Carol and Odis Peavy School of Nursing at the University of St. Thomas

Syllabus for NON-CLINICAL COURSE

(Spring 2018)

Course Title: Clinical Inquiry

Course Number: NURS 3252

Semester: Spring 2018

Course Description:
This two-hour credit course introduces students to the basic concepts related to the nursing research process, evidence based practice, and quality improvement initiatives that promote holistic nursing. The emphasis will be placed on the appraisal and application of nursing research evidence in theory-guided holistic evidence-based nursing practice environments.

Placement: Undergraduate

Prerequisite(s): All nursing prerequisites for the nursing major plus NURS 2342 Health Assessment, NURS 2642 (2542) Foundations of Holistic Nursing Practice, and NURS 3351 Art and Science of Holistic Nursing.

Credit Hours: 2 credit (2 theory)

Course Schedule: Online and Thursdays 2-4 pm CSHP 102 A & B

Course Withdrawal “W” Date: The last day to drop course with a “W” is Monday, April 2, 2018.

FACULTY INFORMATION

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Office</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Yvette Rolle, DNP, CNE, OB-RNC</td>
<td>Course Coordinator</td>
<td>4102 Yoakum, 214, 2nd Floor</td>
<td><a href="mailto:rolley@stthom.edu">rolley@stthom.edu</a></td>
<td>713 831 7286</td>
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<td>281-989-3210</td>
</tr>
</tbody>
</table>
Office Hours: Thursday: 10am -12pm
Yvette Rolle, DNP, CNE, OB-RNC

BIOSKETCH – Dr. Rolle is an Assistant Professor of Nursing at the University of St. Thomas Carol and Odis Peavy School of Nursing (PSON). She completed her Doctor of Nursing Practice (DNP) degree in Health Care System Leadership from Chamberlain College of Nursing online. She received a Master’s of Science in Nursing (MSN), specializing in the nurse practitioner perinatal nursing program and a Bachelor of Science in Nursing (BSN) from the University of Texas School of Nursing, Houston. Dr. Rolle has been a professional registered nurse for the past 38 years and an educator for the past 19 years. She has taught nursing students at the associate and the bachelor degree levels of education.

For her DNP project, Dr. Rolle implemented an evidence-based practice project which promoted postpartum depression education and screening in conjunction with postpartum discharge instructions. She presented her DNP project findings at the Sigma Theta Tau 27th International Congress in Cape Town, South Africa July 21st, 2016. Additionally, she presented the effectiveness of blended learning in an undergraduate nursing research course at the 33rd Nursing and Healthcare Congress, October 23-25th, 2017 held in Toronto, Canada.

Dr. Rolle has taught and supervised clinical rotations and simulations in maternity/women’s health nursing, fundamental nursing, medical surgical nursing, nursing research, and pharmacology,

Name: Yvette Rolle, DNP, CNE, OB-RNC
Faculty Academic Coach (FAC)

This faculty will help tutor students, in individual or group sessions, who need academic coaching related to the course content.

REQUIRED COURSE RESOURCES
Books


**Recommended Resources**

3. Interactive web-based modules on Blackboard
6. UST Tutoring Services for assistance developing a paper
7. UST Library:
   - Nursing: Home [http://libguides.stthom.edu/Nursing](http://libguides.stthom.edu/Nursing). This is a scientific data base for access to online full-text articles.

**LEARNING OUTCOMES**

*Course Goals & Objectives*

Using the application of course content, participation in the learning activities, and the related assessment techniques, you will be able to demonstrate measurable skills for the following objectives:

1. Define terms used in nursing research, evidence-based practice, and quality improvement reports.
2. Differentiate between primary and secondary sources.
3. Utilize evidence hierarchies to evaluate levels of evidence when critically appraising research studies.
4. Critique research reports for characteristics of high quality literature reviews.
5. Explain the relationship between systematic reviews and clinical practice guidelines.
6. Identify and formulate relevant clinical problems to frame research and clinical questions.
7. Describe the holistic nursing research process.
8. Identify the steps for holistic evidence based practice.
9. Apply critiquing criteria for the evaluation of quantitative, qualitative, and holistic evidence based practice reports.
10. Identify the essential elements required when reporting a research report in a journal article.
11. Actively utilize data bases to conduct an evidence search.
12. Explain the translation of nursing research findings into holistic clinical practice for quality improvement initiatives.
14. Explain how to evaluate the suitability of evidence for clinical practice.
15. Evaluate integrative research: Systematic reviews, Meta-analysis, and meta-synthesis.
16. Discuss how ethical and legal issues may impact the research process.

