Nursing 319
Introduction to Nursing
Theory and Research
Section 001

Thursdays, 1:50 to 4:40 P.M.
Clinical Center A219

Bill Corser, PhD, RN, CNAA

SPRING, 2003
COURSE DESCRIPTION:

Nursing 319 is designed to provide an introduction and overview to nursing theory and nursing research. The course will be devoted to a brief survey of nursing theory, including the development of nursing theory and an introduction to the works of selected eminent theorists. Additionally, the course will introduce basic principles of research methods with the goal of aiding the student to **critically evaluate and utilize** nursing research. The “So What?” connections between types of nursing theory and research and their possible importance for practice and our profession will be regularly discussed.

FACULTY:

Dr. William Corser, (Course Chairperson)
A-109 Life Sciences Building
Office Phone: (517) 355-0328
(cell) (517) 449-7353 (on from 7:00 am to 7:00 pm)
e-mail: Bill.Corser@ht.msu.edu
TENTATIVE office hours: Tuesdays and Thursdays from 9:00 to 11:00 A.M.

COURSE OBJECTIVES:

1. Discuss the history of theory development in nursing.
2. Identify the major concepts of selected nursing theories.
3. List the components of theory.
4. Describe criteria used to evaluate theory.
5. Identify and describe the components of the research process: quantitative and qualitative.
6. Propose strategies to integrate research into practice.
7. Define legal and ethical principles in designing and conducting research studies and procedures to protect human rights.
8. Understand basic research terminology and apply terms to research studies.
9. Define nursing as an art and as a science.
ATTENDANCE AND DUE DATES:

Attendance at all classes is the expectation. An email to me prior to the scheduled class will be required if you expect to have any chance of having your absence from a NUR 319 class recorded as an excused absence. Attendance means being present for the entire class. A repeated pattern of absences from parts of, or the entirety of scheduled classes will result in a lowering of your course grade. IMPORTANT: Attendance is required for both days of poster presentations to pass this course! (See Course Calendar, starting page 9).

All assignments are to be turned in to me on the stipulated due date with your name and date listed on the first page. Your failure to submit assignments on the due date may result in lowering of your grade for the assignment and your course grade.

INSTRUCTIONAL MODEL:

NUR 319 will involve lectures, guest lectures/presentations, videos, in-class and out-of-class group projects and discussions. Each assignment is to be completed prior to the indicated class time. Students are responsible for understanding both the assigned readings and all content presented in class. Students are expected to be active participants during each in-class group activities. Being quiet most of the time will make it much harder for me to learn and remember your name. It is not necessarily my job to ensure that each of you “like” this course (although I’ll certainly try), but it is certainly my responsibility to ensure that you find NUR 319 meaningful to your developing nursing practice.

Each student in NUR 319 is required to maintain an email account and have Internet access throughout the semester. I will be sending out a weekly email to the entire class, and you as a student are required to (a) read, review, and consider the content of these weekly course emails and (b) let me know if you ever have any questions or concerns regarding their contents.

Pursuant to the faculty and student expectations elaborated in The Spartan Life, each of us will be held jointly responsible for the educational atmosphere of this course. If one or more student(s), or I, ever conducting themselves/myself in a manner that is disruptive to the course activities, it is everyone’s responsibility to resolve the problem. Pursuant to the M.S.U. Academic Freedom Policy 2.3.5, if I ever tell you to “Go Home,” during any NUR 319 class, you will immediately leave the class and refrain from making any contact with me through any medium until after the end of the next scheduled class. If, in my judgment, a particular student is regularly disruptive in any manner to the overall educational atmosphere of our course, then that student will be meeting with the College of Nursing Associate Dean of Student Affairs, Dr. Judith Vinson, and myself, to remain in the course.

EVALUATION:

This syllabus is a tool to help you plan your course activities and is not an irrevocable contract. The information presented and the accompanying assignment schedule is subject to change. I will announce any deviations from the syllabus in class (and/or via weekly course e-mails). Each of you will be held responsible for all materials covered in class and for any changes in the syllabus (or via weekly course e-mails). Each of you are responsible for obtaining the schedule time, date, and location of each course exam and the scheduled due dates for all assignments.
Your composite grade for this course will be calculated from the points you accrue from the following NUR 319 activities:

1. **Two (2) Examinations** worth a total of **30% of your total course grade** (10% for midterm, 20% for final exam).

