RHODE ISLAND COLLEGE - SCHOOL OF NURSING
NURS 692 DIRECTED READINGS I

Prerequisites:  NURS 509

Number of credits:  (1)

Number of contact hours:  (1)

Course description:  under the direction of the faculty first reader, students finalize the master’s project proposal and begin to implement the project.

Required textbooks:

Course outcomes:
*Course Outcomes are derived from the RIC MSN Expected Program Outcomes, which align with the Essentials of Master’s Education in Nursing (AACN, 2011).

Essential V.  Translation and Integration of Research, Scholarship, and Evidence-Based Practice
   A.  Project proposal is in acceptable form as determined by the faculty first reader.
   B.  IRB review is completed (if required).
   C.  Completion of data collection tables (integrative or systematic review).

Instructional methods:
Independent project work under supervision of primary project advisor

Method of evaluation:
First reader acceptance of major project proposal;
Completion of IRB review (if required);
Completion of data collection tables (integrative or systematic review).

Expectations for graduate study
Work toward a graduate degree involves notably more responsibility and independence on the student’s part than that of the baccalaureate degree. The primary objectives are the development of sound scholarship and a degree of specialization that will lead to advancement of knowledge and prepare the student for intellectual leadership. In pursuing graduate study, all students are expected to adhere to the accepted standards of scholarly integrity in all presentations, examinations, research, and writing of papers and projects (see Academic Honestly in this syllabus; in the Graduate Students in Nursing Handbook; and in
Chapter III of the College Handbook). Plagiarism is a serious academic offense and will result in a grade of zero on the affected assignment. Class participation and attendance are expected and attendance will be taken. Students who are unable to attend class must notify the faculty member in advance. Students should come to class prepared, having completed assigned readings and having reviewed related materials.

**Grading:**
This course is graded as either satisfactory or unsatisfactory.

**Students who do not complete the specified activities prior to the end of the semester of enrollment are in danger of failing the course and may be required to repeat it.**

**Policies:**
Please refer to the Handbook for Graduate Students in Nursing for detailed information on policies. This handbook supplements the RI College Student Handbook, the Bulletin of Rhode Island College and the Graduate Student Manual, all of which are available on the RI College website (www.ric.edu). Selected policies are described below.

**MSN Program Retention Policy:**
All students are expected to maintain a cumulative average of B (3.00) or better in their program. Students who do not maintain a cumulative B (3.00) average will have their status reviewed by the Master’s Program Director. Students who achieve less than a B in any course will be placed on probationary status. Students on probationary status must achieve a B or better in each required nursing course over the next 9 credits. Two grades below B are sufficient cause for consideration of dismissal; the decision regarding students’ status will be made by the Master’s Program Director. Students may be required to repeat a course at the discretion of the Master’s Program Director. Please also refer to the Handbook for Graduate Students in Nursing and to Section VI of the RIC Graduate Studies Manual.

**Attendance and Electronic Devices:**
- Class participation and attendance are expected. Students who are unable to attend class should notify the faculty member in advance. Please refer to the Handbook for Graduate Students in Nursing for further information.
- Electronic devices are disruptive in the classroom setting. Please turn all cell phones off when you enter the class. As a courtesy to your fellow students, texting, phone calls and ipods are not allowed during class time.

**Student with Disabilities:**
Rhode Island College is committed to making reasonable efforts to assist individuals with documented disabilities. If you are seeking reasonable classroom accommodations under the American with Disabilities Act, and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with the Student Life Office. The S.L.O. is located in Room 127 in Craig-Lee hall. Phone is 456-8061. To receive academic accommodations for this class, please obtain the proper S.L.O. forms and meet with me at the beginning of the semester.
Academic Honesty:
The School of Nursing at Rhode Island College recognizes that the nursing profession is based on a standard of honesty and personal and professional integrity. In order to achieve the missions of the College and the School of Nursing and develop the high ethical standards required of nursing practice, academic honesty is an integral part of the nursing program. Students and faculty are jointly responsible for maintaining an honest environment and all must work together to ensure the success of the academic honestly policy. All students within the School of Nursing are expected to maintain the code of academic honesty. This means that all academic work is done without plagiarism, cheating, or unauthorized assistance. Please refer to the Master’s Student Handbook.