**PRINCIPAL UNITS OF THE COURSE (Topical Outline)**

This course is composed of four modules. The numbers in parenthesis refer to the correlated course objectives listed above:

I. **Module 1: Introduction to nursing research and evidenced-based practice** (Evaluated by Quiz 1, online discussion questions, and a comprehensive final exam).
   1. Recall terminologies utilized in nursing research, quality improvement, and evidence based practice reports (Objective 1).
   2. Identify sources of information and differentiate primary from secondary sources (Objective 2).
   3. Describe how to use an evidence hierarchy to critically appraise research studies (Objective 3).
   4. Explain how to critique reports for characteristics of high quality literature reviews (Objective 4).
   5. Review phenomena and frame relevant research and clinical questions (Objective 6).

II. **Module 2: Concepts associated with evidence appraisal** (Evaluated by Quiz 2, discussion questions, a comprehensive final exam, and a student group assignment: Critique of qualitative or quantitative journal article reports).
   1. Outline the holistic nursing research process (Objective 7).
   2. Describe what occurs at each step of the holistic evidence based practice model (Objective 8).
   3. Critique quantitative, qualitative, and holistic evidence based practice reports (Objective 9).
   4. Explain how to utilize data bases to conduct an evidence search. (Objective 11).

III. **Module 3: Factors to consider before translating evidence into clinical practice** (Evaluated by Quiz 3, ethical legal presentation, online discussion questions, and a comprehensive final exam).
   1. Discuss the translation of nursing research findings into holistic clinical practice for quality improvement initiatives (Objective 12).
   2. Discuss the relationship between systematic reviews and clinical practice guidelines (Objective 5).
   3. Examine the significance of the utilization of clinical practice guidelines for holistic nursing practice (Objective 13).
   4. Discuss the evaluation of the suitability of evidence for clinical practice (Objective 14).
5. Examine how legal and ethical issues may impact nursing research and evidence based practice (Objective 16).

IV. Module 4: Translating evidence into holistic clinical practice and disseminating research findings (Evaluated with a comprehensive final exam)
   1. Outline the essential elements required when reporting a research report in a journal article. (Objective 10)
   2. Use specific criteria to evaluate systematic reviews, Meta-analysis, and meta-synthesis. (Objective 15)

METHOD OF ASSESSMENT

Successful Completion of a Non-Clinical Nursing Course is defined as follows:

1. Weighted 75% test average or higher. Student must achieve a 75% weighted course average on tests for other evaluative components to be added for final course grade. Students who do not achieve 75% weighted average will be awarded his/her exam average grade as a course grade.
2. Completion of all course assignments and tests.
3. Achievement of a final course grade of C or higher (> 75).
4. Final course grades at 0.5 or higher will be rounded up.

Methods of Instruction

- Assigned readings from required textbooks
- Online instruction and activities via Blackboard and Evolve
- Small group work
- Class discussion
- Reflective journal
- Presentations/Posters

Evaluation

Quiz 1 .........................................................................................................................15%
Quiz 2 .........................................................................................................................15%
Quiz 3 .........................................................................................................................20%
Comprehensive Final Exam.......................................................................................20%
Blackboard Module Assignments (online discussions questions and answers).........05%
Critique paper ...........................................................................................................15%
Ethical legal Presentations.........................................................................................10%

Total 100%
HESI case study grades and module assignment grades will be entered into the grade book in Blackboard (Bb) after all exam grades are entered.

**Course Grading Rules**
Students are responsible for monitoring their own grades in Bb under the My Grades tab. Any discrepancies must be reported to the Course Coordinator in a timely fashion.

Grades are awarded based on the following scale:

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<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95 - 100</td>
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<tr>
<td>A-</td>
<td>90 - 94</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
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<tr>
<td>B</td>
<td>84 - 86</td>
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<tr>
<td>B-</td>
<td>81 - 83</td>
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<tr>
<td>C+</td>
<td>78 - 80</td>
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<tr>
<td>C</td>
<td>75 - 77</td>
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<tr>
<td>C-</td>
<td>72 - 74</td>
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<tr>
<td>D+</td>
<td>69 - 71</td>
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<tr>
<td>D</td>
<td>65 - 68</td>
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<tr>
<td>D-</td>
<td>62 - 64</td>
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<tr>
<td>F</td>
<td>&lt; 65</td>
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<tr>
<td>F-</td>
<td>59 - 61</td>
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**Testing Average**
Students must receive a **75% weighted average or above on all testing items** in order to receive a passing score for the course.

Students who receive a test grade below a “C” will be referred to the Faculty Academic Coach (FAC). Students may review their course exams during a 2-week period following exams by scheduling an appointment with the Course Coordinator or Faculty Academic Coach (FAC).

