

# SOLUTIONS MANUAL



## Kozier & Erb's **FUNDAMENTALS** of Nursing

Concepts, Process,  
and Practice  
EIGHTH EDITION

BERMAN  
SNYDER  
KOZIER  
ERB



# CHAPTER 2

## NURSING EDUCATION, RESEARCH, AND EVIDENCE-BASED PRACTICE

### RESOURCE LIBRARY

#### PRENTICE HALL NURSING MEDIALINK DVD-ROM

Audio Glossary  
NCLEX® Review  
Videos: *LPW/LVN*  
*Nursing Assistants*  
*The Health Care Team*

#### COMPANION WEBSITE

Additional NCLEX® Review  
Case Study: *Nursing Profession*  
Application Activity: *Entry into Practice*  
Links to Resources

#### IMAGE LIBRARY

**Figure 2.1** Nursing students learn to care for clients in community settings.

**Figure 2.2** A nurse practitioner holds a master's degree and assumes an advanced practice role.

**Figure 2.3** It is important for clients to be fully informed before they participate in a research study.

### LEARNING OUTCOME 1

Describe the different types of educational nursing programs.

#### CONCEPTS FOR LECTURE

1. Types of educational programs include practical or vocational nursing, registered nursing, graduate nursing, continuing education, and in-service education.

There are two types of entry-level generalist nurses: the registered nurse (RN), and the licensed practical or vocational nurse (LPN, LVN). Practical or vocational nursing programs are provided by community colleges, vocational schools, hospitals, or independent health agencies. These programs are 5 to 12 months in duration with classroom and clinical experiences, and graduates take the NCLEX-PN examination for licensure.

There are three major types of RN nursing programs: diploma, associate degree (ADN), and baccalaureate degree (BSN). Although these programs vary considerably, all RN program graduates take the NCLEX-RN® examination for licensure.

Diploma programs are hospital-based educational programs that provide a rich clinical experience for nursing students. These programs are often associated with colleges or universities. Associate degree programs are usually 2-year programs offered primarily in community colleges, although some 4-year colleges also have ADN programs. Baccalaureate degree programs are generally 4 years in duration and offer liberal arts, sciences, humanities, and nursing courses.

Graduate nursing programs include master's degree and doctoral programs. Master's programs generally take from 1.5 to 2 years to complete and provide specialized knowledge and skills that enable nurses to assume advanced roles in practice, education, administration, and research. Doctoral programs further prepare the nurse for advanced clinical practice, administration, education, and research.

Continuing education (CE) refers to formalized experiences designed to enlarge the knowledge or skills of practitioners. CE courses tend to be more specific and shorter.

An in-service education program is administered by an employer and is designed to upgrade the knowledge or skills of employees.

## **POWERPOINT LECTURE SLIDES**

*(NOTE: The number on each PPT Lecture Slide directly corresponds with the Concepts for Lecture.)*

- 1 Types of Nursing Education
  - Practical or vocational nursing
  - Registered nursing
    - o Diploma
    - o Associate degree
    - o Baccalaureate
  - Graduate nursing
    - o Master's
    - o Doctoral
  - Continuing education and in-service education

## **SUGGESTIONS FOR CLASSROOM ACTIVITIES**

- Invite nurses who have obtained master's and doctoral degrees to discuss the programs, why they decided to obtain advanced education, and their current positions.
- To provide a historical perspective, invite nurses who graduated from diploma schools in the 1960s or the Cadet Nurse Corps to discuss their education programs.
- Review the state nursing law to determine the difference between the functions of the LPN/LVN and the RN.
- Review the state nursing law to determine the qualifications necessary for licensure and license renewal.

## **SUGGESTIONS FOR CLINICAL ACTIVITIES**

- Assign students to interview nurses who graduated from various types of education programs to determine why these nurses selected the type of nursing program attended.

## **LEARNING OUTCOME 2**

Discuss aspects of entry to professional nursing practice.

## **CONCEPTS FOR LECTURE**

1. The American Nurses Association (ANA) has endorsed the bachelor of science in nursing (BSN) as entry level for professional nursing practice. The graduate with an associate degree in nursing would be considered a technical nurse and be licensed under the legal title associate nurse (AN). The proposal sparked sharp debate among graduates, students, and educators. Some believe the proposal undervalues associate degree graduates.

The ANA cannot legislate these changes as each state has the responsibility to define the legal boundaries of nursing practice and to designate the criteria for licensure. Therefore, each state needs to

adopt the ANA proposal, if desired. If the proposal is implemented, a grandfather clause would need to be considered for AD or diploma graduates who were educated in these programs before the date of the licensure regulation change. The ANA proposal for licensure changes does not mention diploma or LPN/LVN programs.

The proposal entails that new standardized examinations be developed to test the two levels of competence.

Perspectives about entry into practice are changing. The American Association of Colleges of Nursing (AACN) provides a fact sheet supporting articulation from associate degree programs to baccalaureate and higher degree programs and desires to strengthen collaboration between ADN and BSN programs.

