

**MScN Primary Health Care Nurse Practitioner Program, York University
NURS 5880 0.0 Nurse Practitioner Research Development and Knowledge Mobilization**

Course Directors:

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(Please use email for private, personal communications only. Allow 2 business days for a response. Use Moodle forums for all course based communications.)

This course is offered as a distance course using Moodle. Students require an active Moodle account to access it. **In addition, there are two onsite classes: 1) an orientation class on Tuesday May 8, from 6-8pm in Rm B26 on site at Keele Campus, and 2) a full day of your practice-based proposal presentations on Monday, July 9, 2018 (exact time and location to be determined).**

Calendar Course Description

This non-credit course provides students with the opportunity for a critical and analytic reflection on a topic/issue/problem related to the student's practicum experience. The emphasis is on addressing a practice-based question using research

Prerequisites: NURS 5100 6.0, NURS 5200 3.0, NURS 5300 3.0, NURS 5830/40 3.0

Corequisites: NURS 5870 3.0

Expanded Course Description

The Practice Based Research Proposal (PBRP) provides students with an opportunity to integrate learning throughout the program. Students will undertake a critical and analytic reflection on a topic/issue/problem related to their practicum experience in NURS 5830/40 (AHAD I/II), NURS 5850/60 (Therapeutics I/II) or NURS 5870 (Integrative Practicum). The final PBRP will represent the synthesis of learning from core MScN courses and core PHCNP courses through the development of a research proposal. The proposal will include a critical review of the literature, development of a theoretical perspective, and a section on proposed design and methodology. This work will be the basis for an oral presentation supplemented by PowerPoint or poster presentation at the end of the course. **THERE IS NO PAPER FOR THIS COURSE.**

Learning Outcomes:

Upon completion of this course, students will be able to:

- 1) Apply concepts and frameworks relevant to advanced practice nursing

- 2) Synthesize knowledge of primary health care within a specific practice setting with knowledge of research methods and approaches
- 3) Critically examine an advanced practice nursing problem identified through a practicum experience
- 4) Apply the core competency of the advanced practice nursing subrole of researcher through the development of a practice based proposal

Evaluation

The mode of evaluation of learning is the Practice Based Research Proposal. Candidates must present a **paper or poster** that includes a critical review of the literature, development of a theoretical perspective, and the proposed design and methodology to an audience of peers and faculty at the end of the course.

Evaluation is graded as pass or fail.

Course Activities

Students are expected to be self-directed and to seek out materials that facilitate their in-depth understanding of a practice-based topic and methodological readings to help them understand and interpret evidence on the topic and to develop a PBRP that responds to a gap in evidence.

In order to build capacity and networking we will dialogue using threads in Moodle. Each of you will post each stage of your work and will review the work of your classmates and give feedback. This will allow for input and questions regarding your topic. It is possible that more than one of you is interested in the same general topic but you will approach it in your own unique way.

Expectations Regarding On-line Participation

Participation in online discussion is expected, but will not be evaluated. The rationale for discussion in this non-credit course is to develop and sustain a learning community. Although you are each expected to independently develop a practice-based research proposal, this work can be supported by participating in the learning community. Participating in online discussion is a way to learn from and support each other. You will find specific discussion groups on your Moodle site regarding qualitative methods, quantitative methods, critiquing the literature, articulating research questions, and understanding the evidence.

Bibliography

This list of resources is not a required reading list, but it is a list of resources you will find helpful in preparing your assignments. Use these resources based on your identified needs. There are also PowerPoint presentations attached to selected weeks regarding research question, methods and searching the literature. You may also draw on the resources identified in NURS 5200 and 5300.

Important Dates from Graduate Studies

Available at: http://www.yorku.ca/grads/important_dates.html#s2015

April 30, 2018 Summer Term [SU] classes start.

June 25, 2018 Last day to drop Summer Term [SU] course

July 30, 2018 Summer Term [SU] classes end.

May 21 and July 2, 2018. Victoria and Canada day holidays – university closed. No Moodle postings.

Weekends and Statutory Holidays– no Moodle postings or email. You may save your communications as draft and send them on the next business day.

Academic Integrity

You are strongly encouraged to read and adhere to the York University Senate Policy on Academic Honesty which is available at:

http://www.yorku.ca/secretariat/policies/document.php?document=69#_Toc89156096.

Academic integrity is taken very seriously in all the courses and I will follow the appropriate procedures if I find evidence of a breach in written assignments in this course. However, I recognize that students may require instruction in appropriate academic practices. Therefore, I strongly recommend that you go to the Academic Integrity web site at York University (<http://www.yorku.ca/academicintegrity>) and read the section ‘For Students.’ Further, I highly recommend that you complete the Academic Integrity Tutorial and send me an email to confirm that you have the certificate of completion. **Please note that students may NOT submit assignments from other courses (e.g. 5200 or 5300) as assignments in this course.** If you wish to explore a similar topic to one explored in a prior course, please contact your Course Director immediately so that we can discuss how you can deepen your understanding of the topic while adhering to the principles of academic integrity.