2. Your composite **Writing Portfolio** grade, which will include all of your in-class quizzes, case study group work, and your four nursing theorist “concept maps” (administered either at START or END of classes), will be **worth 25% of your total course grade**.

3. Your individual **“Research Critique” Evaluation Paper** will be worth **25% of your total course grade** (see pp. 15-26). Please note that this paper of your must concern a research study that is NOT discussed in class. **This is a “Tier II” writing course**, so your written work should be of superior quality compared to what you completed during your first two years of college. I will be happy to give you feedback/advice on your paper throughout the semester, but don’t focus too much on this paper until you’ve first completed/organized the first few weeks of our course.

4. Your group **Research Poster Presentation**, will be **worth 20% of the total course grade**. Each student’s respective participation during the poster proposal preparation will be evaluated by (a) myself, (b) the student themselves, and (c) the other students in the group to be factored into each individual student’s grades (see pp. 27-32).
The Michigan State University 4.0 grading system will be used to calculate your final NUR 319 course grade according to the College of Nursing-wide grading scale.

<table>
<thead>
<tr>
<th>Grade</th>
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<tr>
<td>4.0</td>
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I will be rounding up or down your cumulative course points to the nearest whole number using the “0.5 rule.” In other words, points at ≥ 0.5 will be rounded up while those ≤ 0.5 will be rounded down to the nearest whole number.

POLICY FOR EXAMINATIONS:

Each student is expected to take the examinations on scheduled dates unless previous arrangements have been made with me. Students MUST contact me BEFORE an examination if they are unable to take the exam at the scheduled time and date. I may require a statement from a health provider for an illness to be excused. An alternate exam may be used for make-up course exams, and essay exams may be used as alternate exams.

Make-up examinations will normally need to be completed within ONE week of the scheduled exam.

TAPING OF LECTURES/PRESENTATIONS:

There is no taping of classes, lectures, or presentations allowed without prior permission.

WEATHER RELATED POLICIES

This course will meet as scheduled unless the University cancels classes. I will email you if a course needs to be postponed due to weather.

STUDENT-FACULTY RELATIONSHIPS:

Formal student/faculty conferences are not held in NUR 319. Please see me for appropriate guidance during the semester if you have any questions or concerns about this course. I am also hoping that someone in our class will be willing to serve as “Student Representative” to enable all students to convey their concerns or questions to me in a confidential manner.

ACADEMIC POLICIES
I will be observing all of the M.S.U. academic policies such relative to academic dishonesty, rights, responsibility of faculty and student are those stated in the College of Nursing Undergraduate Student Handbook and Spartan Life. You are certainly encouraged to work with other students in “study groups,” and certainly you will be part of a designated NUR 319 work group, but the responsibility is on each student to ensure that all of the content of each of their course quizzes and exams is their work alone.

NUR 319 course assignments and projects will be evaluated as follows:

4.0 item submitted/presented with evidence of exceptional effort and critical thinking (analysis, synthesis, creativity); student has gone beyond the expected requirements for satisfactory and correct conceptualizations and has demonstrated an exceptional grasp of the material. A 4.0 is an exceptionally good grade to earn.

3.5 item submitted/presented with evidence of very good effort; item submitted or presented with evidence of very good effort and critical thinking (analysis, synthesis, creativity); student has gone beyond the expected requirements for satisfactory and correct conceptualizations and has demonstrated an exceptional grasp of the material. A 3.5 is a mighty good grade to earn.

3.0 item submitted/presented with evidence of good effort and critical thinking (analysis, synthesis, creativity); student has correct and satisfactory grasp of the material that goes beyond textbook descriptions. A 3.0 is not a bad grade to earn.

2.0 item submitted/presented with evidence of adequate effort and critical thinking reflective of textbook descriptions (limited analysis, synthesis, and creativity). A 2.5 or 2.0 is not that bad a grade to earn.

1.0 item submitted/presented with limited evidence of effort without little demonstration of critical thinking. A 1.0 is a bad grade to earn.

0.0 item not submitted/presented or not submitted/presented on due date or reflects incorrect or unsatisfactory conceptualizations.

