Stephen F. Austin State University
DeWitt School of Nursing
NURSING RESEARCH AND APPLICATION OF EVIDENCE BASED PRACTICE
Course Number: NURS 4330
Section 001
Fall 2021

Course Instructors
Katy Trotty, MSN, RN, IBCLC, CNE
Allison Younger, MSN, RN, CNE

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.
Faculty Contact Information
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Office Hours: Monday: 8:30-12:00; 1:00-3:30
Thursday: 8:30-10:30
Other times, call for an appointment.

Name: Allison Younger, MSN, RN, CNE
Department: Nursing
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Phone: (936) 468-7747
Office: Room 158
Office Hours: Monday: 10:00-12:00
Wednesday: 10:00-3:00
Thursday: 1:00-3:00
Other times, call for an appointment.

Technology Requirements for All Students
All students are required to have access to a laptop or desktop computer for academic and testing purposes. Please carefully review technology requirements on the SFA Nursing Website: http://www.sfasu.edu/docs/nursing/technology-requirements.pdf

Class meeting time and place
See Course Calendar for time and location.

Textbooks and Materials:

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 semester hours
Credit Hour Statement
(3 credits) This course typically meets once a week in 3-hour segment for 15 weeks and an additional final week. Students have significant weekly reading assignments, have weekly quizzes, and other evidence-based research assignments. These activities average a minimum 9 hours of work each week to prepare outside of classroom hours.

Course Prerequisites and Co-requisites:
Prerequisites: NURS 4407/4007, NURS 4606/4006, NURS 4208/4008
Co-requisites: NURS 4331/4031, NURS 4432/4032, NURS 4233

End-of-Program Student 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 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. Assure 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.

General Education Core Curriculum Objectives/Outcomes
None

Course 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 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 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 REQUIREMENTS

Grading Policy
EVALUATION and GRADING CRITERIA
It is necessary to obtain a weighted mean of 75 in the class to pass this course. A class average below 75 constitutes failure and will result in a grade of “F” on the transcript.

Policy 1.7 (effective May 2019) 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) 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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Article Dissection and Analysis</td>
<td>25%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Journal Article Summary</td>
<td>20%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>10%</td>
</tr>
<tr>
<td>EBP Poster Presentations</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
COURSE ASSIGNMENTS
All assignments must be submitted by the posted due dates. 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.

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. You will submit the assignment as a group before the end of the class period. If you have an excused absence cleared by an instructor, you will be able to submit the week’s assignment individually. Students who do not attend class and have an unexcused absence will receive a zero for that week’s article dissection and analysis. The lowest attempt will be dropped at the end of the semester.

Quizzes
In-class quizzes will be given covering weekly content assignments. The quizzes will be timed and taken individually. Quizzes are meant to be secure; no printing, copying, or writing questions down for outside use is permitted. No make-ups will be given unless it is an excused absence cleared by an instructor. Students who do not attend class and have an unexcused absence will receive a zero for that week’s quiz. The lowest attempt will be dropped at the end of the semester.

Journal Article Summary
Students will find one article from a reputable source that is relevant to their desired area of practice. Students will write a 1-2 page double-spaced overview of the article, summarizing the findings and discussing the implications for nursing practice. See detailed instructions and associated grading rubric in Brightspace.

Annotated Bibliography
Each group will submit an annotated bibliography using the articles chosen for the Evidence Based Practice Poster Presentation. See detailed instructions and associated grading rubric in Brightspace.

Evidence-Based Practice Poster Presentation
Each group will choose a topic for a poster presentation. The topic should be current and relevant to today’s nursing practice. Groups will search and review the literature and find evidence-based research pertaining to their chosen topic. Using the research, groups will then prepare and present a poster following guidelines available in Brightspace.

COURSE EXPECTATIONS
Classroom attendance
Refer to SON Policies. Students are adult learners. Therefore, it is up to the student to make the decision to attend class or not. However, a significant portion of the course grade is made up of in-class activities. Missed work from unexcused absences cannot be made up. Students are responsible for all materials assigned and/or presented in each class, any information presented by your classmates, and all announcements (verbal and email/Brightspace). Active and informed participation in classroom discussion is expected. Talking among students during lecture will not be tolerated as it is disruptive to other students trying to learn. The door will remain locked during class to promote safety. You are encouraged to arrive to class on time. Content will be delivered in a
variety of methods, including lecture and active learning activities. Course instructors reserve the right to change the delivery method at any time during the semester. Please check Brightspace regularly for course updates.

**Technology Etiquette**
Please silence all devices prior to the beginning of class. It is expected that technology during class time will be used for educational purposes only. Please be mindful of your classmates and careful not to create a distraction with your technology use.

**Evaluations**
At the end of the semester (see calendar for dates), please complete the Student Evaluation of Course and course instructors. See Brightspace for instructions on accessing evaluations. Your feedback is very valuable to us and for quality improvement.