**PEAVY SCHOOL OF NURSING (UST-PSON) COURSE POLICIES**

1. **Attendance/Tardiness/Participation**

   (a) **Attendance**: Class attendance is required and the student is responsible for all material covered. If the student is not able to attend class, the student is to notify the instructor before the missed session. Failure to notify the instructor could constitute an unexcused absence as determined by the Course Coordinator.

   (b) **Absence and Tardiness Policies**: Absences and tardiness are recorded beginning from the first class session after the student has enrolled in the course. Course Coordinators are not obligated to allow students to make up work they miss due to unexcused absences. Students who have excessive absences will be at risk for failing the course, might not be allowed to take the final exam, or might receive an Incomplete. (Course Coordinators may apply additional attendance policies as deemed appropriate to individual courses). Refer to the *UST-PSON Undergraduate Nursing Student Handbook*.

   (c) **Dropping a Class**: YOU MUST OFFICIALLY DROP OR WITHDRAW FROM A COURSE. Once a student registers for a course, the student will receive a grade for the course unless the drop or withdrawal process is completed through the Registrar's Office. This includes students who may have never actually attended class or who may never have completed payment of tuition and fees for each course.
(d) Computer Use Policy: Students may use their own personal electronic devices to take notes or refer to class materials in class but **NOT** during quizzes or exams. Students will be told to turn off electronic **devices** if they are being used in ways that are not permitted in the classroom and during exams/quizzes.

(e) Mobile Electronic Devices: All personal electronic mobile devices will be kept on vibrate or silent mode. **No** texting or talking on phones is permitted during class time. Any personal recording during class requires the instructor’s permission. All emergency situations must be handled outside of the classroom environment.

(f) Netiquette: Refers to the generally accepted rules of behavior for communicating in an online environment.

<table>
<thead>
<tr>
<th>Please follow these guidelines in all your online responses and discussion groups.</th>
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<tr>
<td><strong>RESPECT.</strong> We would like to suggest respectful exchanges as a basic ground rule. We feel that informational errors should be pointed out respectfully (even if stated strongly). Disagreements that honor the viewpoints of the various contributors are productive and can lead to new learning and understanding. If you use abusive or offensive language, you will be blocked from the discussion area and potentially removed from this course. If that is the case, you will not receive a refund of your tuition or fees.</td>
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<tr>
<td><strong>PRIVACY.</strong> Keep in mind not only your own privacy rights but others’ as well. Do not reveal any information that you deem private.</td>
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<tr>
<td><strong>BE CONSIDERATE</strong> of grammatical/spelling errors.</td>
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<tr>
<td><strong>REMEMBER</strong> that humor and satire are often misinterpreted online. Communication is more than words. So be prepared for some misunderstanding and requests for clarification.</td>
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<tr>
<td><strong>BE SUPPORTIVE.</strong> We are all still learning. Our job is not to judge or condemn or even praise, although genuine encouragement is a necessary ingredient. We are here to provide information, to address topics in a discussion forum, and to provide assistance in helping each participant use her/his own unique learning style. Reflection generally precedes growth. So reflect upon what is said, provide sincere comments, and hopefully, we will all grow.</td>
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<tr>
<td>One good way to avoid problems is to reread your postings before sending them. Something written in haste may be misread.</td>
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2. **Missed Assignments/Exams and Late Assignments**

(a) Missed Tests/Quizzes: Students who are not able to take a test when it is scheduled must notify the faculty member as soon as possible before the test period begins. The Course Coordinator will determine the make-up process, if any.
(b) **Late Work:** Assignments are due at the beginning of the class period unless otherwise indicated. All late papers/assignments will have five (5) points deducted per day, this includes weekend days. Due dates will be provided in the course calendar. Assignment guidelines and grading rubrics will be provided in Bb.

(c) **Incomplete Grades:** The faculty may grant an incomplete if a student has not met all of the criteria for passing the course. Such situations may include students who have a documented emergency in the last few days of a semester.

3. **Testing Policies**

**Exam Regulations**

(a) UST-PSON Classroom Exam Agreements

- All bags are placed outside of classroom on cart.
- All personal items (including phones) are placed outside classroom.
- All phones MUST be off or silenced.
- No bottles or food on desks at any time.
- Test items should never be copied/pasted/forwarded/photographed or reproduced in any form.
- Scrap paper will be provided by faculty.
- Scrap paper must be returned to faculty with the student’s name on it when the student completes the exam.
- Concerns about specific test questions should be written on scrap paper and personally handed to faculty at the end of the exam.
- Students cannot leave the classroom for any reason during the exam (except for exams lasting more than 2.5 hours and only one student may leave at a time).
- Students must exit the classroom quietly immediately after completing the exam.