GRADE APPEAL FORM:
The Grade Appeal Forms in this syllabus (see pp. 13 and 14) are to be used if you believe a specific answer on an exam that I’ve prepared was marked incorrectly, or I graded your paper/written assignment improperly. The burden of demonstrating that the thinking and writing behind a student’s answer/self evaluation was correct lies with you. Some type of documentation from the professional nursing or research literature must be provided with the appeal to support your position. I have the final responsibility of determining your final grade after I’ve considered the written appeal from the student(s). The appeal must be submitted one week following receipt of the corrected exam/paper i.e. late appeal forms will not be accepted.
REQUIRED TEXTBOOKS AND READING


5. Each of the required readings that are listed below.

NOTE: ALL OF THESE ARTICLES CAN BE PRINTED OFF FROM THE M.S.U. LIBRARY HOMEPAGE and can be printed off in the C.O.N. Media Lab. I will be happy to help anyone learn how do print these off early in the semester.


**Course Calendar**

Class 1, January 09, 2002

**Course Introduction/Orientation**
1. Review of our course syllabus: explanations and expectations
2. Review of our group work-formation/processes/procedures
3. “History of Theory and Research Development in Nursing”
4. **Readings; (along with next week’s readings)** Polit & Hungler, pp. 3-28; Marriner-Tomey, pp. 3-31.

5. **BRING:** (a) your NUR 319 course syllabus, and 
   (b) your questions!

Class 2, January 16, 2002

**Major Research Components and Terms, Concept Maps**
2. Introduction to Concept Mapping
3. **Assigned Readings:** Polit & Hungler, pp. 29-70; pp.95-141.
4. **QUIZ** (on 01/09 and 01/16 readings)

5. **BRING:** (a) your NUR 319 course syllabus, and 
   (b) Polit & Hungler text.

Class 3, January 23, 2002

**Dorothea Orem’s Theory of Nursing**
1. Application of Orem Theory and Research to Practice
2. **DUE: Orem Concept Map** (for your Writing Portfolio)
3. Group Activity: A Case Study using the Orem Model
4. **Readings:** Marriner-Tomey, pp.189-211; Peteva, Article 7, pp.45-52, & your 1994 Picken article.
5. **QUIZ** (on 01/23 readings)

6. **BRING:** (a) your Peteva book (or article #7), 
   (b) your 1994 Pickens article, and 
   (c) your **Orem Concept Map**.
Class 4, January 30, 2002

**Types of Research Designs**
1. Group Activity: trying out a few research designs.
2. **Readings:** Polit & Hungler, pp. 165 to middle of p. 217, Peteva, Article 5, pp. 31-36, Peteva article 21, pp.140-145.
3. **QUIZ on Research Design readings**
4. **DUE:**
   (Initial) Identification of the research focus/problem statement your group has selected for your group Research Poster Presentation (see pp. 27-32).
5. **BRING:** (a) your ½ to 1-page summary paper re: your group’s poster topic, and (b) your copies of your assigned Peteva readings.

Class 5, February 6, 2002

**The Callista Roy Adaptation Model**
1. Group Activity: Clinical Application of Roy Model
2. **Readings:** Marriner-Tomey, pp. 269-298; Peteva, Article 18, pp. 117-124.
3. **QUIZ on Roy Model**
4. **DUE:** Roy Concept Map (for your Writing Portfolio)
5. **BRING:** (a) your assigned Peteva article, and (b) your Roy concept map.

Class 6, February 13, 2002

**The Research Process: Sampling/Data Collection**
1. Group activity related to sampling
2. **Readings:** Polit & Hungler, pp. 231-256, Peteva Articles 10 (pp. 68-70) and 11 (pp. 71-74).
5. **QUIZ on research sampling readings**
6. **BRING:** (a) your assigned Peteva articles

Class 7, February 20, 2002
1. **Midterm Exam** (10% of total grade)  
   Midterm Evaluations of Course and Bill
Class 8, February 27, 2002

The Neuman System Model
1. Group Activity: Clinical Application of Neuman Model
2. Readings: Marriner-Tomey, pp. 299-335, Peteva, Article 9 (pp. 61-67), & your 1999 Gigliotti article.
3. DUE: (a) Neuman Concept Map (for your Writing Portfolio),
   (b) (Typed) Outline of your (indiv.) Research Critique Eval. Paper
   (refer to critical questions in your syllabus on pp. 15-16, pp. 17-26)
   (Possible Peteva articles for this paper: 1, 2, 3, 4, 6, 8, 12, 14, 15, 1, 17, 19, 20, 23, 25, and 26. (those not discussed in class).
4. QUIZ on Neuman Model
5. BRING: (a) your assigned Peteva article #9,
   (b) outline of your individual Research Critique Evaluation Paper,
   (c) your 1999 Gigliotti article, and
   (d) your Neuman Concept Map.

