Carroll University Nursing Program  
NRS 300 Critical Inquiry in Nursing Research  
Fall, 2017

**Course Number, Title, Section, Time and Location:**  
NRS 300 Critical Inquiry in Nursing Research  
Thursdays, 1200-1350; New Hall 002

**Number of Credits:** 2 credits

**Placement /prerequisites/co-requisites:** Prerequisite: Admission to the Nursing Program; NRS 100, 230, 233, 236

**Faculty:**  
Faculty Name: Jamie Hansen PhD, RN, CNE  
Office # NC08  
Telephone contact # Office (262) 650-4922 Cell: (262) 366-1540 (for emergencies)  
Faculty email address: jlhansen@carrollu.edu  
Office hours: Tuesday 10am-2pm or by appointment

**Course Description:** This course examines the concepts and the process of research. A systematic and critical inquiry into published nursing research and an understanding of its practice application (s) provide the course emphasis.

**Course Objectives:** At the end of this course the student will have demonstrated the ability to:  
1. Explain the interrelationships among theory, practice and research (Essential III.1)  
2. Demonstrate an understanding of the basic elements of the research process and models for applying evidence in clinical practice. (Essential III.2)  
3. Recognize the nurses professional responsibility in advocating for the protection of human subjects in the conduct of research (Essentials I.6; III.3)  
4. Evaluate the credibility of sources of information, including but not limited to databases and internet resources (Essential III.4)  
5. Participate in the process of retrieval, appraisal and synthesis of evidence to improve patient outcomes (Essential II.5;III.5)  
6. Understand the process for how nursing and related healthcare quality and safety measures are developed, validated and endorsed (Essential III.8)
7. Describe mechanisms to resolve identified practice discrepancies between identified standards of practice and practice that may adversely impact patient outcomes (Essential III.9)
8. Integrate evidence, clinical judgment and inter-professional perspectives in the planning of patient care (Essential III.6)
9. Understand effective strategies used in the collection, documentation and dissemination of evidence (Essential III.7)
10. Apply communication, leadership and decision making skills in the evaluation of evidence and development of best practice recommendations aimed at protecting patient safety and quality improvement within the context of the inter-professional team (Essentials I.4, II.2, III.2-6).

**Required/recommended Textbooks and necessary materials**


**The following Nursing Concepts are the focus of NRS300:**
- Evidence based nursing practice
- Ethics of research and the protection of human subjects
- Quantitative and qualitative research methodology and design
- Search, retrieval, critical appraisal, and synthesis of nursing research
- Professional writing skills using APA format
Methods of Evaluation

Any or all such measures of student learning may be administered in the classroom, computer or clinical nursing laboratory or in the clinical setting at faculty discretion. If the student is not successful in meeting the required quiz/exam mean score, there will be no consideration of any successfully completed coursework in determining final course grade and the student may earn a maximum final course grade of "C". Unsuccessful completion of course work will always be considered when determining final course grade. There will be no rounding up of quiz or exam grades. No extra credit assignment points may be used to earn back points for quizzes or exam scores. At no time will extra credit points be used in determining student achievement of required quiz/exam mean score.

Determination of final course grade: If the student meets the required 78% quiz/exam mean score, and assuming the student meets all other course requirements, the final course grade will be determined according to the percent of total points accrued for exams, quizzes, and course assignments according to the grading scale below:

Grades will be determined using the following grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>AB</td>
<td>88-92%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>C</td>
<td>72-77%</td>
</tr>
<tr>
<td>BC</td>
<td>78-82%</td>
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<tr>
<td>D</td>
<td>68-72%</td>
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<tr>
<td>F</td>
<td>67% and below</td>
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</tbody>
</table>

Note: Students must achieve a grade of BC in NRS 300 to progress in the nursing program.

Assignments:

It is the student's responsibility to follow all directions, both verbal and written, in order to successfully complete assignments. Related course documents are posted on LMS.

