Stephen F. Austin State University  
DeWitt School of Nursing  
RN-BSN RESEARCH AND APPLICATION OF EVIDENCE BASED PRACTICE  
SYLLABUS  
Course Number:  NUR 439  
Section Number:  501  
Fall 2019

Course Instructor  
Deborah Ellisor, RN, MS

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) 544-6947
Office: Online Instructor
Office Hours: Available online via BRIGHTSPACE or SFA email

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

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

Required Textbooks and Materials:

2. Student resources that accompany the textbook; they will be included with purchase of a new text.

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 ethnocultural backgrounds.

Number of Credit Hours
(3 Credit hours, online course) This online course spans 15 weeks with an additional final exam week. Students are required to complete required readings with online modules, discussion threads, written clinical application assignments, research project, and possible major exams. Students are expected to spend 9 hours per week on course content.

Course 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. Value 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, written assignments, chat rooms, internet searches, clinical application activities, interactive activities, research projects, linked learning activities, and group assignments.
Evaluation of Course by Students
Students are encouraged to complete online evaluations of course and faculty at end of term. Instructions for accessing the evaluations will be posted on BRIGHTSPACE.

Grading Policy:
See School of Nursing Policies
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 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).

BSN and RN-BSN GRADING SCALE:
90-100 = A
80-89= B
75-79= C
Less than 75= F

Retention and Progression:
See: School of Nursing Policies
RN-BSN Students must:
1. Have a weighted mean test score of 75%, or better;
2. Have an overall course grade of 75%, or better;
3. Receive a grade of PASS for the clinical portion of each course with a clinical component;
4. Receive no more than two (2) “F” days in the clinical portion of courses with a clinical component
5. Meet all course requirements as specified in course syllabi and related School policies.
   Students who fail to meet any one or more of these criteria will receive a grade of F for the course. Students who receive five (5) clinical F days will be dismissed from the SFASU School of Nursing Program.

Course Evaluation:
Evaluation is based on achievement of the objectives. Evaluation strategies may include unit quizzes, exams, discussion threads, written assignments, collaboration with peers on assignments, research projects, 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..................15%
2. Written Module Assignments.........15%
3. Unit Quizzes…………………………..15%
4. Midterm Exam .................................15%
5. Final Exam .................................15%
6. EBP Research Project .................25%
TOTAL........................................100%

Grades will be posted electronically on BRIGHTSPACE. All assignments (Discussions, Module Activities, written assignments, exams, quizzes, and Final Project) must be submitted to pass the course. If any assignment/quiz/exam is submitted late, a grade of zero may be given unless prior arrangements have been made with the instructor.

It is necessary to obtain an average of 75 in the class exam grades to pass this course. An exam average below 75 or a class average below 75 constitutes failure of NUR 439 and will result in a grade of “F” on the transcript. The exam average is computed: (Quiz Average + Midterm Exam + Final Exam) divided by 3.

Quizzes/Exams: Will be open book tests administered on the Brightspace course website. Only one attempt is permitted. Exams should be taken individually, not collaboratively. *Exams are meant to be secure; no printing, copying, or writing questions down for outside use is permitted.*

Exams must be taken during the scheduled time frame or a grade of zero will be given unless prior arrangements have been made with the instructor. See Absence from Exams Policy at School of Nursing Policies

Written Assignments: Grading criteria for course assignments will be posted on BRIGHTSPACE. 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 BRIGHTSPACE. 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 BRIGHTSPACE. Students are expected to access email and BRIGHTSPACE at least three times a week for announcements and assignments.
A Discussion Thread called *Ask the Instructor* is available on BRIGHTSPACE for concerns and questions.
A Discussion Thread called *Student Forum* is available where you can share concerns/questions/information with your peers.