(b) Students must direct all questions and concerns to the exam facilitator by raising their hand. Failure to comply may lead to student being asked to leave the classroom.

(c) Students will not be allowed into the classroom to take the exam after the scheduled start time. The Course Coordinator will determine the consequences of missing the exam(s).

4. **Academic Integrity of Student Work**

UST students should demonstrate integrity in all of their activities, both personal and professional. Any unprofessional behavior or failure to adhere to the honor system is a serious violation of integrity and may result in failure of the course. The current *UST-PSON Undergraduate Nursing Student Handbook* is located in Bb under My Organizations, then SON Student Resources.
The UST-PSON Undergraduate Nursing Student Handbook contains detailed information on plagiarism and related policies. The UST-PSON Undergraduate Nursing Student Handbook is located in Bb under My Organizations, then SON Student Resources. Students are held accountable for knowing and adhering to these policies.

5. **Policy on Written Assignments**

The *Publication Manual of the American Psychological Association* (most current edition) is the required style manual that must be used in writing papers in the UST-PSON.

6. **ADA Student Accommodations**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008, the University of St. Thomas will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities for students who need accommodations. The University must balance the individual’s right to receive equal access and the University’s right to ensure the integrity of its programs. Students should be aware of and take into consideration if their accommodations conflict with the AACN (2001) *Nursing Essential Functions* as identified in the UST-PSON Undergraduate Nursing Student Handbook.

Students seeking academic accommodations must schedule an intake appointment in the Office of Counseling and Disability Services (CDS) on the 2nd floor of Crooker Center. This office is open Monday through Friday, 9 am – 5 pm. To receive accommodations, students must provide information that validates that a disability exists. This may include professional documentation that identifies the disability and indicates substantial limitations in daily activities as they relate to the academic environment. Each student’s situation is individually assessed and reviewed. Once approved, letters of accommodation (LOAs) are issued and the student should distribute them to their Course Coordinator and Academic Advisor. Academic accommodations are not applied retroactively; it is best to request new LOAs early each semester.

Students should contact the Course Coordinator immediately if new needs arise. Students can see the instructor before or after class or request another time to discuss such matters. Confidential information regarding accommodations is only shared with faculty, staff, or administration on a need-to-know basis with the student’s written permission.

For more information about Disability Services, contact CDS at 713-525-6953 or 713-525-2169.

7. **Course and Instructor Evaluations**

There is an end of semester evaluation for this course and the Course Coordinator. This
evaluation is confidential. Students are strongly encouraged to complete the evaluations because input is very valuable. Instructions on how to access evaluations will be provided two to three weeks before the end of each semester.

METHODS OF BLENDED LEARNING

Blended learning is an educational approach that assesses and integrates the strengths of face-to-face, mobile, and online learning to address a course’s educational goals. The use of multiple interactive learning environments outside the classroom makes interaction inside the classroom more effective and productive. All SON courses are offered in a blended learning or completely online format. These formats incorporate teaching and learning activities using online and/or face-to-face methods of instruction. Blackboard (Bb), a web-based management system, houses the main components of the courses. Course content, assignments, due dates, and quizzes will be provided through Bb. Students must use UST email to respond to the course instructors and peers about assigned topics. Students must participate in all online (graded or ungraded) activities.

This course has content/activities delivered from multiple directions and multiple dimensions both synchronous and asynchronous. This course has three main components:

- The Syllabus which has key information for the course along with course guidelines and expectations.
- Grading Rubrics which communicates grading guidelines. It can also provide the student with a basis for self-evaluation, reflection, and peer review.
- Course Content Outline /Calendar which communicates class date, time, and location; assignments and exams that are due in both environments, in and out of class; and clinical rotation times, depending on type of course.

Some Helpful Information

- Access to internet – You must have daily access to the internet and use Bb site regularly between classes to keep up with announcements and to complete assigned activities.

- Learning is not a spectator sport – You are expected to take responsibility to actively use the online materials and manage your time so that you complete assigned readings and online activities in between face-to-face sessions.

- Use of new technologies – Online tutorials on the use of Bb tools are located at http://www.stthom.edu/Offices_and_Services/Information_Technology/Services/Training/Student_Tutorials.aqf?Page_ID=5512. Training on how to use other required technologies will be provided to students by the faculty as needed.
- **Student resources**: Students are encouraged to access the UST library as well as other appropriate internet sources as needed.

