Stephen F. Austin State University
DeWitt School of Nursing
NURSING RESEARCH AND APPLICATION OF EVIDENCE BASED PRACTICE
Course Number: NUR 430
Section 001
Spring 2019

Course Instructors
Sara Bishop, PhD, RNC-OB, CNE
Susan Ballard, DNP, RN

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

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.
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Office: Room 144
Office Hours: Monday 0830 – 1030 & by appointment
Tuesday 1300 – 1500 & by appointment
Wednesday 0900 – 1100 & by appointment
Thursday 1300 – 1500 & by appointment
Friday By appointment

Name: Susan Ballard, DNP, RN
Department: Nursing
Email: ballardsr@sfasu.edu
Phone: (936) 468-7721
Office: Room 164
Office Hours: Monday 0800-1000 and by appointment
Tuesday 1300-1500 and by appointment
Wednesday 0800-1200
Thursday by appointment
Friday by appointment

Class meeting time and place: Tuesday 0900-1200. If we must vary from this schedule, it will be noted in calendar. Required class activities are noted in the calendar.

Textbooks and Materials:

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 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_ credit hours
Course Prerequisites and Co-requisites:
Pre-requisites: NUR 406, NUR 407, NUR 408
Co-requisites: NUR 431, NUR 432, NUR 433

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.

General Education Core Curriculum Objectives/Outcomes
None

Student Learning Outcomes
The student 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 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 nursing 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

Course assignments:
1. Ethical/Legal Ad Lib Presentation (group assignment) - in class
2. Research Article Dissection and Analysis (weekly group assignment) – in class
3. Evidence-Based Practice Poster Presentation (group assignment) – work time will be allotted in class but may also require outside group work

Assignments must be submitted by the posted due date. A grade of zero will be earned for late assignments unless arrangements have been made with the instructor prior to the due date. Grading criteria and due dates for assignments are posted on Brightspace (d2L). The poster assignment will be worked on over the semester – due dates for sections may also be found in the course calendar.

Quizzes:
1. Reading Quizzes (taken as individuals) (online – dates posted on d2L and in course calendar). These quizzes are timed and you may not go back after you have answered a question. All are 45 minutes except Quiz 6, which is 60 minutes.

Course Calendar: See Appendix A.

Grading Policy:
It is necessary to obtain a grade pf 75 or higher in the class to pass this course. A class average below 75 constitutes failure. (Nursing Policy No. 25; http://www.fp.sfasu.edu/nursing/studentpolicies.htm).

Quizzes are meant to be secure; no printing, copying, or writing questions down for outside use is permitted. As graduating nurses, we trust you to honor this.

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.

Policy 66 (effective June 1, 2017) for all courses:

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 (Brightspace (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

The course grade will be computed in the manner illustrated below.

- Ethical/Legal Ad Lib Presentation……………………………………….10%
- Research Article Dissection and Analysis……………………………25%
- Quizzes……………………………………………………………………25%
- Evidence-Based Practice Poster Presentation………………………..40%

Total course grade…………………………………………………………100%

Assignments and Quiz Overviews:

Ethical/Legal Ad Lib Presentation:
You will be placed in groups in class and given an ethical and/or legal research "problem". The group will discuss the issue and answer any questions associated with the issue. One person will BRIEFLY present your issue and findings to the class when called upon by the instructor. Other group members may add or clarify during your group's discussion time.

Research Article Dissection and Analysis:
Each week you will work in groups to answer questions pertaining to that week’s content as it applies to specific research articles. These articles will be available on Brightspace (d2L). You will submit a group answer sheet, which will be graded. If a group member is absent or is too late to participate fully in this work, that student will receive a 0 while the rest of the group receives the earned points. This assignment is designed to prepare you for Evidence-Based Practice Poster Assignment. There may be group work on other weeks that students will received credit for unrelated to article dissection. Job interviews are not considered an excused absence.

Evidence-Based Practice Poster Presentation:
Working in groups you will identify a clinical problem or current practice and review the literature for best practices. You will then prepare and present a poster following guidelines available in Brightspace (d2L).

Quizzes:
Quizzes will be given covering content (reading assignments and PowerPoints). The quizzes will be given electronically and will be timed. Quizzes are to be taken individually. No make-ups will be given unless participating in a university-sponsored event. This must be approved 2 weeks in advance. Absence from quizzes for non-university sponsored events will follow the university policy and the SON policy #20. Job interviews are not considered an excused absence.

Acceptable Student Behavior (University Policy)
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 the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the
learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This 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 attend class 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.