Professional Conduct and Confidentiality:
Rhode Island College School of Nursing students are expected to be familiar with and incorporate the American Nurses Association (ANA) Code for Nurses into their professional behavior and conduct. Nursing students are expected to respect the values and needs of clients as well as other health team members. Students should establish and maintain therapeutic relationships that are based on trust, and that trust must not be violated. Nursing students should maintain client/family confidentiality and follow HIPPA guidelines and agency policies regarding disclosure of confidential information. Client/family information should not be discussed in public areas and confidentiality must be maintained in written assignments and student conferences. Exceptions include if the safety of the client or others is at serious risk unless specific information is discussed. This situation should be reported immediately to the instruction and/or the responsible agency personnel. Please refer to the Handbook Graduate Students in Nursing for further details about professional conduct such as student uniform requirements.


Services on Campus. Students are encouraged to utilize the wide array of services on campus including but not limited to the Counseling Center located in Craig Lee 130 and OASIS located in Craig Lee 154. The mission of OASIS is to help students thrive academically, to challenge them to achieve excellence, and to prepare them for the rigors and excitement of life beyond Rhode Island College. OASIS partners with students to ensure success through mentoring and sharing of expertise. OASIS provides support for learning test taking strategies. **We strongly encourage students to identify peer editors and to use the services available at the Writing Center.**
Major Paper Sections

**Note that each new section should begin on a new page.**

**Do not use a running head in the major paper. Though running heads are included in APA, the intent is to prevent lost pages in the event that a document is separated. Since the major papers are bound, this is not an issue.**

- The abstract is a one page overview that addresses all the key sections briefly. Generally best to do this last. Be sure to include implications for advanced nursing practice.
- The background/statement of the problem is generally a succinct, concise description that ‘sets the stage’. This is where you make the case that your problem is an important one to be addressed and that will make a contribution to nursing practice. It is generally 2-3 pages, and includes some key literature.
- The literature review should be comprehensive. It should include at the beginning an overview of databases searched, key words used, and timeframe. Typically subheadings are extremely helpful: they help to organize the content, ‘broad to specific’ and ‘like with like’. Always start broad, and narrow the literature review toward your specific topic, which should be addressed toward the end of the literature review. *Note that the literature review section is from the literature, and all must be referenced!! Document sources as you go, and add them to the reference list.
  - Avoid the use of ‘secondary sources’. If you use a source, you should have it available to you. Otherwise avoid using it. Go directly to the source is the rule of thumb. Also, avoid direct quotes; use ONLY when you cannot paraphrase adequately. Limit the use of websites to only those that are primary and essential.
- The theoretical framework should be described from the perspective of the author(s), in other words from primary sources. You should provide a comprehensive overview of the theory; also cite any key relevant research related to your topic that has used this framework if available; identify how the framework was used to guide your project.
- In developing the methods section, it may be helpful to review the guidelines used in NURS 501. You need to describe the methods in detail, so that anyone reading your paper knows exactly what you did. Describe the procedures in chronological order, in the order that items will occur, step by step. Typically the method section would include the following subheadings: purpose; research question (if relevant); site and sample; procedures, in detail, including IRB approval; measurement; ethical considerations; data analysis. Please note that these will vary based on type of project!
- The results should be described, using tables to illuminate the findings. You should not describe again in the writing what the table illustrates; use the narrative to identify key findings. Results include only results, the data…no discussion occurs here!
- **Summary and conclusions**: the summary section is a restatement, so give a brief overview of what you did and what you found, in about two pages. There will be some overlap with earlier sections; that is expected. Remember this section should
stand alone: the reader should be able to read just this section and know exactly what you did and what you find. Discuss limitations of your project next; every study has limitations and you want to identify what yours were. Conclusions are general statements about what you learned as a result of completing this project.