- NIH Office of Extramural Research: Protecting Human Research Participants (Obj. 3)
- Evidence-Based Practice Paper (Obj. 2-10)
- Article appraisals (Obj. 1, 2, 4, 5)
**Approximate Point Distribution:**

**Exams and Quizzes**

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Points Available</th>
<th>Points Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam #1</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Exam #2</td>
<td>100</td>
<td></td>
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<tr>
<td>Final #3</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Quiz #1</td>
<td>15</td>
<td></td>
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<tr>
<td>Quiz #2</td>
<td>15</td>
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<tr>
<td>Quiz #3</td>
<td>20</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>350</strong></td>
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</tbody>
</table>

All students must achieve a mean score of 78% on all exams and quizzes in order to pass the course.

**Assignments**

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Points Available</th>
<th>Points Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Assignments:</td>
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<tr>
<td>- Article analyses</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>(25 points each)</td>
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<tr>
<td>- EBP paper</td>
<td>100</td>
<td></td>
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<tr>
<td>- NIH training</td>
<td>25</td>
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<tr>
<td>- Course Point Assignments</td>
<td>50</td>
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<tr>
<td>(10 points each)</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>225</strong></td>
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</table>
Total Course Points Combined

<table>
<thead>
<tr>
<th>Evaluation Methods Combined</th>
<th>Points</th>
<th>Points Achieved</th>
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</thead>
<tbody>
<tr>
<td>Exams and Quizzes Points (60%)</td>
<td>350</td>
<td></td>
</tr>
<tr>
<td>Assignments (40%)</td>
<td>225</td>
<td></td>
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<tr>
<td>Total Points Combined (100%)</td>
<td>575</td>
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</table>

Faculty Policies:

Cell Phones: Cell phones are not to be used during class time. No cell phones, texting, typing, pagers, or headgear are allowed during class. Students may only use these devices on break. Students texting or on social networking websites during class time may be asked to leave, missing any course content being covered.

Attendance: Students are expected to attend and participate in all classes. Any more than 1 class period absences may result in the lowering of the student’s overall course grade by ½ of a grade (example B to a B/C). Students are expected to notify the instructor prior to class for any absences including illness.

Missed quizzes and exams:
1. There will be NO makeup quizzes. NO EXCEPTIONS. It is the students' responsibility to follow directions and meet due date/times which are all listed in the syllabus.
2. Permission to take a make-up examination is not automatic and is up to the discretion of the instructor. Arrangements MUST be made prior to the exam. The make-up exam will be different from the original.
3. Exams will be primarily multiple choice and based on the required readings, the lecture content, case studies, and speakers. Dates of exams are listed in the class schedule.

Late assignments:
1. Students will be held accountable for meeting all designated deadlines.
2. Students are responsible for ALL reading assignments.
3. Late assignments will have 10% point (on total possible points for the assignment) deduction per day.

Additional Policies:
1. The course has a LMS site where important materials/messages are posted. It is the responsibility of the student to check the LMS site at least 2 times per week for class information/updates.
2. A Tutor is available to you in the Library Learning Commons. Tutor hours will be posted on the course LMS site.

Unsuccessful Student Progress and Completion of Student Learning Contracts: Students who are unsuccessful at mid-term (or any other point in semester per faculty determination) will be required to collaborate with faculty to develop a student learning contract as a means to plan learning strategies that can promote and support student success. Learning activities, objectives, explicit measures and due dates will be identified and documented on the student learning contract. Students must successfully complete their learning contract in order to successfully complete the course.

