ALL INFORMATION IN THIS SYLLABUS IS SUBJECT TO THE WRITTEN POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING, STEPHEN F. AUSTIN STATE UNIVERSITY, NACOGDOCHES, TEXAS.

IN THE CASE OF COMMISSION, OMISSION, AMBIGUITY, VAGUENESS, OR CONFLICT, THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING SHALL CONTROL.

EACH STUDENT SHALL BE RESPONSIBLE FOR ACTUAL AND/OR CONSTRUCTIVE KNOWLEDGE OF THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING AND FOR COMPLIANCE THEREWITH.

EACH STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

This syllabus is provided for informational purposes only.
Faculty Contact Information
Name: Deborah Ellisor, RN, MS
Department: Nursing
Email: dellisor@sfasu.edu
Phone: (936) 468-7705 (SON Office)
Office: Online Instructor
Office Hours: Available online via D2L or SFA email

Class Meeting time and place: This is an online class and will be primarily taught online using the D2L learning system. For assistance in navigating the D2L system see: http://www.sfaonline.info/d2ltutorials

Students should access the course at least three times weekly to view announcements, assignment deadlines, and other posts.

Required Textbooks and Materials:

   https://evolve.elsevier.com/cs/product/9781455770601?role=student Textbook

2. Evolve Access Code for the online resources associated with the text to use in NUR 439 RN-BSN Transition Research

Course Description
Introduction of concepts and process of research in nursing with an emphasis on the techniques for critiquing published research studies and development of ability to use nursing and interdisciplinary research to guide nursing practice.

Unabridged Course Description
This course builds on previous, concurrent, and prerequisite courses, and clinical experiences to provide students an opportunity to develop a working knowledge of the concepts and processes of research in nursing. The course introduces techniques for critiquing published research studies. Emphasis is placed on developing the ability to discriminate, use, and disseminate nursing and interdisciplinary research to guide nursing practice in the holistic care of clients of diverse spiritual, socio-economic, and ethno-cultural backgrounds.

Number of Credit Hours
3 semester hours

Course Prerequisites
Prerequisites: RN License, MTH 220, NUR 434, NUR 435
Program Learning Outcomes
Graduates of the program will:

1. Apply knowledge of the physical, social, and behavioral sciences in the provision of nursing care based on theory and evidence-based practice.
2. Deliver nursing care within an established legal and ethical parameters in collaboration with clients and members of the interdisciplinary health care team.
3. Provide holistic nursing care to clients while respecting individual and cultural diversity.
4. Demonstrate effective leadership that fosters independent thinking, use of informatics, and collaborative communication in the management of nursing care.
5. Assume responsibility and accountability for quality improvement and delivery of safe and effective nursing care.
6. Serve as an advocate for clients and for the profession of nursing.
7. Demonstrate continuing competence, growth, and development in the profession of nursing.

Student Learning Outcomes
Students will:

1. Relate concepts and principles of the arts, sciences, humanities, and nursing as a source for the development of evidence-based practice.
2. Demonstrate responsibility and accountability using consistent behavior patterns and professional communication.
3. Explore moral, ethical, economic, and legal issues related to planning, conducting, and utilizing research for evidence-based practice.
4. Evaluate research for applicability of findings to nursing practice.
5. Identify the importance of interdisciplinary collaboration in conducting, evaluating, and utilizing research.
6. Develop an understanding of quantitative, qualitative and outcomes research methods.
7. Identify a practice issue for exploration and presentation to facilitate evidence-based practice.

Differentiated Essential Competencies (DEC’s)
The Richard and Lucille DeWitt School of Nursing prepares graduates to demonstrate the Differentiated Essential Competencies of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors (DECs). The competencies are based upon the preparation in the program of study. In nursing education, the DEC’s serve as a guideline and tool for curriculum development and revision, a tool for benchmarking and evaluation of the program, and statewide standard to ensure graduates will enter practice as safe and competent nurses. The DECs are incorporated into every course in the SON to ensure uniformity and continuity of standards. Please refer to the Texas BON website for additional information.
https://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf

Teaching Methods
Online lectures, small group discussions, assignments, chat rooms, internet searches, clinical simulation activities, interactive activities, research projects, and group assignments.
Evaluation of Course by Students
Students are encouraged to complete online evaluations of course and faculty at end of term.

Grading Policy:
See School of Nursing Policies at: http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/student-policies

It is necessary to obtain a grade of 75 or higher in the class to pass this course. A class average below 75 constitutes failure. (Nursing Policy No. 25)

In the event of course failure, the student must petition the Student Affairs Committee to repeat the course and to remain in the program. See the School of Nursing policies relating to retention and progression.