Assignments & Guidelines for Practice-Based Research Proposal

These guidelines provide expectations regarding the process, format, and content for the practice-based research proposal.

All activities are to be done in Moodle.

1. Process Expectations and Accountabilities

Students are expected to post in a distinct thread on Moodle

1. Week one - please introduce yourself and your topic of interest (start April 30/18).
2. Description of your practice-based/clinical topic (post at start of week of May 14/18).
3. Upload your Ethics certificate from the TriCouncil Ethics site (May 22/18).
4. Describe what you are reading in the research literature related to your topic (May 28/18).

5. Describe the methods for the practice-based research proposal (June 11/18).
 6. Present your Practice-based research proposal (due July 9, 2018)
- Each activity is designed to build on, and extend learning evolving from prior activities (and prior courses and clinical placement). Each activity informs the development of the final practice-based research proposal.
 - Students and the Course Director will agree on the focus and scope of the research proposal. **Students may not change the focus of the research proposal without the written permission of the Course Director.**
 - Students are responsible for developing a practice-based research proposal within the course timeframe that demonstrates course learning outcomes.
 - Do not wait until the end to start work on your final project. You should be reading the literature pertaining to your topic of interest from the beginning of the course. This is essential in order for you to post what you are doing and what you are learning.
 - The Course Director is responsible for working collaboratively with students to ensure they produce a practice-based research proposal within the course timeframe that demonstrates course learning outcomes. The Course Director's role is to guide students' learning. We will provide feedback so that students can learn how to develop their Final assignment – this is meant to guide you. There will be no detailed written feedback on the final PBRP other than Pass/Fail. If students wish feedback, please request a telephone or in-person meeting.
 - The practice-based research proposal will be graded as Pass/Fail. For a pass, at least a 'B' quality paper is required. If the assignment/paper is deemed to be the equivalent of a 'C,' revisions and resubmission will be required before it will be passed. (Evaluation criteria are provided in the course resources.)

Activity 1: Practice-based/ clinical topic.

The purpose of this assignment is to develop a practice-based researchable topic by reflecting on your clinical experience.

1a. Describe a clinical topic/situation/issue/ problem that you are curious about and would like to be the focus of your practice-based research proposal. What answer(s) would you like to know? Why is this important to know?

You may use the following as a guide.

In my practice, I am observing/ hearing _____.

I am curious about _____.

I would like to know/ find out who/what/how/why _____.

This is important to know in my practice because _____. (To answer this, ask yourself what would happen if we never knew the answer. How/in what way would the answer support your practice, which could ultimately lead to improvements in the health of the population with whom you are working)?

1b. Identify the search terms and databases you plan to use to further your understanding of the topic area. Describe what sources you will access (e.g. journal articles, books, seminal and current literature in nursing and other fields, as appropriate).

Post your activity in your individual thread on Moodle on Monday May 14/18.

You will have 2 weeks to provide feedback/critique of other students' postings (May 28/18).

Activity 2: Complete the Tri-Council Policy Statement (TCPS 2): Course on Research Ethics (CORE) on-line (<https://tcps2core.ca/welcome>) and email your certificate to your professor. You may have already done this for a previous course in which case you can post the certificate you received.

Due Monday May 22/18.

Activity 3: The literature, including theoretical and methodological approaches. The purposes of this assignment are (1) to situate your research topic in the context of what is already known and what remains to be known and (2) to begin to explore what theoretical and methodological approaches you might use to guide your inquiry. For this first purpose, you will need to know how to locate, understand, and critically appraise synthesized and single study evidences/papers. Consequently, locating, understanding and critically appraising evidence is incorporated in this assignment. Your search must include a search for synthesized evidence in addition to single research papers.

3a.

Select one synthesized review or single study as the 'best evidence' for answering your research question. Note that, where available, synthesized evidence should be used.

Critically appraise the trustworthiness/validity and the value/clinical significance/ relevance of the 'best evidence' making sure to identify what the results are (these should relate to your research question as much as possible. Use the appropriate critical appraisal tools from the bibliography provided for this course and identify the criteria/tool used.

Describe how well the best evidence you identified answers your question, and if more research is needed.

After reviewing the research related to your researchable question, do you have new research question(s) related to your initial question? If so, identify them.

3b. Using all sources of evidence found, describe what is already known, and what is unknown about this clinical topic/situation/issue/ problem. An example of what is unknown could be that the topic has never been examined in a certain population, or in the clinical practice setting. Identify the search terms and the databases you used and submit your search.

Example/template.

We already know _____ on this topic (include reference).

We don't know _____ on this topic (this will include gaps/limitations that you identified in prior research).

Part 2. Indicate and describe the theoretical approach/perspective others have used and those you could use to guide your inquiry.

Example/template.

I could use _____ approach/perspective to answer my research question. I will use this approach/perspective to guide my inquiry in developing my understanding of this area because _____ (indicate reference). This approach/perspective proposes/explains/ depicts/indicates _____. [(if your approach involves a conceptual framework indicate so and describe the relationships between the concepts posed by the framework).