Professional Conduct of the Student:
The student:
1. Attendance – Attends all required classroom, clinical, nursing program, and university activities.
2. Attentiveness – Demonstrates alertness, attentiveness, and active participation in all required classroom, clinical, nursing program and university activities.
3. Authority – Demonstrates respect for all those placed in authority.
4. Communication – Demonstrates effective communication in all written, verbal, and nonverbal communication with patients, families, professional colleagues, faculty, administrators, and peers.
5. Cooperation – Demonstrates the ability to effectively collaborate with others, giving and accepting freely the exchange of information and constructive criticism.
6. Demeanor – Demonstrates a positive, open attitude towards peers, teachers, and others during the course of study; maintains a professional and respectful manner in interpersonal relations; functions in a supportive, constructive, and responsive manner, in all situations.
7. Ethics – Conducts self in compliance with the ANA Code of Ethics.
8. Inquisitiveness – Demonstrates the spirit of inquiry.
9. Judgment – Engages in decision-making that reflects the integration of personal, professional and academic conduct.
10. Maturity – Functions as a responsible, ethical, law-abiding adult.
11. Personal Appearance – Demonstrates personal hygiene and dress that reflects the standards expected of a professional nurse.
12. Professional Role – Conducts self as a professional role model in compliance with ANA Standards of Practice and the Wisconsin State Board of Nursing Rules and Regulations.
13. Responsibility – Demonstrates accountability for knowing, following, and meeting expectations in classroom, laboratory, and clinical settings; nursing school performance is the primary commitment.
15. Timeliness – Demonstrates accountability in meeting professional and academic deadlines; arrives and is prepared to participate at the start of scheduled course, laboratory, and clinical times.
Campus Information:

Writing Assistants at Carroll University
The Carroll University Writing Center, located in the library Learning Commons is open from 10-6, Monday through Friday, and from 4-8 on Sundays. Writing assistants are available to help you through all stages of your writing assignments, from developing a thesis to citing your paper correctly. You may call (262) 524-7313 to make an appointment, or walk in during our open hours. All Writing Center services are offered free of charge to any member of the Carroll community.

Statement on Academic Integrity:
The Carroll University Academic Integrity Policy is located in your student handbook. I encourage you to familiarize yourself with it. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask.

Accommodation for Disabilities:
Students with documented disabilities who may need accommodations, or any student considering obtaining documentation, should make an appointment with Ms. Martha Bledsoe, the Carroll University disabilities coordinator, no later than the first week of class. Mrs. Bledsoe may be reached by calling 524-7335 or contacting her via e-mail – mbledsoe@carrollu.edu.

Modifications to the syllabus:
The instructor and the University reserve the right to modify, amend, or change the syllabus (schedule, course requirements, grading policy, etc.) as the curriculum and/or program require(s).
<table>
<thead>
<tr>
<th>Week or Date</th>
<th>Content</th>
<th>Student Learning Outcomes</th>
<th>Teaching/Learning Strategies</th>
<th>Preparation for Class</th>
<th>Assignments and Quizzes/Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to Nursing Research</td>
<td>1. Describe why research is important in nursing</td>
<td>• Interactive discussion</td>
<td>Read course syllabus</td>
<td>Before our first class please find your way to the discussion board on our LMS site labeled syllabus and follow the directions for a required post.</td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td>2. Describe historical trends and future directions of nursing research</td>
<td>• Small group activity</td>
<td>Read Polit and Beck Chapter 1</td>
<td>Course Point Assignment: Video Cases: Research Case 01: Introduction to Evidence-Based Practice (bring laptop we may start in class, DO NOT START BEFORE CLASS)</td>
</tr>
<tr>
<td>September 7th</td>
<td></td>
<td>3. Describe characteristics of the positivist and constructivist paradigms</td>
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<td>Course Point Assignment: NIH certificate of completion due at start of class (paper copy with name) due at start of class on September 21St</td>
</tr>
<tr>
<td>Week 2</td>
<td>Ethics in Research</td>
<td>1. Discuss historical background that led to creation of various codes of ethics</td>
<td>• Interactive discussion</td>
<td>Read Polit and Beck Chapter 5</td>
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<tr>
<td>Thursday</td>
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<td>2. Identify ethical principles articulated in the <em>Belmont Report</em> and implications for nurses</td>
<td>• Small group activity</td>
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<td>September 14th</td>
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<td>3. Identify procedures for adhering to ethical</td>
<td>• Article discussion</td>
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</table>
| Week 3 Thursday September 21<sup>st</sup> | Evidenced Based Practice Quantitative and Qualitative Research | 1. Distinguish between research utilization and EBP  
2. Identify models for implementing EBP  
3. Discuss steps in EBP process  
4. Identify components of clinical questions  
5. Distinguish terms associated with qualitative and quantitative research  
6. Distinguish between experimental and nonexperimental research  
7. Describe methodology associated qualitative and quantitative research |  
- Interactive discussion  
- Small group activity  
- Article discussion | Read Polit and Beck Chapters 2 and 3  
Quiz 1 due Sunday September 24<sup>th</sup> by 5pm  
Course Point Assignment: Interactive Modules>Module 2.03: Levels of Evidence (Must complete pre & post module quiz and the interactive module to earn all points) |