**Attendance Policy**
Students are encouraged to attend all classes as weekly group work will be done. Attendance will be taken. **Students MUST sign in on the attendance sheet to be counted present. If you do not sign in, you will be counted as absent even if you are in the classroom.** The attendance will be picked up when class begins. Students who leave before the classroom session ends will not receive credit for any work done while they are present. Make up for absences will follow university and SON policy.

**Being on Time**
Arrive 10 minutes prior to your expected time in order to sign in and be prepared to begin class. Leave plenty of time in case you encounter delays. Please tend to your personal needs prior to class or during lecture breaks. Pay close attention to the calendar – as times may vary due to room availability and your other 4th semester courses.

**Expected Classroom Behaviors**

**Instructors’ Statement:**
As instructors, we will provide a context and environment that supports your learning through mindful, intentional curriculum that guides your investigations and learning. Our expectation is that you are a self-motivated learner. By the end of the semester, you will have invested your time, energy, and resources to complete this course and we want you to be successful. We expect you to be an involved member of this learning environment.

Know what is expected of you every day – read your syllabus and check Brightspace (d2L) daily! Note all course obligations on your calendar and check your calendar daily. If you feel you are falling behind, please contact us immediately so we can develop a plan together. We welcome pertinent questions before, during, and after class as well as via Brightspace (d2L) email or discussion boards. We believe that if one student has a question, others probably have the same question but haven’t asked.

We consider texting, checking social networks, and surfing the internet during class disruptive behaviors. **Leave your cell phone off and out of sight. This class requires engagement and cell phones serve to detract from that engagement.** Additionally, phones should be not only put away, but on “silent” (NOTE: vibrate is NOT silent). If your phone is out and/or in sight, rings, or vibrates, you will be asked to put it away and you will be dismissed for the day. Using your watch to text, check social networks, or surf the internet during class is also not allowed. Put your watches/fitbits, etc. on Theater mode (or something similar) so you will not be disturbed by incoming texts, etc. Once you are asked to leave, we no longer consider you to be in class and we will not accept any
work after that point in time. If asked to leave, please do so quietly as to not disturb your classmates further.

**Mid-term and Drop Dates:** Refer to the University calendar.

**Academic Integrity and Honesty:** 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.

The University updated the definitions of, penalties for, and procedures to handle Academic Dishonesty in January 2017. This updated information can be found at [http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf](http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf)

**Withheld Grades:** ([http://www.sfasu.edu/registrar/143.asp](http://www.sfasu.edu/registrar/143.asp) Policy and Procedure Manual for Graduate students Policy #0)

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 on 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 computing 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 a C.

**Students with Disabilities:** To obtain disability related accommodations, alternate formats and/or auxiliary aides, 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 aides 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/](http://www.sfasu.edu/disabilityservices/)

**Communication with Instructors**
Instructors will communicate with students about the course through the use of Brightspace (d2L). Students are required to check this site at least three times a week (daily is recommended) for announcements and posted material and are responsible for information posted on Brightspace (d2L). Grades will be posted electronically.

**Grading Criteria and Forms for Assignments**
Forms for assignments and grading criteria for assignments will be posted online on Brightspace (d2L).

**Course Evaluations by Students**
Students will evaluate the course per SFASU School of Nursing Policy at the end of the semester.

**Online Sites:**
- Brightspace/Desire 2 Learn: [http://Brightspace (d2L).sfasu.edu](http://Brightspace (d2L).sfasu.edu)
- School of Nursing Policies: [http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/student-policies](http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/student-policies)
- Purdue Owl APA reference: [https://owl.english.purdue.edu/owl/resource/560/1/](https://owl.english.purdue.edu/owl/resource/560/1/)
- APA Blogsite (if you can’t find on OWL or in APA book): [https://blog.apastyle.org/apastyle/](https://blog.apastyle.org/apastyle/)

**Objectives and Preparation Unit 1:**

Please refer to Brightspace (d2L) Content Modules for additional links to helpful documents and websites
Module 1 (Chapters 1, 2, 16)  
Introduction to Research

**Part Objectives:**  
See Chapter Objectives in your Textbook.

**Required Preparation:**


All information and links provided in Learning Module for this Unit.

Module 2 (Chapters 3 & 5)  
Legal/Ethical and Literature Review

**Part Objectives:**  
See Chapter Objectives in your Textbook.

**Required Preparation:**


All information and links provided in Learning Module for this Unit.

Module 3 (Chapter 4 & 6)  
Questions/Problems/Design Overview

**Part Objectives:**  
See Chapter Objectives in your Textbook.

**Required Preparation:**


All information and links provided in Learning Module for this Unit.

Module 4 (Chapters 7, 8, & 9)  
Sampling/Measurement/Data Collection/Validity

**Part Objectives:**
See Chapter Objectives in your Textbook.

**Required Preparation:**


All information and links provided in Learning Module for this Unit.