- **Recommendations and implications for advanced practice** are broader and really attempt to generalize what you learned. This is the most creative section of your paper. **When writing this section, be sure to follow the guidelines for what needs to be included here: Discuss any broad implications for practice, policy, research/EBP, education, leadership, and describe implications for advanced practice nursing role. *Be sure to consider/include: diversity; ethical considerations; interdisciplinary practice; innovative healthcare technologies.**
The following pages provide you with an overview of the various types of major project /

The major project may be of several types, including:

(1) evidence-based practice or quality improvement project;
(2) retrospective chart review;
(3) secondary data analysis;
(4) systematic review of a clinical concept or topic;
(5) state of the science/integrative review paper
(6) program development
(7) program evaluation

Other project types will be considered as individually negotiated between student and faculty.

*The faculty encourage the development of a manuscript for publication as an outcome of the major project. Please discuss this opportunity with the seminar group leader/faculty first reader.
Type of Project: Evidence-Based Practice or Quality Improvement Final Paper

While the terms research, evidence-based practice and quality improvement sometimes overlap, there are distinct differences between them:

**Research** seeks to create new knowledge that is generalizable. *Human subjects research always requires IRB review!.

**Evidence-based practice** aims to identify and use the best available evidence to improve nursing practice; for example an evidence-based approach might be used to examine the evidence to support a particular intervention.

**Quality improvement** is not intended to generate knowledge but rather aims to improve systems, processes, and outcomes of care. *These projects are typically limited in scope, ie are unit-based; findings are not intended to be shared beyond the study population; minimal risk; no potential breach of privacy or confidentiality.*

The following guidelines should be ‘tailored’ to the specific evidence based practice or quality improvement project.

- **Background/statement of the problem** and significance to advanced practice. This is generally a very concise overview of the problem in 2-3 pages. End with the purpose of the project.
- **Comprehensive review of the literature**: Begin by citing what databases were used, what keywords were searched and for what time period. *Strongly recommended that you use subsections, starting broad and narrowing.*
- **Identify and describe the theoretical framework(s) used to guide the proposed project.** Be sure to use literature from the primary author.
- **Methodology**: Identify the purpose of the project and state the clinical/research question; specify the design; note IRB determination; identify sample, procedures/data collection plan; measurement (including reliability and validity of measures); ethical considerations; how data was analyzed.
- **Results**: Succinctly present the results. No literature or discussion here, just results. Consider tables, illustrations.
- **Summary and conclusions**: First briefly summarize/restate what was done and what the findings were; identify and discuss any limitations; present conclusions derived from the project. In this section, consider: relevant systems/organizational issues; diversity, social, ethical issues. quality, safety, cost considerations; evidence based practice implications; innovative technologies and informatics implications; interdisciplinary/collaborative practice potential.
- **Recommendations and implications for advanced practice nursing**: Address broad recommendations for: practice; advanced practice role; research; and policy. Consider recommendations and implications for clinical prevention and population health.

**References:**
Type of Project: Retrospective Chart Review Final Paper

Retrospective review of medical records, also called a chart review, is a type of research that uses patient data to answer research questions. Retrospective, in contrast to prospective, means that the data is already in existence when the project is developed. Retrospective review of medical records requires IRB review and review is typically expedited.

The following guidelines should be ‘tailored’ to the retrospective review project:

- **Background/statement of the problem and significance to advanced practice.** This is generally a very concise overview of the problem in 2-3 pages. End with the purpose of the project.

- **Comprehensive review of the literature.** Begin by citing what databases were used, what keywords were searched and for what time period. *Strongly recommended that you use subsections, starting broad and narrowing.

- **Identify and describe the theoretical framework(s) used to guide the proposed project.** Be sure to use literature from the primary author.

- **Methodology: Identify the purpose of the project and state the clinical/research question; specify the design; note IRB review; identify sample, procedures/data collection plan; measurement (including reliability and validity of measures); ethical considerations; how data was analyzed.**

- **Results:** succinctly present the results. No literature or discussion here, just results. Consider tables, illustrations.