| Week 4 Thursday September 28<sup>th</sup> | Reading and Critiquing Research Articles Finding and Reviewing Research Evidence in the Literature | 1. Identify and describe components of a research journal article  
2. Describe aspects of a research critique |  
- Interactive discussion  
- Small group activity | Read Polit and Beck Chapters 4 and 7 |
<table>
<thead>
<tr>
<th>Week 5</th>
<th>Components of Research Theoretical and Conceptual Frameworks</th>
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</thead>
</table>
| October 5<sup>th</sup> | 1. Describe the process of developing a research problem  
2. Describe components of purpose and research questions in quantitative and qualitative research  
3. Distinguish characteristics of a research hypotheses  
4. Identify the major characteristics of theories, conceptual models and frameworks  
5. Describe how theory is linked to research |
|         | • Interactive discussion  
• Small group activity  
• Article discussion |
|         | Read Polit and Beck Chapters 6 and 8 |
|         | Course Point Assignment: Video Cases>Research Case 08: Coping With Cancer (Bring laptop may start in class) |

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<thead>
<tr>
<th>Week 6</th>
<th>Evidence Based Practice and Literature Reviews APA format</th>
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</thead>
</table>
| Thursday October 12<sup>th</sup> | Library Session Group 1  
Exam Review Group 2 |
| Week 7  | Evidence Based Practice and Literature Reviews APA format |
| Thursday October 19<sup>th</sup> | Library Session Group 2  
Exam Review Group 1 |
<p>| Week 8  | Exam 1 |
|         | Exam 1 covers chapters 1-8 |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Tasks</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 9</td>
<td>Thursday, November 2nd</td>
<td>Quantitative Research</td>
<td>1. Identify components of experimental, quasi experimental, nonexperimental, cross sectional and longitudinal designs&lt;br&gt;2. Describe threats to validity in quantitative studies&lt;br&gt;3. Describe sampling techniques used in quantitative studies and advantages/disadvantages of each&lt;br&gt;4. Describe data collection techniques utilized in quantitative studies</td>
<td>Interactive discussion&lt;br&gt;Small group activity&lt;br&gt;Article discussion&lt;br&gt;Read Polit and Beck Chapters 9 and 10&lt;br&gt;Course Point Assignment: Video Cases&gt;Research Case 10: Skin Care</td>
</tr>
<tr>
<td>Week 10</td>
<td>Thursday, November 9th</td>
<td>Quantitative Research</td>
<td>1. Describe characteristics of measurement and identify potential sources of measurement error&lt;br&gt;2. Describe aspects of reliability and validity and how each is assessed in research</td>
<td>Interactive discussion&lt;br&gt;Small group activity&lt;br&gt;Article discussion&lt;br&gt;Read Polit and Beck Chapters 14, and 15&lt;br&gt;Quantitative article analysis due at start of class 11/9&lt;br&gt;Paper due next week&lt;br&gt;Quiz 2 due Sunday November 12th by 5pm</td>
</tr>
<tr>
<td>Week 11</td>
<td>Qualitative Research</td>
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<tr>
<td>Thursday</td>
<td>November 16th</td>
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</tbody>
</table>