The School of Nursing Grading Policy 66 regarding rounding grades can be found at http://www.sfasu.edu/sites/default/files/2018-06/66_policy-grades.pdf

1. Rounding is confined to the final course grade.
   Grades on individual exams (including comprehensive or HESI), assignments, quizzes, and projects are recorded in the gradebook (D2L) in their original form without rounding.

2. Final course grades are rounded to the closest whole number using the 0.5 math rule and using one decimal point to the right of the whole number. If the final course grade is not a whole number, the following rounding rules apply:
   a. If the decimal attached to a whole number is 0.5 or greater, then round up to the next whole number (equal to or greater than 85.50 = 86)
   b. If the decimal attached to a whole number is less than 0.5, then round down to the previous whole number (equal to or less than 85.49 = 85).

3. The grading schedule for all Nursing Courses is as follows:
   90-100 = A
   80-89  = B
   75-79  = C
   Less than 75 = F

Course Evaluation:
Evaluation is based on achievement of the objectives. Evaluation strategies may include unit quizzes, discussion threads, written assignments, collaboration with peers on assignments, and interactive learning activities. All assignment must be submitted by due date or receive a grade of zero unless prior arrangements made with instructor. The course will be graded as follows:

   1. Discussion Questions………………..10%
   2. Clinical Application Activities………20%
   3. Midterm Exam  ……………………..25%
   4. Final Exam  ………………………25%
   5. EBP Research Collaborative Project ..20%

TOTAL……………………………………100%

All assignments (Discussions, Clinical Application Activities, and EBP Collaboration) must be submitted to pass the course.
Quizzes/Exams: Will be open book tests administered on the D2L course website. Only one attempt is permitted. Quizzes should be taken individually, not collaboratively. 
*Quizzes are meant to be secure; no printing, copying, or writing questions down for outside use is permitted*

Written Assignments: Grading criteria for course assignments will be posted on D2L. Assignments must be submitted in the drop-box by due dates (see Course Calendar) or a grade of zero will be given unless prior arrangements have been made with the instructor.

Discussion Threads: Participation in assigned discussion forums is required and will be graded according to grading criteria posted on D2L. Discussion threads contribute to interaction with faculty and peers and to applying course content. Please observe net etiquette when posting.

Net Etiquette:
Observe proper net etiquette when posting online. Remember to be respectful, relevant, brief, forgiving, and on topic. Avoid profanity, personal attacks, or offensive comments. See the following link for guidelines: [http://www.educatorstechnology.com/2014/06/15-essential-netiquette-guidelines-to.html](http://www.educatorstechnology.com/2014/06/15-essential-netiquette-guidelines-to.html)

Communication with Instructor
Instructor is available by email through SFASU or D2L. Students are expected to access email and D2L at least three times a week for announcements and assignments.
A Discussion Thread called *Ask the Instructor* is available on D2L for concerns and questions.
A Discussion Thread called *Student Forum* is available where you can share concerns/questions/information with your peers.


Module 1: Nursing Research: Introduction and Research problems. Due September 3, 2018
Chapters 1 and 5 – Discussion Board Question: Icebreaker
Clinical Activity: Mr. Rodriguez

Learning Outcomes

1. Explain the importance of nursing research in evidence-based practice.
2. Compare and contrast key concepts of quantitative and qualitative research.
3. Critique the significance of the research purpose, research question, and hypothesis in a nursing research article.
4. Discuss the role of the independent and dependent variables in nursing research.
Module 2: Literature Review Due September 10, 2018-
Chapter 6-
Clinical Activity: Literature Review/Article Critique
Learning Outcomes

1. Explain the need for a literature review in evidence-based practice and nursing research.
2. Compare a literature review in a qualitative and quantitative study.
3. Critique a literature review to identify variables for research.
4. Describe the process of conducting a literature review.

Module 3: Theoretical Frameworks for Research – Due September 17, 2018-
Chapter 7-
Discussion Board Question: Application of Theory to Clinical Practice
Learning Outcomes

1. Explain the need for a conceptual or theoretical framework to drive research.
2. Critically appraise the appropriateness of the conceptual or theoretical framework used in a research study.
3. Analyze a conceptual map of a framework for the purpose of understanding a research study design.

Module 4: Qualitative Research – Due September 24, 2018-
Chapters 3 and 9-
Clinical Activity: Qualitative Article Analysis
Learning Outcomes

1. Differentiate between qualitative and quantitative research.
2. Explain the processes involved in qualitative research studies.
3. Evaluate a qualitative research article for application to professional nursing practice.
4. Determine appropriate selection of research methodology based on a report of qualitative research.

