NURS 181: RESEARCH AS THE FOUNDATION FOR EVIDENCE-BASED NURSING PRACTICE

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Approval Path
1. Tue, 14 Sep 2021 21:54:38 GMT
   Tanya Altmann (kristi): Approved for NURS Chair
2. Tue, 21 Sep 2021 23:23:14 GMT
   Heather Thompson (heather.thompson): Rollback to Initiator
3. Fri, 24 Sep 2021 17:08:08 GMT
   Tanya Altmann (kristi): Approved for NURS Chair
4. Wed, 29 Sep 2021 14:23:33 GMT
   Heather Thompson (heather.thompson): Approved for HHS College Committee Chair
5. Fri, 01 Oct 2021 20:09:59 GMT
   Robert Pieretti (sac19804): Approved for HHS Dean

New Course Proposal
Date Submitted: Fri, 24 Sep 2021 14:54:14 GMT

Viewing: NURS 181 : Research as the Foundation for Evidence-Based Nursing Practice
Last edit: Fri, 24 Sep 2021 14:54:13 GMT
Changes proposed by: Tara Sharpp (215227247)

Contact(s):

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Catalog Title:
Research as the Foundation for Evidence-Based Nursing Practice

Class Schedule Title:
Research EB Nsg Practice

Academic Group: (College)
HHS - Health & Human Services

Academic Organization: (Department)
Nursing

Will this course be offered through the College of Continuing Education (CCE)?
Yes

Please specify:
CCE and Stateside

Catalog Year Effective:
Fall 2022 (2022/2023 Catalog)

Subject Area: (prefix)
NURS - Nursing

Catalog Number: (course number)
181

Course ID: (For administrative use only.)
TBD

Units:
3

Is the primary purpose of this change to update the term typically offered or the enforcement of requisites at registration?
No

In what term(s) will this course typically be offered?
Fall, Spring, Summer

Does this course require a room for its final exam?
No, final exam does not require a room

Does this course replace an existing experimental course?
No

This course complies with the credit hour policy:
Yes

Justification for course proposal:
This will be a required course as part of a pathway for Associate Degree Nursing (ADN) students who already have a bachelor's degree in another field to transition directly into the Master of Science in Nursing (MSN) program at Sacramento State, enabling them to complete the MSN in four, six or eight semesters. This course in conjunction with another proposed course, NURS 180, will fulfill missing components typically addressed in a Bachelor of Science in nursing program to prepare students for Master's education. Additionally, this course will offer students in other Sacramento State nursing programs such as the RN-BSN program with the opportunity to take a course related to their major to fulfill the GE Area B5.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)
This course provides students with a clear understanding of the interrelationship between research, theory, and evidence-based nursing practice. Interpretation of quantitative and qualitative research findings to determine statistical and clinical significance. Application of research and epidemiological concepts to improve patient and population health outcomes.

Are one or more field trips required with this course?
No

Fee Course?
No

Is this course designated as Service Learning?
No

Does this course require safety training?
No

Does this course require personal protective equipment (PPE)?
No

Does this course have prerequisites?
Yes

Prerequisite:
Acceptance into the Advanced Nursing Bridge pathway, BSN programs, or department permission.

Prerequisites Enforced at Registration?
Yes

Does this course have corequisites?
No

Graded:
Letter

Approval required for enrollment?
Department Approval

Course Component(s) and Classification(s):
Lecture

Lecture Classification
CS#02 - Lecture/Discussion (K-factor=1WTU per unit)
Lecture Units
3

Is this a paired course?
No

Is this course crosslisted?
No

Can this course be repeated for credit?
Yes
How many times can the course be taken (not including first time passed)?
2

Total credits allowed (including first time passed)
3

Can the course be taken for credit more than once during the same term?
No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."
The student is expected to:
1. Explain the interrelationships between research, theory, and evidence-based nursing practice.
2. Compare and contrast various quantitative and qualitative research designs used in nursing research.
3. Evaluate the credibility of sources of evidence, including databases and internet resources.
4. Interpret research findings to determine statistical and clinical significance.
5. Apply epidemiological concepts to interpret population health data.
6. (B5-1) Cite critical observations, underlying assumptions and limitations to explain and apply important ideas and models in one or more of the following: physical science, life science, mathematics or computer science.
7. (B5-2) Recognize evidence-based conclusions and form reasoned opinions about science-related matters of personal, public and ethical concern.

Attach a list of the required/recommended course readings and activities:

Attachment_NURS 181_Activities and Assignments (1).docx

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.