1. Describe main features of ethnographic, phenomenological and grounded theory studies
2. Describe data collection and sampling procedures utilized in qualitative research
3. Discuss procedures used to analyze data in qualitative research
4. Describe procedures used to evaluate qualitative research

- Interactive discussion
- Small group activity
- Article discussion

Read Polit and Beck Chapters 11, 12, 16 and 17

Paper due at Start of Class

Course Point Assignment: Video Cases>Research Case 17: Work-Life Balance

| Week 12 | NO CLASS
|---------|----------------
| Thanksgiving Break |

<table>
<thead>
<tr>
<th>Week 12</th>
<th>November 30th</th>
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</table>

EXAM 2
| Week 13 | Thursday December 7th | Additional Research Types | 1. Identify uses for, strategies, and designs used in mixed method studies  
2. Describe purpose of and steps in conducting a meta-analysis and systematic review | • Interactive discussion  
• Small group activity  
• Article discussion | Read Polit and Beck Chapters 13 and 19 Final Exam Review | Qualitative Article Analysis Due at start of class 12/7 QUIZ 3 due Sunday December 10th by 5pm |
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<tbody>
<tr>
<td>Final Exam Friday TBD</td>
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<td></td>
<td>FINAL EXAM CUMULATIVE</td>
</tr>
</tbody>
</table>
IRB assignment instructions:

1. Go to https://phrp.nihtraining.com/users/login.php
2. Select New to PHRB course and Registration and input your information
3. Complete the training session. There are 7 sections to complete and you must pass each quiz. Please allow ample time to complete
4. Print the certificate of completion as a PDF file. (For computers with a full version of Adobe choose Print>Printer>Adobe PDF). OR Copy and paste the certificate into a Word Document. Please print and bring to class. Your name must appear on the certificate to earn credit.
5. Save your document for future reference.
Article analysis assignment Instructions

Access the associated article worksheet under course documents on the course LMS page. Access the research article associated with analysis via classroom documents reserves on the library page. Complete the worksheet. Ensure you use complete sentences.
Evidence Based Practice Paper Instructions

The purpose of the evidence based practice assignment (EBP) is to help you:
- develop a questioning attitude
- use a scholarly approach to answer questions related to patient care.
- access and search databases for evidence-based literature
- differentiate between published research articles versus published narratives
- determine levels of research evidence
- begin to develop skills to critically appraise evidence-based literature
- develop beginning knowledge about using evidence-based literature to resolve everyday patient care issues/practices
- You will identify reliable sources of evidence reports, develop a PICO statement, research question, and complete a database search for research reports related to a patient care problem. You will write a literature review of the research related to your practice guideline.
- develop and explain your patient care question in a PICO format
- Access and search library databases four current research reports related to your PICO statement
- Describe your database search, (terms, how you identified relevant research articles, what were the inclusion and exclusion criteria you used to choose the research articles related to you PICO question)
- use the articles to complete a literature review
- in a paper you will review, evaluate, and critique the research related to your PICO statement
- discuss the level of research evidence
- appraise and report the findings of the EBP articles
- draw connections and correlation between the articles
- formulate conclusions on how the evidence can be applied to patient care
Outline for paper

-Introduction/background
-Purpose
-PICO question
-Description of database search
-Literature review/summary of evidence
-Critical analysis of literature
-Strengths and Limitations of literature
-Application of Evidence
-Feasibility
-Conclusion
-References
## EBP Paper Rubric