March 6, 2002 Spring Break!

Class 9, March 13, 2002

Research Data Analysis
1. Group Activity-FUN with some impressive data analysis software
2. Readings: Polit & Hungler, pp. 318-398, Peteva, Articles 24 and 13
3. QUIZ on data analysis
4. BRING: your assigned Peteva articles.

Class 10, March 20, 2002

Madeline Leininger’s and Martha Roger’s Theories of Nursing
1. Group Activity: Clinical Application (for your Writing Portfolio)
2. DUE: Leininger Concept Map (for your Writing Portfolio)
4. QUIZ on Leininger Model
5. BRING: your Leininger Concept Map.
Class 11, March 27, 2002

**Research Ethics and Research Utilization**
1. Group Activity: a sticky research ethics case study or two
2. **Readings:** Polit & Hungler, pp. 71-91, Peteva, article 22 (pp. 146-53).
3. **QUIZ** on Research Ethics and Utilization

4. **BRING:** (a) your assigned Peteva article.

Class 12, April 3, 2002

**Types of “Non-Clinical” Nursing Research**
1. Readings: Each of the four articles listed on page 8 for 04/03.
2. **DUE:** Final (indiv.) **Research Critique Evaluation Paper (25% of Final Grade)**

3. **BRING:** your assigned articles and final individual Research Critique Eval. Paper.

Class 13, April 10, 2002

1. Guest Nurse Researcher Speakers, perhaps with a video of a nurse researcher.

2. **BRING:** your polite behavioral set and critical thinking questions.

Class 14, April 17, 2002: **REQUIRED ATTENDANCE (TO PASS COURSE)**

1. Group **Research Poster Presentations** (see pp. 21-25)

Class 15, April 24, 2002: **REQUIRED ATTENDANCE (TO PASS COURSE)**

1. Group **Research Poster Presentations** (see pp. 21-25)
2. Course Review, Course/Instructor Evaluations

**Final Exam: Thursday, May 1st, from 3:00 to 5:00 P.M. (20% of total course grade)**
Nursing 319
Exam Item Appeal

Date

Name

Test Question or Number

Rationale for appeal:

Supporting Evidence:

Proposed Correct Answer, if applicable:

Appeal must be submitted within one week after the receipt of exam grade. Only students who submit a completed appeal form will be considered for a test grade change.

Dr. Richard Featheringham, Department of Business Information Systems, College of Business Administration, Central Michigan University. Modified and used with permission., 1997.
NUR 319
PAPER/WRITTEN ASSIGNMENT APPEAL

Date:

Name:

Area of Paper:

Rationale of Appeal:

Supporting Evidence (with documentation)

Appeal must be submitted within one week after the receipt of the paper grade. Only students who submit a completed appeal form will be considered for a paper grade change. Dr. Richard Featheringham, Department of Business Information Systems, College of Business Administration, Central Michigan University, modified and used with permission, (1997).
NUR 319-- Introduction to Nursing Theory and Research

Critical Questions for your individual Research Critique Evaluation Paper

1. Evaluate the Problem Statement, Conceptual Framework, and Study Purpose

Problem Statement

1. What is the problem that was studied? Is it explicitly identified?
2. Is the problem stated clearly and precisely?
3. Are the theoretical and practical significance of the problem discussed? Is the importance of the problem for nursing science and practice discussed?
4. Is the literature review merely a summary of past work, or does it critically appraise the strengths and limitations of previous studies and gaps in the existing literature?

Conceptual/Theoretical Framework

1. What are the major concepts guiding the study and how are they defined?
2. What theoretical or conceptual perspective has been used to understand the problem? Is this perspective clearly identified or must the reader extract it from the literature review?
3. Are the concepts linked to one another? How? If a schematic diagram of the relationship between concepts is provided, does it represent these relationships clearly and unambiguously? If a diagram is not provided, can the reader develop a model that shows the variables under study and the interrelationships among concepts?