- **Summary and conclusions:** first briefly summarize/restate what was done and what the findings were; identify and discuss any limitations; present conclusions derived from the project. In this section, consider: relevant systems/organizational issues; diversity, social, ethical issues. quality, safety, cost considerations; evidence based practice implications; innovative technologies and informatics implications; interdisciplinary/collaborative practice potential.

- **Recommendations and implications for advanced practice nursing:** Address broad recommendations for: practice; advanced practice role; research; and policy. Consider recommendations and implications for clinical prevention and population health.

**References:**


http://dx.doi.org/10.3352/jeehp.2013.10.12
Type of Project: Secondary Data Analysis Final Paper

Secondary data analysis is the use of data that was collected by someone else for some other purpose. It involves the use of existing data to investigate a research question that is distinct from, or that was not addressed in, the original study. It is important to become as familiar as possible with the data set and the data collection process used since the investigator did not collect the original data.

Secondary data can come from a variety of sources, one of the most common being large, government-funded data sets. Examples include: Data.gov at http://www.data.gov and U.S. Census Bureau at http://www.census.gov

The following guidelines should be ‘tailored’ to the secondary data analysis project:

- **Background/statement of the problem** and significance to advanced practice. This is generally a very concise overview of the problem in 2-3 pages. End with the purpose of the project.
- **Comprehensive review of the literature**: Begin by citing what databases were used, what keywords were searched and for what time period. Strongly recommended that you use subsections, starting broad and narrowing.
- **Identify and describe the theoretical framework(s)** used to guide the proposed project. Be sure to use literature from the primary author.
- **Methodology**: Identify the purpose of the project and state the clinical/research question; specify the design; note IRB review; identify sample, procedures/data collection plan; measurement (including reliability and validity of measures); ethical considerations; how data was analyzed.
- **Results**: succinctly present the results. No literature or discussion here, just results. Consider tables, illustrations.
- **Summary and conclusions**: first briefly summarize/restate what was done and what the findings were; identify and discuss any limitations; present conclusions derived from the project. In this section, consider: relevant systems/organizational issues; diversity, social, ethical issues; quality, safety, cost considerations; evidence based practice implications; innovative technologies and informatics implications; interdisciplinary/collaborative practice potential.
- **Recommendations and implications for advanced practice nursing**: Address broad recommendations for: practice; advanced practice role; research; and policy. Consider recommendations and implications for clinical prevention and population health.

**References**:
Type of Project: Systematic Review of a Clinical Concept or Topic Final Paper

Systematic reviews differ from traditional literature reviews in that they use a more rigorous, well-defined approach to reviewing a specific subject area. Systematic reviews are designed to address well-focused questions about clinical practice. Systematic reviews are research reviews that combine the evidence of multiple studies related to a specific clinical problem to inform clinical practice (Whittemore & Knafl, 2005). The PRISMA framework for systematic reviews is highly recommended as a guide. The systematic review is targeted at a practice area where a limited number of experimental studies have been conducted.

The systematic review should include:

- **Background/statement of the problem**: This is generally a very concise overview of the problem in 2-3 pages. End with the purpose of the project.
- **Review of the literature**: cite databases used, keywords searched, and for what time period. Provide a comprehensive overview of the literature related to the topic, broad to specific, with subheadings.
- **Identify and describe the framework(s) used to guide the systematic review.**
- **Methodology**: Identify the purpose of the project and state the clinical/research question; set inclusion and exclusion criteria, limits.
  - Conduct a comprehensive search of the research literature specific to the topic;
  - Document the search strategy using the following: http://prisma.thetacollaborative.ca/
  - Determine articles to be included in the review, based on inclusion and exclusion criteria.
  - Data Collection / Procedures:
    - Develop a comprehensive data collection form(s) that includes key variables.
- **Results/Steps:**
  - Enter data from each included study into the data collection form. Label the form consistently using APA format. Give each study a number and use that number in text and in tables throughout. Use superscripts.
  - Complete a critical appraisal of each individual study using Critical Appraisal Skills Programme (CASP) methodology (www.casp-uk.net/casp-tools-checklists)
  - Complete a cross study analysis using FRISBE. Cross study comparison is presented at the end when all included studies have been summarized and analyzed.
  - All of this information is then summarized in narrative form, by study.
- **Summary and conclusions**: first briefly summarize/restate what was done and what the findings were; identify and discuss any limitations in the process used; assess the depth and breadth of available literature overall; assess the quality of the research overall, identify strength and limitations in the literature overall; consensus or differences or inconsistencies should be identified and discussed; present conclusions derived from the project.
• **Recommendations and implications:** Address broad recommendations for: practice; advanced practice role; research; and policy. Consider recommendations and implications for clinical prevention and population health. Identify areas for further exploration.