- **Library Link** – Nursing Section [http://libguides.stthom.edu/Nursing](http://libguides.stthom.edu/Nursing)

- **Student computing services** – **Call the UST Help Desk at 713-525-6900** or email Ithelp@stthom.edu. Available services are detailed on their website.

- **Nursing Success Center (NSC)** – Provides academic advising, peer mentoring, state board licensing preparation, study skills tutorials, and time management tutorials for nursing and pre-nursing students.

**CLASS SCHEDULE**

See schedule in Blackboard


Revised and Approved by SON Faculty – December 2014

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<tr>
<td>April 21, 2016 AC</td>
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<tr>
<td>June 20, 2017 AC/jsc</td>
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<td>September 29, 2017 – AC/jsc</td>
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11
NURS 3252 Clinical Inquiry

Spring 2018

Acknowledgement of Receipt of Course Syllabus

Course faculty will review the syllabus on the first day of class. I understand that it is my responsibility to read the syllabus which is available on Blackboard. If I am unclear about any portion of the syllabus, I will ask for clarification from the Course Coordinator, as well as, refer to the UST-PSON Undergraduate Nursing Student Handbook and UST Student Handbook.

This form must be signed on or before the 2nd week of class.

Initial the following statement and sign below. This form will be placed in your SON student file.

_______ I acknowledge that I have access to the online NURS 3252 Clinical Inquiry course syllabus.

_______ I acknowledge that I have read the syllabus and that I have been given an opportunity to ask questions about the details of the course.

_______ I acknowledge that I understand the methods of evaluation and course grading rules.

_______ I acknowledge that I have sufficient information to sign this form. I understand its contents.

Printed Name: _______________________________________

Student Signature ___________________________ Date: ________________

Revised and Approved by SON Faculty – December 2014
**HIPAA/CONFIDENTIALITY AGREEMENT**

**NURS 3252 Clinical Inquiry**

Protected Health Information (PHI) is individually-identifiable information that includes, but is not limited to, patient’s name, account number, birth date, admission and discharge dates, photographs, and health plan beneficiary numbers. PHI includes patient information based on examination, test results, diagnoses, response to treatments, observations, or conversations with patients. This information is protected and patients have a right to the confidentiality of their patient care information whether this information is in written, electronic, or verbal format.

Faculty and students enrolled in the Peavy School of Nursing (PSON) program have access to patient information. Students are exposed to PHI during their clinical rotations in healthcare facilities. Medical records, case histories, medical reports, images, raw test results, and medical dictations from healthcare facilities are used for student learning activities. Students and responsible faculty may also be issued computer passwords to access PHI. Therefore, all patient identification must be removed from all submitted assignments and all healthcare information must be protected and treated confidentially.

*Directions:* *Initial each row to accept responsibility for upholding the PSON Policy on Confidentiality of Personal Health Information.*

<table>
<thead>
<tr>
<th>Initial</th>
<th>Policy</th>
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<tbody>
<tr>
<td></td>
<td>1. It is the policy of the PSON to keep PHI confidential and secure.</td>
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<tr>
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<td>2. Any or all PHI, regardless of medium (paper, verbal, electronic, image or any other), is not to be disclosed or removed from the clinical agency.</td>
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<td>3. Whether at the school or at a clinical site, students are not to discuss PHI, in general or in detail, in public areas under any circumstances, including hallways, cafeterias, elevators, or any other area where unauthorized people or those who do not have a need-to-know may overhear.</td>
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<td>4. Unauthorized removal of any part of original medical records is prohibited. Students and faculty may not release or display copies of PHI. Case presentation material will be used in accordance with healthcare facility policies.</td>
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<td>5. Students and faculty shall not access data on patients for whom they have no responsibilities or “need-to-know” the content of PHI concerning those patients.</td>
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<td>6. When computer IDs and passwords are assigned to individual students and faculty, students and faculty are responsible and accountable for all work done under the associated access.</td>
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<td>7. Computer ID or passwords may not be disclosed to anyone. Students and faculty are prohibited from attempting to learn or use another person’s computer ID or password.</td>
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<td>8. Students and faculty agree to follow the agency’s privacy policies.</td>
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<td>9. Breach of patient confidentiality, by disregarding PHI policies, may be grounds for dismissal from the agency and/or from the PSON nursing program.</td>
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- I agree to abide by the above policies and other policies at the clinical site. I further agree to keep PHI confidential.
- I understand that failure to comply with these policies will result in disciplinary actions.
- I understand that Federal and State laws govern the confidentiality and security of HIPAA/PHI information and that unauthorized disclosure of PHI is a violation of laws and may result in civil and criminal penalties.
- I understand that this signed form will be placed in my PSON student file.

________________________________  ____________________________  ________
Printed Name                          Signature                        Date