Statement of Study Purpose

1. What is the purpose of the study? What concepts or variables are specified in the purpose? Does the statement of study purpose specify the population to be studied?
2. Is the purpose linked to earlier empirical work?
3. Does the purpose indicate precisely how the study will contribute to new knowledge? For example, will the study describe one or more phenomena, or describe the relationship between two or more concepts, or predict an outcome?
2. Study Design and Sample

**Study Design**

1. What is the study design? Is it clearly stated?
2. Is the design consistent with the research question?
3. What procedures, if any, did the researchers use to control extraneous variables?

**Sample**

1. What is the target population? What are the criteria for inclusion in the sample?
2. Are the sample selection procedures clearly described?
3. Does the sample represent the groups to which the study findings should be applied?
   If not, how does it differ? Are there consequences of these differences?

3. Methods of Data Collection and Procedures

**Methods of data collection**

1. What instruments were used to measure the concepts? Were they adequate reflections of the concepts being studied?
2. Were the instruments appropriate for the population being studied? What evidence is presented for their reliability and validity?
3. If the instruments were developed for the study, what procedures were used to assess their adequacy? Were the instruments pre-tested?

**Procedures**

1. Are the procedures used for data collection described clearly?
2. Could another investigator repeat the same study given the description of the procedures?
3. What procedures were undertaken to safeguard the rights of human subjects?

====================================================================

Guidelines for your individual Research Critique Evaluation Paper

Because NUR 319 is a Tier II writing class, your literature critique paper will need careful attention to a variety of features not necessarily required for some of your earlier written assignments. These features include both content and form, as outlined below.

I. Formal criteria

1. Number of copies - Please submit one clean copy.

2. Length - Your paper should be between 3 and 7 pages, typed, double-spaced, 12-point times font (any variant accepted), 1” margins top and bottom, 1.25” margins left and right. In addition, there should be a cover page (not counted in the 3-7 page limit) with a title, your name, and other information identifying the nature of the paper. Please also attach (with a paper clip, not a staple) one copy of the grading sheet in the syllabus.

3. Individually written -- Although you should feel free to discuss this assignment with your collaborative group mates (as well as other classmates), your paper is to be written by you alone. Thus, you may create notes as you collaborate, but when you are actually composing your paper you should work alone.

4. Due date -- Your paper is due no later than April 03, 2003.

II. Content

a. Coverage -- You should cover all of the points listed for Critical questions for Evaluating Scientific Literature. These include the following: (1) problem; (2) purpose; (3) conceptual framework; (4) literature review; (5) design; (6) sample; (7) data collection; (8) presentation of results; (9) ethical considerations; and (10) application to nursing.

2. Organization -- Your paper should NOT simply be a laundry list covering the above 10 areas in order; instead, it should be organized so as to address earlier and in more detail those issues you consider to be more important in your review. Likewise, you should thoughtfully address both strengths and weaknesses of the study, as you see them. Use language that is appropriate for a scholarly critique, i.e. avoid “jargon,” and organize your work into 2 to 6-sentence paragraphs to make your meaning clear. Use headings to demarcate major sections of your paper.
Grading Criteria for Research Critique Evaluation Paper

Content (80 points total, or 8 points each)

1. Problem
   a. Importance supported
   b. Clearly defined

2. Purpose
   1. Clearly stated
   2. Appropriate, given 1-3, above

3. Conceptual framework
   1. Clearly identified
   2. Relationship to problem clear

4. Literature review
   1. Critical rather than simple summary
   2. Focused rather than encyclopedic
   3. Points to the purpose

5. Design
   1. Clear (need not be explicit)
   2. Appropriate
6. Sample
   1. Appropriately selected
   2. Adequate in size

7. Data collection
   1. Instruments are appropriate
   2. Adequately described (including reliability and validity)
   3. Procedures clear

8. Presentation of results
   a. Paper well organized
   2. Tables and figures clear
   3. Writing clear and correct

9. Ethical considerations
   1. Human subjects issue considered
   2. Study is worthwhile
   3. Study carefully executed

10. Application to nursing (or other appropriate) practice
    1. Clearly described
    2. Appropriate in scope
Writing (20 points total)

