POPEDU: ID# 99972

Title:

The Triple Threat: Statistics, Research, and Theory

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ACCEPTED

Session Title:

Education Poster Session 2 (Monday/Tuesday, 18 & 19 November)

Slot:

EDU PST2: Monday, 18 November 2019: 8:00 AM-8:45 AM

Abstract Describes:

Completed Work/Project

Applicable Category:

Academic, Students, Leaders

Keywords:

Innovative teaching strategy, New conceptual teaching model and Research course design

References:

Benner, P., Sutphen, M., Leonard, V., & Day, L. (2010). *Educating nurses: A call for radical transformation* (1st ed.). San Francisco: Jossey-Bass.

Institute of Medicine. (2010). The future of nursing: Leading change, advancing health. Retrieved from http://books.nap.edu/openbook.php?record_id=12956&page=R1

Presentation College. (2018). *MSN574 Nursing Theory, Scholarly Synthesis, and Research: Course Description.* Retrieved from http://presentation.smartcatalogiq.com/2018-2019/Catalog/Course-Descriptions/MSN-Master-_of-Science-in-Nursing/500/MSN574

Abstract Summary:

This innovative, online graduate course combines statistics, research, and theory into one course. It establishes interrelatedness and connects them to real world nursing practice. Nurse educators must create curriculum approaches to stimulate students' interest and promote engagement. This course aids students with appraising research, statistics, and theory.

Content Outline:

1. Introduction
    1. Research, statistics, and theory have traditionally been taught separately.
    2. Nursing education has long proclaimed that these three should inform each other.
        1. How can this best be accomplished?
        2. Combine them and teach them simultaneously.

1. Body
    1. Main Point #1: Teaching statistics, research, and theory separately perpetuates students' misconception that these do not belong together.
        1. Supporting Point #1: Discuss how traditional course outcomes do not assimilate all three: statistics, research, and theory.
        2. Supporting Point #2: Demonstrate how to revise course outcomes and description to interrelate statistics, research, and theory.
    2. Main Point #2: Illustrate assignments that combines statistics, research, and theory.
        1. Supporting Point #1: Describe assignment construction that integrates statistics, research, and theory.
            1. Assignments should not be a quilting of the three but instead interweave them together.
            2. Present how statistics, research, and theory were incorporated into one online graduate nursing 4 credit course.
        2. Supporting Point #2: Demonstrate how course discussions were designed using nursing research articles that combined the nursing theorist along with the statistics for the week.
    3. Main Point #3: Present student course feedback, satisfaction statements, and achievement of course outcomes.
        1. Supporting Point #1: Generate ideas and implementation methods for revision of existing courses to one combined course reducing content saturation and providing higher quality outcomes.

2. Supporting Point #2: Exchange ideas on how to revise current curriculum.

- Conclusion: Future Ideas
    1. Example: Lead a question and answer on the generation of ideas for how to incorporate this course into other areas of nursing education such as undergraduate and face-to-face.
    2. Example: Generate ideas on how to attendees' combine currently separate research, statistics, and theory courses into one course.

Topic Selection:

Education Poster Session 2 (Monday/Tuesday, 18 & 19 November) (26149)

Abstract Text:

Calls for reforming nursing education and the need to produce higher quality instruction without redundancies challenged this nurse educator to create a new research course for today's graduate nursing students (Institute of Medicine, 2010). This newly constructed graduate research course is in stark contrast to traditional research courses as it bridges the gap that exists between classroom and clinical (Benner, Sutphen, Leonard, & Day, 2010). This innovative pedagogical method highlights specific evidence-based curriculum practices to enhance one's teaching repertoire as well as to encourage student engagement and professionalism by implementing cooperative, teaching-learning strategies that promote a synergistic, learning environment for an online nursing research course.

Combining statistics, research, and theory into one course establishes their interrelatedness and reflects their connection to real world nursing practice. It is incumbent on today's nurse educators to design innovative curriculum approaches which stimulate students' interest to critique research that includes appropriate statistics along with the integration of guiding nursing theory. The skills of critiquing relevant literature, using research to promote evidence-based care, and deliver quality patient outcomes are essential for all nurses. Creating meaningful learning experiences by merging content that has traditionally been taught in silos minimizes anxiety surrounding the use and application of research and evidence-based practice. Students often share their reluctance to take any of these three courses separately: statistics, research, or theory. Students in an integrated research course that blends these three are better equipped and less reluctant to engage in nursing research. This is the first course of its kind to incorporate these three constructs into one collaborative course to enhance students' interest and desire for future research.

Nurse educators must demonstrate and create opportunities for using and applying nursing research, statistics, and theory in order to advance the profession by preparing graduates who can deliver quality patient care. Nursing history includes research and is better positioned more than ever before to advance healthcare especially when equipped with a strong foundation of research, statistics, and

theory. Dialogs with other nursing faculty have generated much interest in how to build a course that assimilates statistics, research, and theory without merely adding further content. Students' assignments and discussions reflected understanding and analysis of the three constructs. Students' comments in the end-of-course surveys included that they could not imagine learning these constructs independently.