## **POWERPOINT LECTURE SLIDES**

*(NOTE: The number on each PPT Lecture Slide directly corresponds with the Concepts for Lecture.)*

- 1 Entry to Professional Practice
  - ANA's resolution
  - Debate
  - Implications
  - AACN's support for articulation

## **SUGGESTIONS FOR CLASSROOM ACTIVITIES**

- Have the students debate the pros and cons of establishing the BSN degree as entry level for professional nursing practice.

## **SUGGESTIONS FOR CLINICAL ACTIVITIES**

- Have the students ask several staff nurses to react to the ANA 1985 proposal and report findings in a clinical conference.
- Have the students determine the institution's educational requirements for various nursing positions.
- Obtain the job descriptions of aides, LPNs/LVNs, and RNs. Compare and contrast roles and responsibilities

## **LEARNING OUTCOME 3**

Explain the importance of continuing nursing education.

## **CONCEPTS FOR LECTURE**

1. Continuing education (CE) refers to formalized experiences designed to enlarge the knowledge or skills of practitioners.

The purposes of CE programs include keeping nurses abreast of new techniques and knowledge, attaining expertise in a specialized area of practice, and providing nurses with information essential to nursing practice.

Some states require nurses to obtain a certain number of CE credits to renew their licenses.

## **POWERPOINT LECTURE SLIDES**

*(NOTE: The number on each PPT Lecture Slide directly corresponds with the Concepts for Lecture.)*

- 1 Continuing Education
  - definition
  - Purpose
  - Licensure requirements

## **SUGGESTIONS FOR CLASSROOM ACTIVITIES**

- Have the students investigate the continuing education requirements as established by the state's nurse practice act.

### **SUGGESTIONS FOR CLINICAL ACTIVITIES**

- Have the students review the in-service schedule for the month.
- Have the students attend one in-service education program at the institution.
- Review the mandatory in-service education programs at the institution.
- Have each student locate one CE article in a nursing journal and review the journal's requirements to obtain these CE credits.

## **LEARNING OUTCOME 4**

Identify ways the nurse can participate in research activities in practice.

### **CONCEPTS FOR LECTURE**

1. Nurses generate, publish, and apply research in practice to improve client care and enhance nursing's scientific knowledge base.

According to the ANA standards, the RN integrates research findings into practice, utilizes the best evidence available to guide practice, and actively participates in research activities according to the level of education and position of the RN. According to the ANA standards, examples of research activities in which the RN may participate include identifying clinical problems specific to research, participating in data collection, participating in a formal committee or program, sharing research activities and/or findings with peers and others, conducting research, critically analyzing and interpreting research for application to practice, and incorporating research as a basis for learning.

There has been an increased emphasis on the importance of evidence-based practice (EBP), that is, the use of some form of substantiation in making clinical decisions. This substantiation or evidence can arise from tradition, authority, experience, trial and error, logic or reason, or research.

Although the focus for all nurses is use of research findings in practice, the degree of participation in research depends on the nurse's educational level, position, experience, and practice environment.

### **POWERPOINT LECTURE SLIDES**

*(NOTE: The number on each PPT Lecture Slide directly corresponds with the Concepts for Lecture.)*

- 1 Participation in Research
  - Purpose
    - o ANA standards
    - o Evidence-based practice (EBP)
  - Degree of participation

### **SUGGESTIONS FOR CLASSROOM ACTIVITIES**

- Invite a nurse researcher to discuss the use of research findings in clinical practice.
- Have the students explore the National Institute for Nursing Research on the Internet and report on the mission, scientific goals and objectives, and examples of research contributions of NINR-supported researchers.

### **SUGGESTIONS FOR CLINICAL ACTIVITIES**

- Invite a member of the nursing research committee of the institution to discuss the role of research in the institution.

## **LEARNING OUTCOME 5**

Differentiate the quantitative approach from the qualitative approach in nursing research.

## CONCEPTS FOR LECTURE

1. The two major approaches in nursing research to investigate diverse phenomena are quantitative and qualitative research.
2. Quantitative research progresses through systematic, logical steps according to a specific plan under conditions of control with data analyzed using statistical procedures. Quantitative research is most frequently associated with a philosophical doctrine that emphasizes the rational and the scientific. It is often viewed as “hard” science and uses deductive reasoning and the measurable attributes of human experience.
3. Qualitative research is often associated with naturalistic inquiry, which explores the subjective and complex experiences of human beings. Qualitative research seeks to understand the human experience as it is lived through careful collection and analysis of materials that are narrative and subjective. Using the inductive method, data are analyzed by identifying themes and patterns to develop a theory or framework that helps explain the processes under observation.

Each type of research is appropriate for specific types of research questions.