2. Organization (10 pts)
   i. Structure fits purpose
   ii. Important points early
   iii. Information is segmented appropriately
   iv. Segments begin with generality, followed by detailed support
22. Each segment moves from most to least important points

II. Language/Style (5 pts)
1. Language is appropriate level of complexity and formality
2. Sentence style varies appropriately
3. Coherence cues aid reading and enhance meaning

III. Conventions (5 pts)
1. APA style
2. Other conventions and rules of good writing
3. Document carefully proofread

*To be submitted with Research Critique Evaluation Paper. Total
Grading Criteria for Research Critique Evaluation Paper

Content (80 points total, or 8 points each)

1. Problem
   a. Importance supported
   b. Clearly defined

2. Purpose
   1. Clearly stated
   2. Appropriate, given 1-3, above

3. Conceptual framework
   1. Clearly identified
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   5. Sentence style varies appropriately
   6. Coherence cues aid reading and enhance meaning

III. Conventions (5 pts)
   1. APA style
   2. Other conventions and rules of good writing
   3. Document carefully proofread

*To be submitted with Research Critique Evaluation Paper. Total
hints on writing a good individual research critique evaluation paper

relative importance of different sections.

these guidelines outline the different areas your paper should cover, but the order in which they appear, and the amount of space you devote to each one, should depend on how important they are to your critique.

the four-part structure.

reviews of research papers often have a three-or four-part structure:

1. general comments and overall evaluation.
2. specific comments
3. other matters
4. stylistic issues (for manuscripts being considered for publication)

1. here is an example of how the general or overall evaluation section might begin, in a review of a paper entitled graduate nursing students perception of non-verbal content in an initial.

in this paper the authors attempt to describe graduate-level nursing students sensitivity to clients non-verbal behaviors in an initial assessment interview. a particular strength of this study is that it is well designed to control for a wide range of extraneous variables. however, there are three serious problems:

   1. the most serious shortcoming is the researchers decision to group their data by the age of the client...(continue with full paragraph)

   2. second, the paper is too detailed in some areas, while leaving out important details in other areas, and is much too long overall...(continue with full paragraph)

   3. third, several important potential applications to nursing theory and practice, although they seem obvious to this reviewer, were overlooked...(continue with full paragraph)

2. here are two examples of specific comments, again aimed at the imaginary study of non-verbal behaviors introduced above.

   (abstract) “the abstract seems misleading. although the paper concerns itself with a study of students perceptions of clients non-verbal behaviors, the abstract puts too much emphasis on the clients, themselves. for example,... (continue with full paragraph)
(Literature review) “Although well organized, the literature review cites numerous studies published before 1970. Furthermore, several pertinent recently published studies were overlooked, including one from the Michigan State University college of Nursing on graduate students’ sensitivity to culturally diverse clients. etc...” (continue with specifics)

3. Other matters are less important details, such as the following:

The figures are difficult to understand, and figure 2 is missing legends altogether. With data as complex as these, this problem is particularly notable, as readers need all the help they can get to understand the results.

On page 276, the authors write, five of the clients displayed unusual/erratic behaviors. These behaviors should have been described more fully.

Some of the language used by the authors seems to this reviewer inappropriate. For example, it is simply not true that AMost nursing students prefer the color combination of maize and blue, and to make this claim lends a certain provincialism to the presentation.

4. Stylistic issues are not considered here, since you are reviewing an already-published article. Instead, any problems with style that require comment should be dealt with under Other matters.

By (Your Name Here)

NUR 319, April 3, 2003
NUR 319 Introduction to Nursing Theory and Research

Grading Criteria for group Research Poster Presentation

Each group will be required to prepare and present a poster presentation and research poster concerning a research design that interests them as a possible nursing research project.

Poster boards are available in the media lab and are on reserve for NUR 319. There are enough for each group to have a poster board. There are, however, different sizes, so I would suggest that you go and see Marla and reserve the poster board you desire. The size and color of the board may influence your layout of the poster.

Each poster is required to have the following included:

**Title of Poster**

**Authors** (Student Names)

**Abstract** (This is a brief overview of your research study and includes the essential components of the study and contain the hypothesis(es) or research question, conceptual framework, method, description of the subjects, data collection, and implications or relevance for doing the study). The abstract is to be no more than 200 words in length.