Module 5: Quantitative Research – Due October 1, 2018-
Chapters 2 and 8- Clinical Activity: Quantitative Research Clinical Activity.
Learning Outcomes

1. Explain the key components of the quantitative research process.
2. Analyze different types of quantitative research for the purpose of utilizing in professional nursing practice.
3. Demonstrate an understanding of the management of variables and interventions used in nursing research.

Module 6: Research Samples – Due Oct 8, 2018-
Chapter 9-
Clinical Activity: Sampling
Learning Outcomes

1. Explain the meaning and give an example of sample, population, generalization, and representativeness.
2. Explore differences in random and nonrandom sampling techniques.
3. Use sampling criteria (i.e. inclusion/exclusion principles) to identify the appropriateness of a sample in a research study.
4. Evaluate sample size of a research study for impact on outcomes and generalizability.

Mid-term Exam- Modules 1-6 due October 15, 2018

Module 7: Legal Ethical Issues – Due October 15, 2018
Chapter 4
Discussion Board Question: Application of Ethics to my Practice
Learning Outcomes

1. Describe the historical basis for legal and ethical principles in nursing research.
2. Explain the functioning of the institutional review board.
3. Critically appraise a research study for benefit-risk characteristics.
4. Identify key components of informed consent.
5. Identify expectations for researcher behavior relative to research data, comportment, and personal ethics.

Module 8: Data Collection and Measurement – Due October 22, 2018
Chapter 10- Clinical Activity: Collecting Data
Learning Outcomes

1. Determine which level a given measure represents: nominal, ordinal, interval, or ratio.
2. Give examples of at least three measurement strategies used in research.
3. Identify the types of data collection used for quantitative research and for qualitative research.
4. Identify a major challenge of the data collection process and explain what the researcher can do to meet the challenge.
5. Distinguish instrument reliability from instrument validity and explain the relationship between them.

Module 9: Understanding Statistics – Due October 29, 2018
Chapter 11-
Clinical Activity: Statistics Application
Learning Outcomes
1. Describe the difference between descriptive and inferential statistics.
2. Explain the implications of a descriptive statistical analysis from an evidence-based research report or journal article.
3. Explain the implications of an inferential statistical analysis from an evidence-based research report or journal article.
4. Identify a statistic that is causational.
5. Identify a statistic that is correlational.

Module 10: Findings, Appraise, Critique, Understand – Due November 5, 2018
Chapter 12- Discussion Board Questions: Selection of a Clinical Problem

Learning Outcomes

1. Explain the use of critical appraisal in determining the usefulness of findings reported in a nursing research study.
2. Explore questions used to critique the abstract and introductions in a nursing research article.
3. Describe potential for bias and risks to validity in a nursing research study.

Module 11: Evidence-Based Practice –
Chapters 13 & 14 -Due November 12, 2018
Discussion Board Questions-Submit 5 Research Articles for Approval (EBP Research Dissemination)

Learning Outcomes

1. Explain the essential components of nursing research.
2. Compare tools and literature used in nursing research.
3. Identify key steps in the development.
4. Describe struggles encountered in producing nursing research.

Module 12: Work on Collaborative Research Project – Due November 19, 2018

Learning Outcomes

1. Explain the essential components of nursing research.
2. Compare tools and literature used in nursing research.
3. Critique research for use in practice.
4. Describe struggles encountered in producing nursing research.

EBP Collaborative Research Presentation Due November 26, 2018.

Module 13: Discussion of Evidence-Based Practice Research Projects – Due December 3, 2018
Discussion Board Question: Critiquing Collaborative Projects.
Learning Outcomes

1. Explain the key elements of developing an evidence-based practice.
2. Demonstrate the development of a clinical question.
3. Critique research for use in the development of an evidence-based practice.
4. Connect clinical decisions to nursing research.

Final Exam Due December 12, 2018
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<td>Module 10 Appraising Research</td>
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<td>Discussion Board Question: Select Clinical Problem for Collaborative Project</td>
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<td>Module 11- Using Research in Nursing Practice</td>
<td>13 &amp; 14</td>
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<td>Discussion Board Questions</td>
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Attendance Policy:
This course is online.

Academic Integrity (A-9.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at:
http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

The circumstances precipitating the request must have occurred after the last day in which a student could withdraw from a course. Students requesting a WH must be passing the course with a minimum projected grade of C.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
**Communication with Instructors**
Instructor will communicate with students about the course through the D2L online learning system. Students are required to check this site at least three times a week for announcements and posted materials and are responsible for information posted on the site. Grades will be posted electronically.

**Acceptable Student Behavior**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see Student Conduct Code [http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf](http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf)). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to withdraw and may be subject to judicial, academic or other penalties. The prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not access the course regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. Observe proper net etiquette in online classes.