Class Activities: Students will participate in synchronous class activities related to the class topics by applying concepts to nursing practice. There are structured activities to be completed each class, some independently and some in small groups in synchronous classes via Zoom. Class activities include:
1. Weighing the Evidence class activity (ELO 3) - Students will examine various sources of information and determine the level of evidence according to the chart used in class.
2. Design a qualitative nursing research study (ELO 2) – Students will work in groups to design a qualitative research study to address a nursing practice issue including choosing a research question, data collection strategies, and qualitative data analysis methods.
3. Design a quantitative nursing research study (ELO 2) - Students will work in groups to design a quantitative research study to address a nursing practice issue including writing a hypothesis, choosing a quantitative research design, identifying the sample, and selecting measures.

4. Statistics used in nursing research (ELO 4, 6) – Students will work in groups to interpret statistical results commonly used in nursing research, such as descriptive statistics, t-tests, chi square, odds ratios, and ANOVA.
5. Epidemiological concepts used in nursing research (ELO 5, 6) – Students will work in groups to apply epidemiological concepts used in nursing to examine population health concerns.

Discussion board postings - Students will post one initial response to each discussion board prompt of 300 – 500 words. The posts should contain citations from the materials from the module and other readings as appropriate. Additionally, students will respond to another peer with a response of 200 – 300 words. The peer responses should be thoughtful with and provide substantive feedback (more than 'I agree'). Detailed instruction regarding discussion board Netiquette and a grading rubric is provided in Canvas.
The discussion board posts are on:
The research/ theory/ practice link (ELO 1)
Using epidemiology to demonstrate the impact of policy, finance, and regulation on population health (ELO 5-7)

Quizzes - The quizzes meet course expected learning outcomes 2, 4, 7
There are five quizzes that will assess students' comprehension of material from the modules on nursing research, statistic, and epidemiologic content. Students will be permitted to use material to complete the quizzes online.

Evidence-based tables - The quizzes meet course expected learning outcomes 2- 4, 7
Students will complete three evidence-based tables on self-selected research articles (one qualitative, one quantitative, and one review article). Students will demonstrate a critique of the design, methods, and results of the studies or review in the tables.

Population health disparities assignment and peer responses
This assignment meets course expected learning outcomes
5) Apply epidemiological concepts to interpret population health data.
6) (B5-1) Cite critical observations, underlying assumptions and limitations to explain and apply important ideas and models in one or more of the following: physical science, life science, mathematics or computer science.
7) (B5-2) Recognize evidence-based conclusions and form reasoned opinions about science-related matters of personal, public and ethical concern.
The population health disparities assignment is an online presentation analyzing a population health disparity concern. The presentation must have audio and visual components, such as a voice-over PowerPoint presentation. Students must use at least five peer-reviewed sources for their presentation and must include epidemiological data. This assignment meets the course objective "apply epidemiological concepts to interpret population health data" as students will include an analysis of epidemiological data related to their selected population health disparity concern. This assignment meets course GE objectives as they will as they will demonstrate knowledge of statistics and epidemiological data to "cite critical observations, underlying assumptions and limitations to explain and apply important ideas and models in … mathematics" and "recognize evidence-based conclusions and form reasoned opinions about science-related matters of personal, public and ethical concern". The presentation should be five – seven minutes in length and cover the following elements:
1. Background of Population - Students will use evidence-based sources to describe a population health concern. This will include statistics to describe the population and health issue.
2. Epidemiological Data - Students will analyze the epidemiological approaches and data that nurses must consider related to the population health concern
3. Priority Concerns for Nurses - After analyzing the epidemiological data, students will identify priority concerns for nurses related to the population health disparity
4. Evaluation of population health disparity concern - Students will recommend methods of evaluating the population health disparity concern
5. Conclusion - Students will summarize their presentation using evidence-based sources to demonstrate how they used epidemiological concepts to identify the population health disparity.

Nursing research, theory, and practice written assignment
This assignment meets course expected learning outcomes:
1) Explain the interrelationships between research, theory, and evidence-based nursing practice.
6) (B5-1) Cite critical observations, underlying assumptions and limitations to explain and apply important ideas and models in one or more of the following: physical science, life science, mathematics or computer science.
7) (B5-2) Recognize evidence-based conclusions and form reasoned opinions about science-related matters of personal, public and ethical concern.
The Nursing research, theory, and practice written assignment is a four page (800 - 1000 word) written assignment. Students will demonstrate the link between nursing research and theory and how it relates to a selected nursing practice issue. This assignment meets course and GE objectives as students will 'explain the interrelationships between research, theory, and evidence-based nursing practice' using a nursing practice issue of their choice and will "cite critical observations and apply important ideas and models in life science and mathematics" and "recognize evidence-based conclusions about a public (nursing) concern." Students should address each of the following sections in their paper:
1. Nursing practice issue - Students will provide an analysis of a concern related to nursing practice using evidence-based sources as support
2. Theoretical Considerations - Students will apply a nursing theory, model, or conceptual framework to the nursing practice issue using evidence-based sources as support
3. Research summary – Students will provide a summary of best practice for the nursing practice issue using recommendations from the nursing research literature.