**Brightspace**
Students must have the required computer access and programs to support use of the SFASU learning management system, Brightspace.

Logging in: To access Brightspace, visit the following URL, and log in using your mySFA username and password
[http://d2l.sfasu.edu](http://d2l.sfasu.edu)

*What are the technical requirements to use the system?*

You can use any web browser you wish, but Google Chrome or Mozilla Firefox are recommended. Internet Explorer will no longer be supported.

*How do I get technical help?*

Help for students is available online through [http://www.sfasu.edu/sfaonline/](http://www.sfasu.edu/sfaonline/) just look for the tab called “Tech Support & Resources.” Students can also get help by phone by calling 468-1919 or by emailing [d2l@sfasu.edu](mailto:d2l@sfasu.edu)

**Academic Integrity**
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

Self-Plagiarism
As a student, self-plagiarism is the presentation of your own previously completed work as an original and is considered unethical (APA, 2021). In specific circumstances, students may wish to duplicate their written work; however, appropriate notation of previous work is required. Normally, if one is repeating a course in the nursing program and the student previously successfully completed the assignment, but is required to complete the assignment again as part of the course work, the vast majority of the assignment should constitute new work of the student. If the student needs to add a small segment of the work into any assignment, it should be noted in the new document. For example, "As discussed in the Spring 2021 assignment XYZ, COVID-19 vaccinations are essential for promoting public health (Name, 2021)." This clearly identifies the student's intent to point the reader to the previous document.

Reference:

Withheld 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.

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 Disability Services, Human Services Building, Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, Disability Services 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/.

DeWitt School of Nursing Policies
To access the SON’s student policies, follow this link: http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/student-policies
Mental Health Statement
SFASU values students' mental health and the role it plays in academic and overall student success. SFASU provides a variety of resources to support student's mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741
Unit 1: An Introduction to Research

Required Readings
Chapters 1 & 2

Unit Objectives
1. Define important terms related to nursing research and evidence-based practice.
2. Discuss how research is used in nursing practice.
3. Appraise the credibility of research, including the journal, authors, and publication process.
4. Contrast the characteristics of quantitative and qualitative research.
5. Describe the steps involved in the research process.

Unit 2: APA Overview

Required Readings
None

Unit Objectives
1. Identify the purpose of APA style writing in scholarly work and research.
2. Examine key elements of APA style.
3. Develop a foundation for writing research in accordance to APA guidelines.

Unit 3: Ethical and Legal Considerations in Research

Required Readings
Chapter 3

Unit Objectives
1. Describe ethical principles that apply to conducting research with human subjects.
2. Describe responsibilities of an ethical nurse researcher.
3. Identify characteristics of vulnerable populations.
4. Discuss the role, scope, and review process of the Institutional Review Board.

Unit 4: Finding Problems & Writing Research Questions

Required Readings
Chapter 4

Unit Objectives
1. Discuss the strategies for identifying evidence-based practice problems.
2. Describe the process for translating a practice problem into a researchable question.
3. Develop articulate problem statements and purpose statements.
4. Perform a critical analysis of the question, problem statement, and purpose statement from a research article.

Unit 5: Literature Review

Required Readings
Chapter 5
Unit Objectives
1. Discuss the purpose of a thorough review of literature.
2. Identify key elements of scholarly research.
3. Compare types of research, including ones that comprise the “evidence pyramid.”
4. Assess factors influencing the quality of research studies.
5. Describe the integration of research into evidence-based practice.
6. Discuss the importance of and methods for intentional planning of search strategies.
7. Appraise the literature review of current research articles.

Unit 6: Research Designs

Required Readings
Chapter 6

Unit Objectives
1. Discuss how the research question aligns to the research design.
2. Differentiate between quantitative, qualitative, and mixed methods research designs.
3. Identify the four categories of research questions.
4. Review types of designs used in each category of research question.
5. Discuss link between methodology and validity in research.
6. Appraise the design and methodology of current nursing literature.

Unit 7: Sampling

Required Readings
Chapter 7

Unit Objectives
1. Discuss the rationale for sampling from a defined population.
2. Compare various sampling procedures.
3. Discuss methods to avoid sampling bias.
4. Appraise how sampling methods affect research as evidence.
5. Analyze sampling techniques used in published literature.

Unit 8: Measurement and Data Collection

Required Readings
Chapter 8

Unit Objectives
1. Identify processes for measurement and data collection.
2. Understand the link between research questions, variables, and measurement strategies.
3. Compare various data collection methods.
4. Describe the types of reliability and validity and explain how they are assessed.
5. Determine how the data collection strategy impacts the quality of the study and application of the findings to practice.

Unit 9: Descriptive Research
Unit Objectives

1. Analyze various types of descriptive research.
2. Discuss strengths and limitations of each descriptive design.
3. Describe the purposes of descriptive research.
4. Identify key elements used in evaluation of descriptive designs.
5. Discuss how descriptive research is used in evidence-based nursing practice.
6. Critically appraise descriptive research.