<table>
<thead>
<tr>
<th>Component</th>
<th>High level (90-100%)</th>
<th>Middle level (78-89%)</th>
<th>Beginning level (&lt;78%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Introduce the topic and background. Topic addresses an area of concern specific to nursing. PICO question written in proper format. Conclusion appropriately discusses how the evidence can be applied to patient care and feasibility (18-20 points)</td>
<td>Introduce the topic and background is vague. Topic addresses an area of concern partially related to nursing. PICO question on written partially correct. Conclusion partially discusses how the evidence can be applied to patient care and feasibility (15.6-17.9 points)</td>
<td>Topic and background not included. Topic addresses an area of concern unrelated to nursing practice. PICO question written incorrectly Conclusion not included or does not appropriately discuss how the evidence can be applied to patient care and feasibility (15.5 points or below)</td>
</tr>
<tr>
<td><strong>Identification</strong></td>
<td>Identify your search terms for evidence. Describe the search strategy. Discuss how potential, relevant research reports were identified. What were the inclusion and exclusion criteria? (18-20 points)</td>
<td>Discussion of search strategy is weak or unclear. (15.6-17.9 points)</td>
<td>Search terms for evidence not discussed. Search strategy not discussed. Articles found were not relevant or were not research reports. (15.5 points or below)</td>
</tr>
<tr>
<td>Literature Review 40 points</td>
<td>Introduces the articles, Describes the study, discusses the level of research evidence for each article chosen, design of the study, sample size, and outcomes/results of the study thoroughly brief appraisal of each studies’ strengths and weaknesses appropriate connections and correlations between articles discussed (36-40 points)</td>
<td>Introduces the articles, Describes the study, discusses the level of research evidence for each article chosen, design of the study, sample size, and outcomes/results of the study not included or missing discussion of many areas brief appraisal of each studies’ strengths and weaknesses not included connections and correlations between articles not discussed (31.1 points or below )</td>
<td>Introduces the articles, Describes the study, discusses the level of research evidence for each article chosen, design of the study, sample size, and outcomes/results of the study not included or missing discussion of many areas brief appraisal of each studies’ strengths and weaknesses not included connections and correlations between articles not discussed (31.2-35.9 points)</td>
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<tr>
<td>Scholarly presentation 20 points</td>
<td>Paper length 6-8 pages, (does not include title and reference page) font-Times New Roman, 12 point, appropriate margins APA format In text citations appropriate for all paraphrased and quoted material References match citations Reference page written per APA format Spelling, Grammar Submitted to turnitin.com &lt;10% similarities (18-20 points)</td>
<td>Paper length 6-8 pages, (does not include title and reference page) font-Times New Roman, 12 point, appropriate margins APA format of paper not correct. In text citations partially correct for all paraphrased and quoted material Reference page partially in correct APA format (&gt;3 errors) Minor spelling, Grammar errors (&gt; 2 in the paper) (15.6-17.9 points)</td>
<td>Paper length more than 8 pages or less than 6 pages, (does not include title and reference page) font-Times New Roman, 12 point, margins of paper incorrect APA format not correct Many errors in citations within the paper References do not match citations APA format of reference page incorrect (&gt;3 errors) Many spelling, Grammar errors (&gt;4 in paper). Not submitted to turnitin.com or &gt;10% similarities (15.5 points or below)</td>
</tr>
</tbody>
</table>

Comments:  

Total Points:   /100
Lippincott Course Point Instructions

1. If you don’t already have access to Lippincott CoursePoint for Polit and Beck: Essentials of Nursing Research, Ninth Edition, redeem your ACCESS CODE and complete registration at http://thePoint.lww.com/activate.

2. From the “My Content” page, click on Lippincott CoursePoint for Polit and Beck: Essentials of Nursing Research, Ninth Edition.

3. On the welcome screen or from “My Classes”, select “Join a Class”, enter your CLASS CODE: 2BF92355, and click “Enroll”.

If you experience any problems, check the code again and re-enter it. If it does not work, contact Lippincott Online Product Support at 1-800-468-1128 or techsupp@lww.com for assistance.