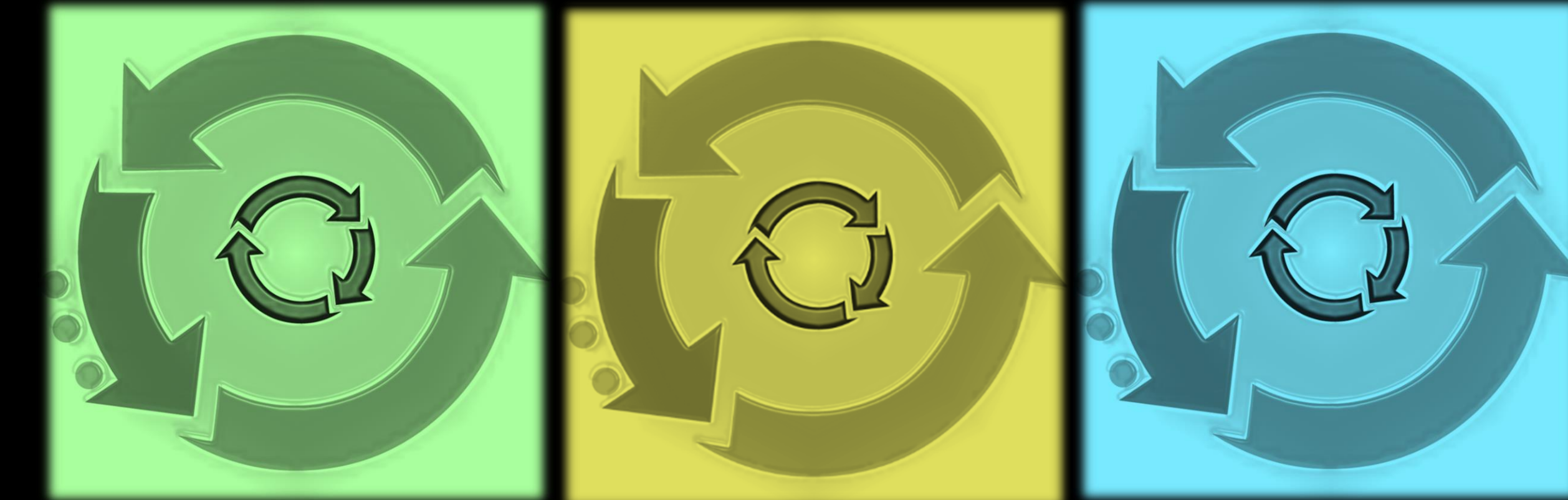# The Triple Threat: Statistics, Research, and Theory

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## Purpose

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.

## Methods

Combining statistics, research, and theory into one course establishes their interrelatedness and reflects their connection to real world nursing practice. Nurse educators must create 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 research. Students will be 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.

## Scope

Nurse educators must demonstrate how to use and apply nursing research, statistics, and theory to advance the profession and promote quality patient outcomes. Nursing has a history based on research and is now better positioned than ever before to further advance healthcare when equipped with a stronger foundation of research, statistics, and theory. Students' comments included that they could not imagine learning these independently. Students' assignments and discussions reflected understanding and analysis of the three constructs.

## Objective 1

Comparison and contrast of traditional research course outcomes with those that combine statistics, research, and theory.
a. Method: Revised course outcomes to combine the three constructs.
b. Evaluation/Feedback: Describing differences between old and new outcomes that incorporate statistics, research, and theory.
i. Old course outcomes with new course outcomes
ii. Old course outcomes updated to interrelate statistics, research, and theory.

## Objective 2

Assignments that combines statistics, research, and theory.
a. Method: Interactive discussions with Socratic questioning
b. Evaluation/Feedback: Assignment construction that combines statistics, research, and theory.
i. Statistics, research, and theory were incorporated into one online course simultaneously.
ii. Course discussions designed using a nursing research article with combined theorist of the week

## Objective 3

Generation of ideas and implementation methods for revision of existing courses to one combined course reducing content saturation and providing higher quality outcomes
a. Method: Present student course feedback, satisfaction statements, and achievement of course outcomes.
b. Evaluation/Feedback: Generating and exchanging ideas on how to revise current curriculum.
i. Ideas for how to incorporate this course into other areas of nursing education such as undergraduate and face-to-face.
ii. How to combine currently separate research, statistics, and theory courses into one course.

## Future Ideas

Generation of ideas for how to incorporate this course into other areas of nursing education such as undergraduate and face-to-face.

What ideas do you have?

## References

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