Module Learning Objectives

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Learning Outcomes</th>
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</table>
| 1      | Introduction to Nursing Research | 1. Define research, evidence-based practice, and nursing research.  
2. Explore the history of nursing research.  
3. Examine the ways of acquiring knowledge.  
4. Discuss the role of the nurse in nursing research.  
5. Describe common types of research: quantitative, qualitative, mixed methods, outcomes.  
6. Compare the levels of research evidence.  |
| 2      | Introduction to Qualitative and Quantitative Research | 1. Compare the problem-solving process with nursing process and research process.  
2. Identify the steps of the quantitative and qualitative research processes.  
3. Differentiate between quantitative and qualitative research studies.  
4. Describe designs used in quantitative and qualitative research.  
5. Critically appraise quantitative and qualitative research studies.  |
| 3      | Ethics in Research The Research Problem | 1. Describe the historical development of ethical codes and regulation of medical research.  
2. Apply ethical principles to conduction of research.  
3. Describe the function of the Institutional Review Board.  
4. Identify current ethical issues in medical research.  
5. Identify research topics, problems and purposes in research studies.  
6. Differentiate between the types of hypotheses.  
7. Differentiate between the types of variables in research studies.  |
| 4 | Literature Review | 1. Describe the differences in the literature review in quantitative and qualitative research.  
2. Conduct a search of databases for research articles about an assigned research problem.  
3. Critique the literature review section of a published research study. |
| 5 | Theory and Research Frameworks | 1. Describe the elements of theory.  
2. Discuss the importance of a theoretical framework.  
3. Identify levels of theoretical thinking.  
4. Critique theoretical frameworks in research studies. |
| 6 | Quantitative Research Designs | 1. Compare nonexperimental designs with experimental designs used in quantitative studies.  
2. Discuss strength of research designs and threats to design validity.  
3. Describe elements of designs that examine causality.  
4. Describe interventions implemented in research studies.  
5. Critique the research designs used in quasi and experimental research studies.  
6. Critique quantitative research designs in assigned published research studies. |
| 7 | Populations and Sampling | 1. Describe sampling theory.  
2. Critique sampling criteria used in research studies.  
3. Contrast sampling techniques used in quantitative vs qualitative research studies.  
4. Critique published research studies for sampling criteria and methods.  
5. Describe the use of power analysis in determining sample size. |
| 8 | Measurement and Data Collection | 1. Describe concepts of levels of measurement, measurement error, reliability and validity.  
2. Identify levels of measurement in various studies. |
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<tr>
<td>3.</td>
<td>Critique reliability and validity of measurement methods in research studies.</td>
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<td>4.</td>
<td>Discuss the accuracy and precision of physiological measures.</td>
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<td>5.</td>
<td>Contrast measurement strategies used in quantitative studies.</td>
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<td>6.</td>
<td>Critique accuracy and quality of data collection in quantitative research studies.</td>
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<tr>
<td>9</td>
<td>Statistics in Research</td>
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<tr>
<td>1.</td>
<td>Describe the difference between descriptive and inferential statistics.</td>
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<tr>
<td>2.</td>
<td>Explain Type 1 and Type 2 errors.</td>
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<td>3.</td>
<td>Identify descriptive analyses used to describe samples and study variables.</td>
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<td>4.</td>
<td>Explain inferential statistical analyses used to examine relationships (e.g., Pearson product-moment correlation) and make predictions (linear regression and multiple regression analysis).</td>
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<td>5.</td>
<td>Describe results obtained from inferential statistical analyses conducted to examine differences (e.g., chi-square analysis, t-tests, etc.).</td>
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<td>6.</td>
<td>Compare the types of results obtained from quasi and experimental studies such as significant, predicted, nonsignificant, unpredicted, mixed, and unexpected results.</td>
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<td>7.</td>
<td>Describe the concept of statistical significance.</td>
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<td>8.</td>
<td>Critique statistical results and limitations and generalizability of research findings in published studies.</td>
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<td>10.</td>
<td>Critical Appraisal of Nursing Research</td>
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<tr>
<td>1.</td>
<td>Describe the steps for critically appraising a research study.</td>
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<td>2.</td>
<td>Critique a quantitative and a qualitative nursing research study.</td>
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<td>11.</td>
<td>Building an Evidence-Based Practice</td>
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<tr>
<td>1.</td>
<td>Describe the importance of an evidence-based nursing practice.</td>
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<td>2.</td>
<td>Use the PICO format.</td>
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<td>3.</td>
<td>Apply the Grove Model to implement national evidence-based guidelines.</td>
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<td>4.</td>
<td>Describe the significance of evidence-based practice centers.</td>
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12. Mixed Methods and Outcomes Research

1. Describe mixed methods designs.
2. Critique a mixed methods research study.
3. Discuss the role of outcomes research in nursing.
4. Critique an outcomes study.

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**NUR 439 Course Schedule**

Assignments highlighted in red must be submitted by due date.