**References:**
Type of Project: State of the Science/Integrative Review Paper*

State of the science papers identify, critically analyze and synthesize key findings related to a clinical challenge, controversy or dilemma of importance to advanced nursing practice. The focus is on synthesizing the available research on the identified topic and includes both experimental and non-experimental research. The literature search of research on the topic should be exhaustive: the integrative review provides a comprehensive portrayal of a problem or issue of importance to nursing.

The state of the science paper should include:

- **Background/statement of the problem** and significance to advanced practice. This is generally a very concise overview of the problem in 2-3 pages. Clearly but briefly describe the specific challenge, controversy or dilemma and justify the importance. Clearly identify why there is a challenge or controversy. End with a statement of purpose.
- **Identify and describe the theoretical framework(s) used to guide the proposed project.** Be sure to use literature from the primary author.
- **Review of the literature:** cite databases used, keywords searched, and for what time period. Provide a comprehensive overview of the literature related to the topic, broad to specific, with subheadings. This section represents the background literature, not the literature that will be included in the systematic review itself.
- **Methodology/process for selection of studies** for critical analysis
  - Purpose/clinical question/outcomes to be examined
  - Inclusion/exclusion criteria/limits to guide the comprehensive literature search for articles to include in the review.
  - Identify detailed search strategy, including any limits.
  - Data Collection / Procedures:
    - What data will be collected re: each included study/article? (Use of the Polit & Beck guidelines.)
    - Develop a comprehensive data collection form(s) that includes key variables.
- **Results/Steps:**
  - Enter data from each included study into the data collection form. Label the form consistently using APA format. Give each study a number and use that number in text and in tables throughout. Use superscripts.
  - Complete a critical appraisal of each individual study using the Polit & Beck appraisal guides.
  - Complete a cross study analysis. Cross study comparison is presented at the end when all included studies have been summarized and analyzed.
  - Compare and contrast relevant studies, including limitations or gaps in the evidence. Analyze, interpret, and synthesize key findings.
- **Summary and conclusions:** Describe/summarize the purpose and major points. Summarize/restate what was done and what the findings were; identify and discuss any limitations in the process used; assess the depth and breadth of available literature overall; assess the quality of the research overall, identify strength and limitations in the
literature overall; consensus or differences or inconsistencies should be identified and discussed. Present conclusions derived from the project. Address how findings help to answer the challenge, controversy or dilemma in practice.

- Recommendations and implications: Address broad recommendations for: practice; advanced practice role; research; and policy. Consider recommendations and implications for clinical prevention and population health. Identify areas for further exploration.

*Adapted from guidelines developed by UNC at Chapel Hill*

References:


Type of Project: Guidelines for Program Development Final Paper

Program development involves the establishment of a new program or the improvement and/or expansion of an existing program. There are a variety of frameworks that can be used to guide program development, including the logic model, which identifies six components: the situation; inputs; outputs; outcomes; assumptions; and external factors.

