 Philadelphia: W. B. Saunders Company. ISBN: 07216810691

134

135 Burns, N. & Grove, S. (1999) Study Guide for Understanding Nursing Research .
136 (2nd ed.) Philadelphia: W.B. Saunders Company. ISBN: 0271681085

137

138 *Examples of readings that would be suitable for this course:*

139

140 Artinian, B. M. (1998). Grounded theory research: It's value for nursing. Research
141 Issues, 11(1), 5-6.

142

143 Beck, C.T. (1992). The lived experience of postpartum depression: It's value for
144 nursing: Research Issue, 11(1) 5-6.

145

146 Cohen, S., & Willis, T. A., (1985). Stress, social support, and the buffering
147 hypothesis, Psychological Bulletin, 98(2), 310-357.

- 148
149 DeMarco, R., Johnson, C., Fukuda, & Deffenbaugh, O. (2001) Content validity of a
150 scale to measure silencing and affectivity among women living with HIV/AIDS.
151 Journal of the Association of Nurses in AIDS Care, 12(4), 77-88.
152
- 153 Field, P. A., & Morse, J.M. (1985). *Nursing Research: The application of qualitative*
154 *approaches*. Rockville, MD: Aspen.
155
- 156 Flaskerud, J. H., & Winslow, B. J. (1998). Conceptualizing vulnerable populations
157 health-related research. Nursing Research, 47(2), 69-78.
158
- 159 Kalichman, Seth C., Rompa, D., DiFonzo, K., Simpson, D., Austin, J., Luke, W.,
160 Kyomugisha, & Buckles, J. HIV Treatment Adherence in Women Living With
161 HIV/AIDS: Research based on the information-motivation-behavioral skills
162 model of health behavior. (2001). Journal of the Association of Nurses In AIDS
163 Care, 12(4), .58-67.
164
- 165 Milton, Doris (2002). Applying research to nursing practice. Advance for Nurses.
166 April 15, 2002.
167
- 168 Munhall, P. L. (1989). Philosophical ponderings on qualitative research methods in
169 nursing. Nursing Science Quarterly, 2(1), 20-28.
170
- 171 Norbeck, J.S., Lindsey, A. M., & Carrieri, V. L. (1983). Further development of the
172 Norbeck
173 Social Support Questionnaire: Normative data and validity resting. *Nursing*
174 *Research, 32(1), 4-9.*
175
- 176 Parse, R. (1995). Building knowledge through qualitative research: The road less
177 traveled. Nursing Science Quarterly, 9(1), 10-15.
178
- 179 Rankin, M., & Esteves, M. D. (1996) How to assess a research study. American
180 Journal of Nursing, 96(12), 23-36.
181
- 182 Sharts-Hopko, N. C., (2001). Focus group methodology: when and why?, Journal of
183 The Association of Nurses In AIDS Care, 12(4), 89-91.
184
- 185 Wallace, D.C., Tuck, I., Boland, C.S., & Witucki, J.M. Client perceptions of parish
186 nursing. Public Health Nursing, 19 (2), 128-135.

187

188

189 **c. Evaluation of students and grading procedure.** During the time that this course was
190 taught at NJIT, students were evaluated by the following kinds of activities: exams;
191 poster presentations; practice article and oral presentation to the class; critique of
192 patient satisfaction surveys from students' practice area.

193

194 **d. Course Evaluation:** During the time that this course was taught at NJIT, the UMDNJ
195 faculty routinely conducted assessment of the success of this course. The Biological
196 Sciences Department routinely reviews each of its course offerings to assess their
197 success in meeting stated goals and objectives. The Biological Sciences Department,
198 in collaboration with UMDNJ, will expand its review process to include this course.

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200

201 **V. RESULTS OF CONSULTATIONS**

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203 Results of Consultations

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205 Planned consultations:

206 Dept. Special Education

207 Also Dept. Mathematics b/c of the Elementary Statistics pre-req

208

209 **CATALOG DESCRIPTION**

210

211 **XxxxHEGISxxxx****3.0 s.h.**

212 *(Pre-requisites: NURS 304: Nursing Informatics [HEGIS number TBA]; Elementary*
213 *Statistics (HEGIS 1702.100) or the equivalent; enrollment in the UMDNJ/Rowan Joint*
214 *R.N. to B.S.N. Program)*

215 Students enrolled in this course will be introduced to the concepts and processes of
216 research in nursing. Emphasis is placed on critiquing published studies and developing
217 plans for using research findings in practice.

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