Stephen F. Austin State University
DeWitt School of Nursing
RN-BSN RESEARCH AND APPLICATION OF EVIDENCE BASED PRACTICE
SYLLABUS
Course Number: NUR 4339
Section Number: 502
Fall 2021

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:
Student Support Resources

Students should access the course at least three times weekly to view announcements, assignment deadlines, and other posts. This course is taught during a mini-mester condensed format; each week is packed with content and passes quickly. Refer to your course calendar and instructor announcements frequently to avoid missing deadlines.

Required Textbooks and Materials:

   ISBN: 978-0-323-53205-1

2. Student resources that accompany the textbook; access code is included with purchase of a new text.

Credit Hour Justification
(3 Credits, Online Course). 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. This online course spans 8 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 18 hours per week on course content.

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 Credit hours, Online Course)

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, quizzes, 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 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.
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 (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

Retention and Progression
See School of Nursing Policy
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………………..20%
2. Written Assignments………………..20%
3. Unit Quizzes……………………..20%
4. Final Exam .............................20%
5. EBP Research Project ……………..20%

TOTAL……………………………………100%

Grades will be posted electronically on BRIGHTSPACE. All assignments (Discussions, written assignments, exams, quizzes, and EBP Research Project) must be submitted to pass the course.

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 4339 and will result in a grade of “F” on the transcript. The exam average is computed: (Quiz Average + Final Exam) divided by 2.

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.

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. Instructor is available by cell phone at (936)544-6947; please use discretion when calling.
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.
Grades will be posted electronically on BRIGHTSPACE.

Module Learning Objectives

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<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Learning Outcomes</th>
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| 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.  
<p>|        |                                            | 4. Describe designs used in quantitative and qualitative research. |
| 3   | Ethics in Research | 1. Describe the historical development of ethical codes and regulation of medical research. |
|     | The Research Problem | 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. |
|     |                      | 8. Critically appraise conceptual and operational definitions of variables. |
|     |                      | 9. Critique the feasibility of 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. |</p>
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<th>6.</th>
<th>Critique quantitative research designs in assigned published research studies.</th>
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<tbody>
<tr>
<td>7</td>
<td>Populations and Sampling</td>
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<tr>
<td>1.</td>
<td>Describe sampling theory.</td>
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<tr>
<td>2.</td>
<td>Critique sampling criteria used in research studies.</td>
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<tr>
<td>3.</td>
<td>Contrast sampling techniques used in quantitative vs qualitative research studies.</td>
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<td>4.</td>
<td>Critique published research studies for sampling criteria and methods.</td>
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<td>5.</td>
<td>Describe the use of power analysis in determining sample size.</td>
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<td>8</td>
<td>Measurement and Data Collection</td>
</tr>
<tr>
<td>1.</td>
<td>Describe concepts of levels of measurement, measurement error, reliability and validity.</td>
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<td>2.</td>
<td>Identify levels of measurement in various studies.</td>
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<tr>
<td>3.</td>
<td>Critique reliability and validity of measurement methods in research studies.</td>
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<tr>
<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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<tr>
<td>6.</td>
<td>Critique accuracy and quality of data collection in quantitative research studies.</td>
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<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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<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 (eg 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 analyzes conducted to examine differences (eg 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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| 10. | Critical Appraisal of Nursing Research | 1. Describe the steps for critically appraising a research study.  
2. Critique a quantitative and a qualitative nursing research study. |
| 11. | Building an Evidence-Based Practice | 1. Describe the importance of an evidence-based nursing practice.  
2. Use the PICO format.  
3. Apply the Grove Model to implement national evidence-based guidelines.  
4. Describe the significance of evidence-based practice centers. |
2. Critique a mixed methods research study.  
3. Discuss the role of outcomes research in nursing.  
4. Critique an outcomes study. |
### NUR 4339 Course Schedule


<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
<th>Due Date at 11:30 pm Central Time</th>
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</table>
| Week 1     | Getting Started and Modules 1&2            | 1. Read Chapter 1  
2. Review “Getting Started Module  
3. Review Module 1 Activities/Notes  
4. Discussion Board: Icebreaker | Aug. 30, 2021                      |
| Aug. 23-30 | Module 1 Introduction to Nursing Research  | 1. Read Chapters 2&3  
2. Review Module Activities/Notes  
3. Research Article Assignment |                                |
| Week 2     | Modules 3&4                                | 1. Read Chapters 4&5  
2. Review Module Activities/Notes  
3. Discussion Board: Ethics  
4. Research Problem Quiz | Sept. 6, 2021                      |
| Aug. 30-Sept. 6 | Module 3 Ethics and Research Problem | 1. Read Chapter 6  
2. Review Module Activities/Notes  
3. Lit Review Assignment |                                |
| Week 3     | Modules 5&6                                | 1. Read Chapter 7  
2. Review Module Activities/Notes  
3. Discussion Board: Theory | Sept. 13, 2021                     |
| Sept. 6-13 | Module 6 Quantitative Designs              | 1. Read Chapter 8  
2. Review Module Activities/Notes  
3. Quantitative Article Review |                                |
| Week 4     | Modules 7 Populations and Sampling         | 1. Read Chapter 9  
2. Review Module Activities/Notes  
3. Sampling Quiz | Sept. 20, 2021                     |
| Week 5 Modules 9&10 | Sept. 13-20 | **Module 8** Data Collection and Measurement | 1. **Read Chapter 10**  
2. **2. Review Module Activities/Notes**  
3. **Data Collection Quiz**  
4. **Submit Final Project Topic** |  |
|---------------------|------------|---------------------------------------------|-------------------------------------------------|------|
| **Week 6 Modules 11&12** | Sept. 20-27 | **Module 9** Statistics in Research | 1. **Read Chapter 11**  
2. **Review Module Activities/Notes**  
3. **Statistics Quiz** | **Sept. 27, 2021** |
| **Week 7 Final Exam** | Oct. 4-8 | **Module 10** Critical Appraisal of Nursing Research | 1. **Read Chapter 12**  
2. **Review Module Activities/Notes**  
3. **Submit Final Project Articles** | **Oct. 4, 2021** |
| **Week 8** | | **Module 11** Building an Evidence Based Practice | 1. **Read Chapter 13**  
2. **Review Module Activities/Notes** | **Oct. 8, 2021** |
| | | **Module 12** Mixed Methods and Outcomes Research | 1. **Read Chapter 14**  
2. **Review Module Activities/Notes**  
3. **Complete and submit Final Project** | |
Attendance Policy:
This course is online.

Academic Integrity (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
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process. Definition of Academic Dishonesty Academic dishonesty includes both cheating and plagiarism.

Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help other student(s) in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Please read the complete policy at:
Academic Dishonesty 4.1

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.

References

Withheld Grades Course Grades 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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation(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/.

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). 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.