## POWERPOINT LECTURE SLIDES

*(NOTE: The number on each PPT Lecture Slide directly corresponds with the Concepts for Lecture.)*

- 1 Types of Nursing Research
  - Quantitative
  - Qualitative
- 2 Quantitative
  - Logical steps
  - Specific plan
  - Controlled conditions
  - Statistical analysis
- 3 Qualitative
  - Naturalistic inquiry
  - Explores human experiences
  - Identifies themes and patterns

## SUGGESTIONS FOR CLASSROOM ACTIVITIES

- Have the students find one example of a quantitative and a qualitative nursing research study and write a paper comparing and contrasting the type of research question, methods, and analysis used.

## SUGGESTIONS FOR CLINICAL ACTIVITIES

- Have the students make a list of appropriate research questions that could be addressed by quantitative and qualitative research methods from their current clinical practice.

## LEARNING OUTCOME 6

Describe the nurse’s role in protecting the rights of human subjects in research.

## CONCEPTS FOR LECTURE

1. All clients must be informed and understand the consequences of consenting to participate in a research study. They must be able to assess the risks and potential benefits to either themselves or to the development of knowledge.

For years adults have been the focus of medical research; however, the American Academy of Pediatrics has identified the need to conduct pediatric research so that children can benefit from advances in medical science. Because of their vulnerability, extra precaution must be taken to ensure that children’s rights are upheld and that they are not harmed; therefore, pediatric expertise is needed on review panels.

All nurses who practice in settings where research is conducted or participate in research share a role in safeguarding the following rights: the right not to be harmed, the right to full disclosure, the right of self-determination, and the right of privacy and confidentiality.

The risk of harm is exposure to the possibility of injury going beyond everyday situations. These risks may be physical, emotional, legal, financial, or social. The right to full disclosure is the act of making clear the client's role in a research situation; deception either by withholding information or by giving false or misleading information must not occur. The right of self-determination means that participants should feel free from constraints, coercion, or any undue influence to participate in a study. Hidden inducements must be strictly avoided. The right of privacy means that anonymity of the study participant is ensured, and confidentiality means that any information a participant relates will not be made public or available to others without the participant's consent. This may require the use of pseudonyms, code numbers, and reporting only aggregate or group data in published research.

## **POWERPOINT LECTURE SLIDES**

*(NOTE: The number on each PPT Lecture Slide directly corresponds with the Concepts for Lecture.)*

- 1 Protection of Rights of Human Research Subjects
  - Safeguard the following rights:
    - o Right not to be harmed
    - o Right to full disclosure
    - o Right of self-determination
    - o Right of privacy and confidentiality

## **SUGGESTIONS FOR CLASSROOM ACTIVITIES**

- Invite a nurse researcher to discuss protection of the rights of human subjects in the studies the researcher has completed.
- Obtain copies of several consent forms used in nursing research studies, and have the students review these for inclusion of all of the rights of research subjects.

## **SUGGESTIONS FOR CLINICAL ACTIVITIES**

- Ask a member of the institutional review board to discuss the board's roles and obligations and how rights of human subjects are protected.

# **LEARNING OUTCOME 7**

Identify the steps of the research process.

## **CONCEPTS FOR LECTURE**

1. The steps in quantitative research include stating a research question or problem; defining the purpose or rationale; reviewing the literature; formulating the hypothesis and defining variables; selecting a research design to test the hypothesis; selecting the population, sample, and setting; conducting a pilot study; collecting the data; analyzing the data; and communicating conclusions or implications.
2. Steps in qualitative research differ in many ways. For example, dependent and independent variables are not used and variables are not manipulated to test a hypothesis. Because the intent of qualitative research is to thoroughly describe and explain a phenomenon, the researcher collects narrative data through interviews or observations, transcribes the data, organizes data around some type of categorization scheme, and integrates themes to present a description or theory. Some common qualitative research traditions include ethnography, phenomenology, and grounded theory.

## **POWERPOINT LECTURE SLIDES**

*(NOTE: The number on each PPT Lecture Slide directly corresponds with the Concepts for Lecture.)*

- 1 Quantitative Research Process
  - State a research question or problem

- Define the purpose or rationale
  - Review the literature
  - Formulate a hypothesis and defining variables
  - Select a research design
  - Select population, sample, and setting
  - Conduct pilot study
  - Collect the data
  - Analyze the data
  - Communicate conclusions or implications
- 2 Qualitative Research Steps
- Collect narrative data through interviews or observations
  - Transcribe the data
  - Organize data around some type of categorization scheme to present a description or theory
  - Integrate themes to present a description or theory
  - Common qualitative research traditions include:
    - o Ethnography
    - o Phenomenology
    - o Grounded theory
  - Grounded theory

### **SUGGESTIONS FOR CLASSROOM ACTIVITIES**

- Have the students find one quantitative and one qualitative study in a nursing research journal and identify the steps in the research process.

### **SUGGESTIONS FOR CLINICAL ACTIVITIES**

- Arrange for the students to attend a research conference.