Indicate the type of methodological approach you could take to answer this question.

I could use _____ approach to answer this question. This approach is the best approach to answer this question/develop knowledge and understanding in this area because _____.

Note that the development of a research idea is an iterative approach. It is common to revise your question once you have a better understanding of what is currently known about the topic, the gaps in knowledge including gaps/limitations in the approaches used by other researchers which will become clear in critically appraising the literature, and your theoretical perspective.

Now, restate your question in the context of what is unknown about this topic, and the theoretical and methodological approaches you plan to use to guide your inquiry. You may use the PICOT (Quantitative Research Question)/PS (Qualitative Research Question) format to write your researchable question.

Due Monday May 28/18. Post in your Moodle thread.

You will have 2 weeks to provide feedback on your classmates' posts; due June 11/18.

Activity 4. Methods

The purpose of this assignment is to develop the outline for the methods section of your practice-based proposal. Now that you have a good idea of “what” you are going to do in your practice-based research proposal (e.g. your research question), and “why” you are going to do it (e.g. what is unknown/gaps in knowledge and its significance), you need to develop a plan for “how” you are going to do it. This is the methods section.

Prior to beginning this section and based on the feedback you received on activity #2, restate your research question of your study. You may use the PICOT (Quantitative Research Question)/PS (Qualitative Research Question) format to write your research question.

A. Design.

Name and describe the type of design. Indicate why you selected it (include references).

B. Setting

Indicate where you will conduct your study.

C. Sample

Identify the study participants, the type of sample you will use (e.g. convenience, purposive, randomly selected), the inclusion/exclusion criteria for participating in your study, and the sample size (including how you determined your sample size with reference).

D. Data collection measures (if quantitative study) or Data gathering/building process (if qualitative study).

If quantitative study, indicate the names of the data collection measures/tools/scales/subscales for each variable/concept on which you intend to collect data, how the total score is derived, and indication of its psychometric properties (e.g. reliability and validity).

If qualitative study, describe your semi-structured interview guide (if applicable to your study design), interview questions with probes, etc.

Don't forget your demographic data collection tool where applicable.

E. Procedures

Indicate how will you recruit your study participants, where & when (if applicable to your topic) data collection will take place etc. Include any potential pitfalls with your approach and what you might do to circumvent the pitfalls while maintaining¹rigour.

F. Data analysis

Describe how you plan to analyze the data.

¹ Consideration of rigour should be evident and may be included at various stages, including design, eligibility criteria, data analysis. For example, in a quantitative study one may analyze the internal consistency reliability of the scales in the study sample because unreliable tools influence the reliability and analysis of the study findings. In a qualitative study, one may validate the findings with study participants to ensure credibility of the study findings. Draw on the lessons you learned in 5200 and 5300.

Due Monday June 11/18. Post in your Moodle thread.

You will have 2 weeks to provide feedback on your classmates' posts: due June 24/18.

We will meet for a live (synchronise) class on Monday June 25/18 to review progress on your final work, share and answer questions, and provide feedback.

Assignment #5. Final oral or poster presentation.

5a. The proposal builds on the prior assignments.

These will be done on site during a full day **Monday, July 9, 2018**. This will have the format of a formal scholarly event. All students will present their work to peers and faculty and will participate in giving feedback on each other's work. The intent is that at the end you will have a product you can submit to a conference (ex. NPAO) or to a funding agency (e.g. RNAO's Nursing Research Interest Group) in the future.

5b. Content of Research Proposal Presentations

Include the following sections.

The order may vary somewhat, but sections ordinarily would be arranged as follows:

BODY OF PROPOSAL

1. **Introduction:** Provide the background for the topic/issue/problem. Describe the purpose(s)/aim(s)/ or objective(s) of the research. Note: purpose(s)/aim(s)/ or objective(s) all mean the same thing.
2. **Significance:** Describe why it is important to conduct research in this area.
3. **Review of Literature:** synthesize and critique relevant existing knowledge that culminates in, and supports the need for your proposed research.
4. **Theoretical Perspective:** Describe the theoretical perspective/ approach/ theory/ framework guiding the study. Indicate what it proposes/ explains/ depicts/ indicates/ or how it will help/guide you in examining the issue. If it involves a conceptual framework include a figure. (Note. Literature supporting theoretical perspective should include primary sources.)
5. **Research Question(s)/hypothesis/hypotheses:** State the question and/or hypothesis that the proposed research will answer/address/ or test. Select hypotheses only if there is sufficient evidence to support their articulation.
6. **Methods:** In an order that makes sense, and using the terminology most suited to your theoretical and methodological approach, describe the:
 - a. Research design,
 - b. Research setting,
 - c. Sample, sample size, & sampling strategy, including eligibility/ineligibility criteria
 - d. Data collection measures (if quantitative)/ data gathering process (if qualitative)
 - e. Procedures
 - f. Data analysis

7. Ethical Considerations: if research involves human subjects, describe how you will protect participants' rights (including confidentiality and informed consent);