Unit 10: Qualitative Research

Required Readings
Chapters 14 & 15

Unit Objectives

1. Analyze various types of qualitative research.
2. Discuss key elements pertaining to qualitative research.
3. Critically appraise qualitative research.
4. Discuss the role of qualitative research in evidence-based nursing practice.

Unit 11: Quantitative Research

Required Readings
Chapters 12 & 13

Unit Objectives

1. Examine quantitative research designs and methods.
2. Appraise a quantitative study for strengths and weaknesses.
3. Discuss basic concepts of inferential statistics.
4. Differentiate statistical significance from clinical significance.
5. Evaluate the statistical section of a research report to determine its value as evidence for practice.

Unit 12: Translating Research Into Practice

Required Readings
Chapter 16

Unit Objectives

1. Discuss the relationship between nursing research and nursing practice.
2. Identify areas where research could be used to solve practice problems.
3. Communicate research findings to the broader professional community.
4. Explain strategies for implementing research as an entry-level registered nurse.
### Appendix A: Course Calendar

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Unit/Topic</th>
<th>Required Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, August 31 1300-1600</td>
<td>Course Introduction &amp; Unit 1: An Introduction to Research</td>
<td>Chapters 1 &amp; 2</td>
<td>In-class: Unit 1 Research Article Dissection and Analysis</td>
</tr>
<tr>
<td>Tuesday, September 7 1300-1600</td>
<td>Unit 2: APA Overview</td>
<td></td>
<td>In-class: Unit 2 Quiz &amp; Research Article Dissection and Analysis</td>
</tr>
<tr>
<td>Tuesday, September 14 1300-1600</td>
<td>Unit 3: Ethical &amp; Legal Considerations in Research</td>
<td>Chapter 3</td>
<td>In-class: Unit 3 Quiz &amp; Research Article Dissection and Analysis</td>
</tr>
<tr>
<td>Tuesday, September 21 1300-1600</td>
<td>Unit 4: Finding Problems &amp; Writing Questions/ Poster Presentation Overview</td>
<td>Chapter 4</td>
<td>In-class: Unit 4 Quiz &amp; Research Article Dissection and Analysis</td>
</tr>
<tr>
<td>Tuesday, September 28 1300-1600</td>
<td>Unit 5: Literature Review</td>
<td>Chapter 5</td>
<td>In-class: Unit 5 Quiz &amp; Research Article Dissection and Analysis, Journal Article Summary due to Brightspace Dropbox by 2359</td>
</tr>
<tr>
<td>Tuesday, October 5 1300-1600</td>
<td>Unit 6: Research Designs</td>
<td>Chapter 6</td>
<td>In-class: Unit 6 Quiz &amp; Research Article Dissection and Analysis</td>
</tr>
<tr>
<td>Tuesday, October 12 1300-1600</td>
<td>Unit 7: Sampling</td>
<td>Chapter 7</td>
<td>In-class: Unit 7 Quiz &amp; Research Article Dissection and Analysis</td>
</tr>
<tr>
<td>Tuesday, October 19 1300-1600</td>
<td>Unit 8: Measurement &amp; Data Collection</td>
<td>Chapter 8</td>
<td>In-class: Unit 8 Quiz &amp; Research Article Dissection and Analysis</td>
</tr>
<tr>
<td>Tuesday, October 26 1300-1600</td>
<td>Unit 9: Descriptive Research</td>
<td>Chapters 10 &amp; 11</td>
<td>In-class: Unit 9 Quiz &amp; Research Article Dissection and Analysis</td>
</tr>
<tr>
<td>Tuesday, November 2 1300-1600</td>
<td>Unit 10: Qualitative Research</td>
<td>Chapters 14 &amp; 15</td>
<td>In-class: Unit 10 Quiz &amp; Research Article Dissection and Analysis</td>
</tr>
<tr>
<td>Tuesday, November 9 1300-1600</td>
<td>Unit 11: Quantitative Research</td>
<td>Chapters 12 &amp; 13</td>
<td>In-class: Unit 11 Quiz &amp; Research Article Dissection and Analysis</td>
</tr>
<tr>
<td>Tuesday, November 16 1300-1600</td>
<td>Unit 12: Translating Research Into Practice</td>
<td>Chapter 16</td>
<td>In-class: Unit 12 Quiz Annotated Bibliography due to Brightspace Dropbox at 2359</td>
</tr>
<tr>
<td>Tuesday, November 23</td>
<td>Thanksgiving Break</td>
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<tr>
<td>Tuesday, November 30 1300-1600</td>
<td></td>
<td></td>
<td>Poster Presentations</td>
</tr>
<tr>
<td>Tuesday, December 7</td>
<td></td>
<td></td>
<td>No research final. Congratulations!</td>
</tr>
</tbody>
</table>