For whom is this course being developed?

Majors in the Dept

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

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?
No

Will there be any departments affected by this proposed course?
No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.
I/we agree

University Learning Goals

Undergraduate Learning Goals:
Competence in the disciplines
Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?
No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?
Yes

In which GE area(s) does this apply?
B5. Further Studies in Physical Science, Life Forms and Quantitative Reasoning (Upper Division Only)

Which GE objective(s) does this course satisfy?
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.
Use mathematical ideas to accomplish a variety of tasks.

Attach Course Syllabus with Detailed Outline of Weekly Topics:
NURS 181_Research as a Foundation for EB Nursing PracticeProposed Syllabus (2).docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?
No

General Education Details - Area B5: Further Studies in Physical Science, Life Forms and Quantitative Reasoning

Section 1.

Indicate in written statements how the course meets the following criteria for Category B5. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Course type:
Quantitative Reasoning

For courses in quantitative reasoning:

Develops basic mathematical or logical concepts, quantitative reasoning skills, and has general applicability in solving problems.
Students will develop basic mathematic and logical concepts, quantitative reasoning skills and apply those to solve problems in this course as they will be introduced to nursing research, statistics, and epidemiological concepts. Students have specific assignments to use their new skills in applying statistical and epidemiological data to population health issues. In the course syllabus and outline this includes the topics on quantitative research, measurement, sampling, statistics, and epidemiological concepts. Assessments that will measure students' understanding on these topics include class activities, quizzes, evidence-based tables, and the population

health disparities assignment. The syllabus contains description of the topics and assignments and course map to show alignment of objectives, activities, and assignments.

Develops computational skills or competence in the analysis of arguments.

Students will develop computational skills and competence in the analysis of arguments as they will need to search library databases for research studies related to their nursing and population health issues and they will need to search epidemiological reports to provide data to support their recommendations for the population health concern in the 'Population Health Disparities Assignment.' Students will also demonstrate their computational skills in the analysis of arguments through quizzes on quantitative research, statistics, and epidemiology concepts and the evidence-based table assignments that require students to apply statistical data to support research findings.

Please Note: Courses listed in this category:
1) Need not be introductory courses and need not be as broad in scope as courses included in B1, B2, B3 or B4 i.e.; they may deal with a specialized topic.
2) These courses may have prerequisites or build on or apply concepts and knowledge covered in Areas B1, B2 and B4. For math courses, there must be an intermediate algebra prerequisite.

Addresses the specific GE student learning outcomes for area B5. A student should be able to do one or more of the following:

Cite critical observations, underlying assumptions and limitations to explain and apply important ideas and models in one or more of the following: physical science, life science, mathematics, or computer science.

Students will meet this objective through content of several topics and assignments in the course. The syllabus and course map indicate which assignments meet this objective, which is CO#6 in the course. Activities and assignments that meet this course objective include:

1. Weighing the Evidence class activity (ELO 3, 6) - Students will examine various sources of information and determine the level of evidence according to the chart used in class.
2. Statistics used in nursing research class activity (ELO 4, 6) – Students will work in groups to interpret statistical results commonly used in nursing research, such as descriptive statistics, t-tests, chi square, odds ratios, and ANOVA.
3. Epidemiological concepts used in nursing research class activity (ELO 5, 6) – Students will work in groups to apply epidemiological concepts used in nursing to examine population health concerns.
4. Using epidemiology to demonstrate the impact of policy, finance, and regulation on population health discussion board
5. The population health disparities assignment is an online presentation analyzing a population health disparity concern. Students must use at least five peer-reviewed sources for their presentation and must include epidemiological data. This assignment meets course expected learning outcomes ELOs 5-7. It meets ELO 5 - "apply epidemiological concepts to interpret population health data" as students will include an analysis of epidemiological data related to their selected population health disparity concern. This assignment meets the B5 GE objectives as they will as they will demonstrate knowledge of statistics and epidemiological data to "cite critical observations, underlying assumptions and limitations to explain and apply important ideas and models in … mathematics" and "recognize evidence-based conclusions and form reasoned opinions about science-related matters of personal, public and ethical concern".
6. The Nursing research, theory, and practice written assignment is a four page (800 - 1000 word) written assignment. Students will demonstrate the link between nursing research and theory and how it relates to a selected nursing practice issue. This assignment meets the B5 GE objectives as students will explain the interrelationships between research, theory, and evidence-based nursing practice using a nursing practice issue of their choice and will "cite critical observations and apply important ideas and models in life science and mathematics" and "recognize evidence-based conclusions about a public (nursing) concern."