**Module 5 (Chapters 10 & 11)  
Descriptive Research**

**Part Objectives:**
See Chapter Objectives in your Textbook.

**Required Preparation:**


All information and links provided in Learning Module for this Unit.

**Module 6 (Chapters 12 & 13)  
Quantitative Research**

**Part Objectives:**
See Chapter Objectives in your Textbook.

**Required Preparation:**


All information and links provided in Learning Module for this Unit.

**Module 7 (Chapters 14 & 15)  
Qualitative Research**

**Part Objectives:**
See Chapter Objectives in your Textbook.

**Required Preparation:**

All information and links provided in Learning Module for this Unit.

Appendix A: Course Calendar – Nur 430
(times that are starts other than 0900 are highlighted)
*** indicates days group work points earned
<table>
<thead>
<tr>
<th>Date</th>
<th>Unit / Chapters</th>
<th>Topic</th>
<th>Notes/Group Work/Due dates/etc.</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
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<tr>
<td>Tuesday 1/22</td>
<td></td>
<td>Welcome back to your 4th semester!</td>
<td>No research class today</td>
</tr>
<tr>
<td>Week 2</td>
<td>Syllabus (Room 115)</td>
<td>1st class day (not usually on Monday)</td>
<td>Large Group Work</td>
</tr>
<tr>
<td>Monday 1/28</td>
<td>Syllabus</td>
<td>Making Library Searches Your Friend</td>
<td>Students have been placed in groups by random computerized draw. Groups posted on Brightspace (d2L).</td>
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<tr>
<td>0800-1000</td>
<td></td>
<td>Review of Syllabus</td>
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<td></td>
<td></td>
<td>Review Brightspace (d2L)</td>
<td>Start thinking about areas of nursing you might want to explore the current evidence on so your group can make a ranked list next week.</td>
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<td></td>
<td></td>
<td>Getting Ready for NCLEX powerpoint (if time – if not, next week!)</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Module 1:</td>
<td>Introduction to Research</td>
<td>Quiz 1 (syllabus day info, Ch 1, 2 &amp; 16)</td>
</tr>
<tr>
<td>Tuesday 2/5</td>
<td>Chapter 1</td>
<td>The Importance of Research as Evidence in Nursing</td>
<td>Bring copies of assigned articles to class</td>
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<tr>
<td>0900-1130</td>
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<td>Translating Research into Practice</td>
<td>Research Article Dissection and Analysis Group Work ***</td>
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<tr>
<td>Room 101</td>
<td>Chapter 2</td>
<td>The Research Process and Ways of Knowing</td>
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<tr>
<td></td>
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<td>A little APA orientation!</td>
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<td>In depth discussion of Evidence-Based Posters</td>
<td>Group Area of Nursing Choice Day</td>
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<tr>
<td>Week 4</td>
<td>Module 2: Legal/Ethical &amp; Lit Review</td>
<td>Quiz 2 (Ch 3 &amp; 5)</td>
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<tr>
<td>Tuesday</td>
<td>Legal/Ethical Group Work Assignment (Required)</td>
<td>Bring copies of assigned articles to class</td>
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<tr>
<td>Room 101</td>
<td>Chapter 3 Ethical and Legal Considerations in Research</td>
<td><strong>Legal/Ethical Group Work</strong> Assignment (Required)</td>
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<tr>
<td></td>
<td>Chapter 5 The Successful Literature Review</td>
<td><strong>Research Article Dissection and Analysis Group Work</strong> ***</td>
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<tr>
<td></td>
<td><strong>Research Article Dissection and Analysis Group Work</strong> ***</td>
<td>The group will be given a research ethical scenario and questions to present to class.</td>
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<tr>
<td></td>
<td><strong>The group will be given a research ethical scenario and questions to present to class.</strong></td>
<td>Brainstorm in class with group and come up with a list of poster problems to discuss with faculty (as a group). Start searching for articles on topics you may want to choose!</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th>No class – HESI last minute study, sleep, eat, etc.!</th>
<th>Continue to search for articles!</th>
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</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>Good luck on your Exit HESI this afternoon!</td>
<td><strong>Begin submitting articles in Group Articles Dropbox for approval</strong></td>
</tr>
<tr>
<td>2/19</td>
<td></td>
<td><strong>Label articles by 1st author name please. Articles labeled any other way will NOT be accepted for review.</strong></td>
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<tr>
<td>Week 6</td>
<td>Tuesday 2/26</td>
<td>Module 3</td>
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<tr>
<td>Room 101</td>
<td>0900-1200</td>
<td>Chapter 4</td>
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<td></td>
<td></td>
<td>Chapter 6</td>
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<thead>
<tr>
<th>Week 7</th>
<th>Tuesday 3/5</th>
<th>Module 4</th>
<th>Sampling/Measurement/Data Collections/Validity</th>
<th>Quiz 4 (Ch. 7, 8, &amp; 9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room 101</td>
<td>0900-1200</td>
<td>Chapter 7</td>
<td>The Sampling Strategy</td>
<td>Bring copies of assigned articles to class</td>
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<tr>
<td></td>
<td></td>
<td>Chapter 8</td>
<td>Measurement and Data Collection</td>
<td>Research Article Dissection and Analysis Group Work ***</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 9</td>
<td>Enhancing the Validity of Research</td>
<td>Poster group work in remaining time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Tuesday 3/12</th>
<th>Required Poster Work Day</th>
<th>Poster Work in Groups ***</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room 101</td>
<td>0900-1200</td>
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</table>

