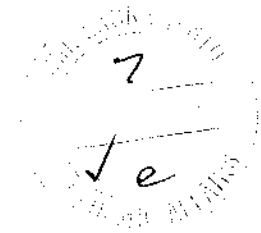




SACRAMENTO  
STATE

# Course Change Proposal Form A



<b>Academic Group (College):</b> <b>Health &amp; Human Services</b>	<b>Academic Organization (Department):</b> <b>Nursing</b>	<b>Date:</b> <b>March 19, 2007</b>
<b>Type of Course Proposal:</b> New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	<b>Department Chair:</b> <b>Ann Stoltz PhD, RN</b>	<b>Submitted by:</b> <b>Ann Stoltz PhD, RN</b>
<b>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></b>	<b>For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></b> <b>CCE: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></b>	<b>Semester Effective:</b> <b>Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/>, 2007</b>

<b>This course replaces experimental course Subject Area (prefix) and Catalog Number (course number):</b>	
<b>This Catalog Number (course number) is being replaced:</b>	

**Change from:**

<b>Subject Area (prefix) &amp; Catalog No. (course no.):</b>	<b>Title:</b>	<b>Units:</b>
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**Change to:**

<b>Subject Area (prefix) &amp; Catalog No. (course no.):</b> Nursing 170	<b>Title: Basics of Nursing Research and Application</b>	<b>Units: 3</b>
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**JUSTIFICATION:**

The existent required undergraduate course in the nursing major, Nursing 150, is a two-unit course. Because research is threaded throughout the undergraduate curriculum, generic BSN students have mastered some of the basic knowledge related to nursing research before entry into the course. Nursing 170, a three-unit research course, is designed for RN-to-BSN students, who have little previous knowledge of nursing research. The course will cover foundational concepts in more depth than does Nursing 150. Nursing 170 will place additional emphasis upon evidence-based practice and continuous quality improvement projects, a current focus of nurse managers, since the majority of RN-to-BSN students entering the program hold, or wish to hold, low- to mid-level management positions. Since a culminating project will be required of all RN-to-BSN students, research assignments within this course will focus on designs and strategies that students will find useful for end-program projects. In order to meet the time constraints of nurses employed full-time, the course will be delivered online. It may also be video-streamed, if the demand justifies this method of instructional delivery.

**NEW COURSE DESCRIPTION:** (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

**NURS 170 Basics of Nursing Research and Application. Provides an introduction to research, including both quantitative and qualitative methods, that assumes no previous course content. Topics include simple research design, critique, ethics, and judicious utilization of results. Evidence-based practice, outcomes research, and review of existent literature are also focused upon, as are writing a basic research proposal and generating sample documents for institutional review board approval.**  
3 units

**Note:**

**Prerequisite: Acceptance into the RN to BSN Program or Instructor Approval**

Corequisite: NURS 171 & NURS 173	
CAN (California Articulation Number):	
Graded: Letter <input checked="" type="checkbox"/> Credit/No Credit <input type="checkbox"/>	Instructor Approval Required? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Course Classification (e.g., lecture, lab, seminar, discussion): Lecture	Title for SIS+/CMS (not more than 30 characters) <b>Basics of Nursing Research App</b>
Cross Listed? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, do they meet together and fulfill the same requirement, and what is the other course.
How Many Times Can This Course be Taken for Credit? <u>  1  </u>	
Can the course be taken for Credit more than once during the same term? Yes <input type="checkbox"/> No <u>  2  </u>	

## FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: "Students will be able to: 1), 2), etc."  
See the example at <http://www.csus.edu/acaf/example.htm>

**Students will be able to: 1) Differentiate quantitative from qualitative nursing research; 2) Differentiate interventional from non-interventional research; 3) Use with accuracy various terms related to research and research design; 4) Critique published research for legitimacy, validity and applicability to practice; 5) Generate several written critiques of published research studies within a topic area, analyzing individual strengths and limitations and summarizing the state of the research for that particular topic; 6) Design research that is valid, and is based on a student-identified gap in the research literature; 7) Deduce the logical flaws of given research scenarios, and redesign them to control for potential bias; 8) Criticize or defend given research scenarios, from the standpoint of research ethics; 9) Comprehend basic comprehension of the purpose of statistical tests frequently used in nursing research; and 10) Evaluate whether a given theoretical framework is appropriate for a given research study.**

**\*\*Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

### **Assessment Strategies for Research in Nursing**

Assessment strategies include biweekly to triweekly online quizzes, two critique exams, and a comprehensive computer test. In addition, students will complete five brief methodological critiques, a methodological proposal, a short standard research proposal, a human subjects consent form, five written research critiques, and a National Institutes of Health researcher certification for ethics. Extra credit opportunities will be offered throughout the semester, with a focus on discussion and critical thinking.

### **Quizzes, Exams and Tests:**

Routine quizzes will be used to assess the student's ability to understand basic concepts and terminology related to nursing research and its design. Critique exams will ensure mastery of critique skills. The comprehensive computer test will assess concepts, terminology, research design, and analysis of validity of various scenarios.

**Written Critiques, Proposal-Writing, and Researcher Certification** These assignments will help instructors to assess the student's ability to synthesize information related to assigned topics, generating a short research proposal. Researcher certification will teach and reinforce ethical principles.

### **Discussion Exercises**

These assignments will provide students an opportunity to critically dissect, redesign, and strengthen hypothesized research studies. Extra points will be earned for unique, logical and accurate discussion postings.

**For whom is this course being developed?**

Majors in the Dept  Majors of other Depts \_\_\_ Minors in the Dept \_\_\_ General Education \_\_\_ Other \_\_\_

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes  No \_\_\_

If yes, identify program(s): RN-to-BSN track of the undergraduate nursing major

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes \_\_\_ No

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). None

*The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.*

**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

Date

Department Chair: <i>Gann Stoltz</i>	3-23-07
College Dean or Associate Dean: <i>[Signature]</i>	03-26-07
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	CONDITIONAL APPROVAL <i>4/11/07</i>

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

Recommended course materials and activities:

**Course materials:**

Course materials include the text Burns and Grove (2006) Understanding Nursing Research, 4th edition.

Its accompanying online text, Burns, Sutherland and Altmann (2006) will be used gratis, as well, due to the second and third authors' arrangement with the publisher.

**Activities:**

Online instruction per modules, discussion items, and activities (coding qualitative research, for instance)

One textbook; all chapters required

Periodic online quizzes (open books, open notes)

Two formal midterm exams, and one comprehensive computer test (proctored)

Completion of five (brief, bulleted) methodological research critiques

Design (brief, bulleted) for the methodology for an original research project

Completion of five standard one-page critiques

Completion of a short sample research proposal, including human subjects consent form

Completion of online National Institutes of Health researcher certification for ethics