Recognize evidence-based conclusions and form reasoned opinions about science-related matters of personal, public and ethical concern.

Students will meet this objective through content of several topics and assignments in the course. The syllabus and course map indicate which assignments meet this objective, which is ELO#7 in the course. Activities and assignments that meet this objective include:

1. Using epidemiology to demonstrate the impact of policy, finance, and regulation on population health discussion board
2. Online quizzes: There are five quizzes that will assess students' comprehension of material from the modules on nursing research, statistic, and epidemiologic content. Students will be permitted to use material to complete the quizzes online. Quizzes meet ELO 2, 4, & 7.
3. Evidence-based tables: Students will complete three evidence-based tables on self-selected research articles (one qualitative, one quantitative, and one review article). Students will demonstrate a critique of the design, methods, and results of the studies or review in the tables. The tables meet ELO 2-4, & 7.
4. The population health disparities assignment is an online presentation analyzing a population health disparity concern. The presentation must have audio and visual components, such as a voice-over PowerPoint presentation. Students must use at least five peer-reviewed sources for their presentation and must include epidemiological data. This assignment meets ELOs 5-7. It meets course ELO 5 - "apply epidemiological concepts to interpret population health data" as students will include an analysis of epidemiological data related to their selected population health disparity concern. This assignment meets the B5 GE objectives (ELO 6 & 7) as they will as they will demonstrate knowledge of statistics and epidemiological data to "cite critical observations, underlying assumptions and limitations to explain and apply important ideas and models in … mathematics" and "recognize evidence-based conclusions and form reasoned opinions about science-related matters of personal, public and ethical concern".

5. The Nursing research, theory, and practice written assignment is a four page (800 - 1000 word) written assignment. Students will demonstrate the link between nursing research and theory and how it relates to a selected nursing practice issue. This assignment meets ELO 1 and GE objectives (ELO 6-7) as students will 'explain the interrelationships between research, theory, and evidence-based nursing practice' using a nursing practice issue of their choice and will "cite critical observations and apply important ideas and models in life science and mathematics" and "recognize evidence-based conclusions about a public (nursing) concern."

Discuss historical or philosophical perspectives pertaining to the practice of science or mathematics.

This objective is not included in the course, as students do not need to meet all objectives to meet GE B5. While this objective is not included, students will examine philosophical perspectives pertaining to the practice of science when the discuss the theoretical foundations of nursing research in the topics related to qualitative and quantitative methods and the evidence-based table assignments and in the written assignment, Nursing Research, Theory, and Practice Assignment.

Includes a writing component described on course syllabus

l) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.
2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

The course syllabus contains this information about the standards for written work: All writing in NURS 181 is expected to be at the bachelor's degree level for college writing. Standards for grading are according to the standards listed in the Sacramento State writing handbook. Unless otherwise noted, all papers must adhere to the APA 7th Edition formatting and writing standards. As this course is an upper division GE course, students must submit assignments with a minimum of 1500 words of formal, graded writing. Students meet this requirement with the two discussion boards, which each require a minimum of 300 word initial post and 200 word response and the Nursing Research, Theory, and Practice assignment which requires a minimum of 800 words.
The discussion board assignments are due earlier in the semester, with the first discussion board assignment due week 2, allowing for time for students to receive feedback on their writing to improve. Faculty will use a detailed grading rubric and comments on their writing to deliver feedback.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

This course was designed based on backwards design principles to specifically meet course objectives including the GE B5 objectives. The course map in the syllabus show the alignment between the course objectives, module objectives, activities, and assignments. The assignments have specific description on how they will meet the B5 objectives. While this course is not part of a program requirement, it will fulfill a need in that many nursing students require an upper division area B course.

Please attach any additional files not requested above:
NURS 181_Proposed_ course map (1).docx

Reviewer Comments:
Heather Thompson (heather.thompson) (Tue, 21 Sep 2021 23:23:14 GMT): Rollback: Committee approved the form with pending changes. Please refer to the discussion during meeting. Committee members from the department will provide the detailed changes to the chair/author. Once re-submitted, the chair may approve the proposal immediately.

Key: 14569