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<thead>
<tr>
<th>Week 9</th>
<th>3/18-3/22</th>
<th>Spring Break Week!</th>
<th>Enjoy, be safe, be smart!!!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 10</td>
<td>Module 5</td>
<td>Descriptive Research</td>
<td>Quiz 5 (Ch. 10 &amp; 11)</td>
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</tr>
<tr>
<td>Tuesday</td>
<td>Chapter 10</td>
<td>Descriptive Research Questions and Procedures</td>
<td>Bring copies of assigned articles to class</td>
</tr>
<tr>
<td>Room 101</td>
<td>Chapter 11</td>
<td>Summarizing and Reporting Descriptive Data</td>
<td>Research Article Dissection and Analysis Group Work ***</td>
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<td></td>
<td>Poster group work in remaining time</td>
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<td>All articles for poster should be submitted in Group Articles Dropbox for approval by 2359 today.</td>
</tr>
<tr>
<td>Week 11</td>
<td>Module 6</td>
<td>Quantitative Research</td>
<td>Quiz 6 (Ch. 12 &amp; 13)</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Chapter 12</td>
<td>Quantitative Questions and Procedures</td>
<td>Bring copies of assigned articles to class</td>
</tr>
<tr>
<td>Room 101</td>
<td>Chapter 13</td>
<td>Analysis and Reporting of Quantitative Data</td>
<td>Research Article Dissection and Analysis Group Work ***</td>
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<td></td>
<td>Poster group work in remaining time</td>
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<td>Preliminary APA formatted article list must be submitted in “Preliminary APA List Dropbox” by 2359 today (4/2)</td>
</tr>
<tr>
<td>Week 12</td>
<td>Module 7</td>
<td>Qualitative Research</td>
<td>Quiz 7 (Ch. 14 &amp; 15)</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Chapter 14</td>
<td>Qualitative Research Questions and Procedures</td>
<td>Bring copies of assigned articles to class</td>
</tr>
<tr>
<td>Room 101</td>
<td>Chapter 15</td>
<td>Analyzing and Reporting Qualitative Results</td>
<td>Research Article Dissection and Analysis Group Work ***</td>
</tr>
<tr>
<td>Week 13</td>
<td>Optional Poster Work Day</td>
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<tr>
<td>Tuesday</td>
<td>4/16</td>
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<tr>
<td>Room 101</td>
<td>0800-1100</td>
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**NOTE** that your final APA list and your completed poster are due by 2350 tomorrow (Wednesday, 4/17 at 2359).

Final APA formatted article list must be submitted in “Final APA List Dropbox” by Wednesday (4/17) at 2359.

Electronic copy of completed poster due Wednesday (4/17) at 2359 in Electronic EBP poster dropbox.

<table>
<thead>
<tr>
<th>Week 14</th>
<th>Poster Print Week (if not already done).</th>
</tr>
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<tbody>
<tr>
<td>Tuesday</td>
<td>4/23</td>
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<table>
<thead>
<tr>
<th>Week 15</th>
<th>Translating Research Into Practice: Evidence-Based Poster Presentation Day</th>
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<tbody>
<tr>
<td>Tuesday</td>
<td>4/30</td>
</tr>
<tr>
<td>Room 101</td>
<td>0900-1100</td>
</tr>
</tbody>
</table>

Final Project – Poster Display & Discussion

Peer evals due at time of presentation.

Everyone is expected to have a “shift” with the poster.

<table>
<thead>
<tr>
<th>Week 16</th>
<th>You are finished! Rock the 431 and 432 HESIs!</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/6-5/10</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 17</th>
<th>No Final in this class!!! Set a HESI Exit 2 record!</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/13-5/17</td>
<td></td>
</tr>
</tbody>
</table>

See you at Pinning on the 17th and Graduation on the 18th!