**Problem Statement**

**Conceptual Framework**

**Research Design**

**Research Question(s) or Hypothesis(es)**

**Sample**

**Data Collection Measures**

**Implications for Practice**

Each group is to decide upon a problem identified from your clinical experiences. Based upon that problem, you need to develop a research project you would like to study given you had the resources available. You need to describe what you are studying and why (relevance to nursing); how you would study the problem (research questions or hypotheses, method (research design), sample, data collection methods and procedures, and what nursing theory you would use to guide your study based on your concepts or variables you have proposed to study. Each group will need to submit an annotated bibliography list in APA format of at least 4 research or theory articles (from each student in the group; 3 articles for those with only 3 group members) that are relevant to the research problem you have identified.
Please attach the articles included in your annotated bibliography. You will need to submit on the day of the poster presentation or (folder) with the following:

1. Computer print-outs (or copy) of each component of your poster (i.e., abstract, problem, design)

2. Grading Criteria

3. Annotated bibliography and articles.

4. Group name and group members’ names.

5. Self-evaluation forms and evaluation of other poster group members.
NUR 319 Introduction to Nursing Theory and Research  
Spring 2003  
Grading Criteria for group Research Poster Presentation

Grading Criteria

GROUP #

Content (80 points total or 10 points each)

1. Abstract  
   200 word limit  
   Inclusion of pertinent parts

2. Problem  
   Clearly Identified

3. Research questions/hypotheses  
   Clearly identified  
   Appropriate to study

4. Conceptual framework  
   Clearly identified  
   Diagram included with concepts clearly identified

5. Design  
   Clear

6. Sample  
   Clearly Identified, including size

7. Data Collection  
   Clearly identified  
   Appropriate to study

8. Implications for nursing  
   Clearly Identified  
   Appropriate to study

(To be submitted with your poster groups’ materials)
Grading Criteria for Poster Presentation

Grading Criteria

Format (20 points)

1. Organization (5 points)
   Appropriate flow of segments

2. Presentation of poster (5 points)
   Each group member presents a portion of the poster and is able to answer questions, provide explanation; professionalism in manner and appearance

3. Convention (5 points)
   APA style
   Appropriate bibliographical citations and adequate annotated references (must include research and nursing theory articles)
   Originality
   Neatness/presentation style

4. Evaluation of Peer Posters and Group Process (5 points)
   Completed evaluations for each group
   Completed evaluation for own group process

Total

*Attendance is required in order to receive a passing grade on this assignment. (This form to be submitted with poster paperwork.)*
Helpful Hints for the Presentation of a Research Poster

1. Do not place TOO much material on a poster.

2. A cluttered poster will distract the viewers.

3. Major titles should be large letters-at least one inch tall.

4. Use short phrases or words to describe each section.

5. Your poster must tell the complete story fairly completely. Answer the questions: who, what, where, why and when ... tell a story!

6. Organize your material in logical sequence.

7. Your poster should be bold, clear, not crowded, and easy to read.

8. Make your poster visual. Use more than just words: one or two drawings, photos, charts, graphs, other illustrations, may help.
Group Research Poster Presentation Assignments and Contract

Group Number: Topic:

<table>
<thead>
<tr>
<th>Name</th>
<th>Responsibility</th>
</tr>
</thead>
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1. 

2. 

3. 

4. 

5. 

We each agree to contribute our individual parts of this group activity and work together to prepare the Group Research Poster Presentation.

Signature of Group Members:
Suggestions for how to do your best in NUR 319:

1. PURCHASE, PRINT OFF, and ORGANIZE all required materials.

2. Complete all ASSIGNED READINGS before class.

3. ATTEND (the entirety of) EACH CLASS. Come on time. Participate.

4. DON’T “CRAM” for anything.

5. DATE and SIGN every piece of work you hand in to me.

6. Review your WEEKLY NUR 319 EMAILS every week.

7. INVEST YOURSELF in this course. Review assigned readings and your notes more than once before each quiz, class, and exam.

8. Observe the self-evident fact that this is an adult learning environment at all times.

9. GET ALONG with the other members of your research poster group.

10. Make sure there’s some ANTIVIRAL COMPUTER SOFTWARE on every computer that you use. Come to me if you ever think you have a computer virus.