The program development project paper should include:

- **Background/statement of the problem**: This is generally a very concise overview of the problem in 2-3 pages.
- **Comprehensive review of the literature**: Begin by citing what databases were used, what keywords were searched and for what time period. *Strongly recommended that you use subsections, starting broad and narrowing.*
- **Identify and describe the theoretical framework(s) used to guide the proposed project overall**: Be sure to use literature from the primary author.
- **Program development**:
  - Specific model used to guide development of the program, ie logic model; precede proceed model;
  - Systematic needs assessment. There a various frameworks that can be used; choose one, conduct the needs assessment, and describe results in depth;
  - Identify program content, goals, and objectives;
  - Program implementation: specify the purpose, design, sample, site, procedures; ethical considerations; IRB review
  - Evaluation, formative and summative; measurement (if established measures used, describe including reliability and validity; how data were analyzed.
- **Results**: succinctly present the results. No literature or discussion here, just results. Consider tables, illustrations.
- **Summary and conclusions**: first briefly summarize/restate what was done and what the findings were; identify and discuss any limitations; present conclusions derived from the project. In this section, consider: relevant systems/organizational issues; diversity, social, ethical issues. quality, safety, cost considerations; evidence based practice implications; innovative technologies and informatics implications; interdisciplinary/collaborative practice potential.
- **Recommendations and implications for advanced practice nursing**: Address broad recommendations for: practice; advanced practice role; research; and policy. Consider recommendations and implications for clinical prevention and population health

**References**
Centers for Disease Control and Prevention. Using indicators for program planning and evaluation.
Kellogg Foundation. Logic model of program development.
http://www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf
Program evaluation involves useful, feasible, ethical and accurate procedures to improve and account for program actions (CDC, 1999). Program evaluation can include a variety of methods but overall it involves carefully collecting information about a program or some aspects of it, from which informed decisions about the program can be made.

There are several major types of program evaluation, including:
- Goal based: examines extent to which program goals are being met;
- Process based: used to understand how a program works;
- Outcomes based: examines impacts/benefits/changes to clients during and/or after their participation in the program. Outcomes evaluation can examine these changes in the short-term, intermediate term and long-term. Outcomes evaluation looks at programs as systems that have inputs, activities/processes, outputs and outcomes.

*One method for determining which type is appropriate is by identifying the purpose for which the evaluation is being done.

An example of an evaluation framework is The Centers for Disease Control framework for program evaluation, which comprises the following steps:
1. Engage stakeholders – those involved, those affected, primary intended users
2. Describe the program - need, expected effects, activities, resources, stage, context, logic model
3. Focus the evaluation design – purpose, users, uses, questions, methods, agreements
4. Gather credible evidence – indicators, sources, quality, quantity, logistics
5. Justify conclusions – standards, analysis/synthesis/interpretation, judgment, recommendations
6. Ensure use and share lessons learned – Design, preparation, feedback, follow-up, dissemination

Standards for effective evaluation include:
1. Utility - serve the information needs of intended users
2. Feasibility – be realistic, prudent, diplomatic, and frugal
3. Propriety – behave legally, ethically, and with due regard for the welfare of those involved and those affected
4. Accurate – reveal and convey technically accurate information

The program evaluation project paper should include the following sections:

- **Background/statement of the problem**: This is generally a very concise overview of the problem in 2-3 pages.
- **Comprehensive review of the literature**: Begin by citing what databases were used, what keywords were searched and for what time period. *Strongly recommended that you use subsections, starting broad and narrowing.
- **Framework(s) used for evaluation**: Be sure to use literature from the primary author.
- **Methodology**:
  - Describe overall evaluation goals of the project;
o Provide a comprehensive description of the organization/program being evaluated;
o Describe the types of information collected, how collected, time period, site where collected, key informants;
o Description of how data were analyzed.
• **Results**: Succinctly present the results. No literature or discussion here, just results. Consider tables, illustrations.
• **Summary and conclusions**: First briefly summarize/restate what was done and what the findings were; identify and discuss any limitations; present conclusions derived from the project. In this section, consider: relevant systems/organizational issues; diversity, social, ethical issues. quality, safety, cost considerations; evidence based practice implications; innovative technologies and informatics implications; interdisciplinary/collaborative practice potential.
• **Recommendations and implications for advanced practice nursing**: Address broad recommendations for: practice; advanced practice role; research; and policy. Consider recommendations and implications for clinical prevention and population health

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