<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Getting Started: Introduction to the Course</td>
<td>1. Review “Getting Started” Module</td>
<td>Sept. 2, 2019</td>
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<td>Aug. 26</td>
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<td>2. Read Syllabus and Course Schedule</td>
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<td>3. Discussion Board: Icebreaker</td>
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<td>Week 2</td>
<td>Module 1 Introduction to Nursing Research</td>
<td>1. Read Chapter 1</td>
<td>Sept. 9, 2019</td>
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<td>Sept. 2</td>
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<td>2. Review Module Activities/ Notes</td>
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<td>3. Discussion Board: Nursing Research in my Practice</td>
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<tr>
<td>Week 3</td>
<td>Module 2 Introduction to Qualitative &amp;</td>
<td>1. Read Chapters 2&amp;3</td>
<td>Sept. 16, 2019</td>
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<tr>
<td>Sept. 9</td>
<td>Quantitative Research</td>
<td>2. Review Module Activities/ Notes</td>
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<td>3. Research Article Assignment</td>
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<td>Week 4</td>
<td>Module 3 Ethics and Research Problems</td>
<td>1. Read Chapters 4&amp;5</td>
<td>Sept. 23, 2019</td>
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<td>Sept. 16</td>
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<td>2. Review Module Activities/ Notes</td>
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<td>3. Discussion Board: Ethics</td>
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<td>4. Research Problem Quiz</td>
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<td>Week 5</td>
<td>Module 4 Literature Review</td>
<td>1. Read Chapter 6</td>
<td>Sept. 30, 2019</td>
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<td>Sept. 23</td>
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<td>2. Review Module Activities/ Notes</td>
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<td>3. Lit Review Assignment</td>
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<td>Week 6</td>
<td>Module 5 Theory</td>
<td>1. Read Chapter 7</td>
<td>Oct. 7, 2019</td>
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<td>Sept. 30</td>
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<td>2. Review Module Activities/ Notes</td>
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<td>3. Discussion Board: Theory</td>
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<tr>
<td>Week 7</td>
<td>Midsemester is Oct. 16</td>
<td>Midterm Exam Modules 1-5</td>
<td>Oct. 14, 2019</td>
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<td>Oct. 7</td>
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<tr>
<td>Week 8</td>
<td>Module 6 Quantitative Designs</td>
<td>1. Read Chapter 8</td>
<td>Oct. 21, 2019</td>
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<td>Oct. 14</td>
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<td>2. Review Module Activities/Notes</td>
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<td>3. Quantitative Article Review</td>
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| Week 9  | Module 7 Populations and Sampling | 1. Read Chapter 9  
2. Review Module Activities/Notes  
3. Sampling Quiz | Oct. 28, 2019 |
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<tr>
<td>Oct. 21</td>
<td>4. Quantitative Quiz</td>
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| Week 10 | Module 8 Data Collection & Measurement | 1. Read Chapter 10  
2. Review Module Activities/Notes  
3. Data Collection Assignment | Nov. 4, 2019 |
| Oct. 28|                                  |                  |                 |
| Week 11 | Module 9 Statistics              | 1. Read Chapter 11  
2. Review Module Activities/Notes  
3. Statistics Quiz  
4. Final Project Topic Due | Nov. 11, 2019 |
| Nov. 4 |                                  |                  |                 |
| Week 12 | Module 10 Critical Appraisal of Nursing Research | 1. Read Chapter 12  
2. Review Module Activities/Notes  
3. Submit 5 Research Articles for Final Project | Nov. 18, 2019 |
| Nov. 11|                                  |                  |                 |
| Week 13 | Module 11 Building an Evidence-Based Practice and Mixed Methods and Outcomes Research | 1. Read Chapter 13 & 14  
2. Review Module Activities/Notes  
3. Work on Final Project | Nov. 25, 2019 |
| Nov. 18|                                  |                  |                 |
| Week 14 | Thanksgiving Break               | 1. Enjoy Thanksgiving Holiday!  
2. Submit Final Project by Dec 2. | Final Project Due Dec. 2, 2019 |
| Nov. 25|                                  |                  |                 |
| Week 15 | Final Projects                   | 1. Discussion Board: Final Project | Discussion Thread Closes Dec. 7, 2019 |
| Dec. 2 |                                  |                  |                 |
| Week 16 | Final Exam Week                  | Final Exam (Application of all Course Content to assigned Research Studies) | Dec. 11, 2019 |
| Dec. 9 |                                  |                  |                 |

**Attendance Policy:**
This course is online.

**Academic Integrity (University Policy 4.1)**
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 *(University Policy 5.5)*

At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

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 BRIGHTSPACE 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.