Stephen F. Austin State University
DeWitt School of Nursing
NURSING RESEARCH AND APPLICATION OF EVIDENCE BASED PRACTICE
Course Number: NURS 4330
Section 001
Fall 2023

Course Instructors
Katy Trotty, Ed.D., MSN, RN, IBCLC, CNE
Allison Younger, Ed.D., MSN, RN, CNE

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. THE STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS. This syllabus is provided for information purposes only.
Faculty Contact Information

Name: Dr. Katy Trotty, Ed.D., MSN, RN, IBCLC, CNE
Department: Nursing
Email: trottyka@sfasu.edu
Phone: (936) 468-7742
Office: Room 144
Office Hours: Monday 1300-1500
Thursday 0800-1100
Other times by appointment

Name: Dr. Allison Younger, Ed.D., MSN, RN, CNE
Department: Nursing
Email: youngeram@sfasu.edu
Phone: (936) 468-7747
Office: Room 158
Office Hours: Monday 0900-1200
Tuesday by appointment
Wednesday by appointment
Thursday 0900-1100
Friday by appointment

Class meeting time and place
See Course Calendar for time, location, and course assignments.

Required Textbooks and Materials:

Technology Requirements
All students are required to have access to a laptop or desktop computer for academic and testing purposes. Please find the complete list of technology requirements here:
https://www.sfasu.edu/docs/nursing/technology-requirements.pdf

For questions regarding laptop hardware or software, please contact The SFA Help Desk at https://help.sfasu.edu/TDClient/2027/Portal/Home/ or 936-468-HELP.

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 (DECs)
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 DECs 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

Unit Objectives

Unit 1: An Introduction to Research

Required Readings
Chapters 1 & 2

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

Unit 2: APA Overview

Required Readings
None

Unit Objectives
Identify the purpose of APA style writing in scholarly work and research.
Examine key elements of APA style.
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
Describe ethical principles that apply to conducting research with human subjects.
Describe responsibilities of an ethical nurse researcher.
Identify characteristics of vulnerable populations.
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
Discuss the strategies for identifying evidence-based practice problems.
Describe the process for translating a practice problem into a researchable question.
Develop articulate problem statements and purpose statements.
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
Discuss the purpose of a thorough review of literature.
Identify key elements of scholarly research.
Compare types of research, including ones that comprise the “evidence pyramid.”
Assess factors influencing the quality of research studies.
Describe the integration of research into evidence-based practice.
Discuss the importance of and methods for intentional planning of search strategies.
Appraise the literature review of current research articles.

Unit 6: Research Designs

Required Readings
Chapter 6

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

Unit 7: Sampling

Required Readings
Chapter 7

Unit Objectives
Discuss the rationale for sampling from a defined population.
Compare various sampling procedures.
Discuss methods to avoid sampling bias.
Appraise how sampling methods affect research as evidence.
Analyze sampling techniques used in published literature.
Unit 8: Measurement and Data Collection

Required Readings
Chapter 8

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

Unit 9: Descriptive Research

Required Readings
Chapters 10 & 11

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

Unit 10: Qualitative Research

Required Readings
Chapters 14 & 15

Unit Objectives
- Analyze various types of qualitative research.
- Discuss key elements pertaining to qualitative research.
- Critically appraise qualitative research.
- Discuss the role of qualitative research in evidence-based nursing practice.

Unit 11: Quantitative Research

Required Readings
Chapters 12 & 13

Unit Objectives
- Examine quantitative research designs and methods.
- Appraise a quantitative study for strengths and weaknesses.
- Discuss basic concepts of inferential statistics.
- Differentiate statistical significance from clinical significance.
- 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
Discuss the relationship between nursing research and nursing practice.
Identify areas where research could be used to solve practice problems.
Communicate research findings to the broader professional community.
Explain strategies for implementing research as an entry-level registered nurse.

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:
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

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.

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, we recommend that students attend class regularly. 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).
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. Students are expected to abide by the SFASU Student Code of Conduct (https://www.sfasu.edu/docs/policies/10.4.pdf). The door will remain locked during class to promote safety. You are encouraged to arrive to class on time. 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. Content will be delivered in a variety of methods, including face-to-face lecture, pre-recorded lecture, synchronous zoom sessions, and face-to-face active learning activities. Please check Brightspace regularly for course updates. 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.

Academic Integrity
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.
Artificial Intelligence
Students are prohibited from using any artificial intelligence program (i.e. Chat GPT) except for Grammarly for assignments in this course.

Evaluations
At the end of the semester, please complete the Student Evaluation of Course, Course Instructors, and SFA Clinical Instructors. You should also complete evaluations of clinical sites and/or preceptors after you finish those experiences. Please follow instructions from emails received regarding evaluations. Your feedback is very valuable to us and for quality improvement.

Brightspace
Students must have the required computer access and programs to support the on-line course through SFASU Brightspace.

Logging in: To access Brightspace, visit the following URL, and log in using your mySFA username and password
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/ 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

Withheld Grades Semester Grades Policy (5.5)
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 coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

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 promptly 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

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• Crisis Text Line: Text HELLO to 741-741
## Appendix A: Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Room #</th>
<th>Unit/Topic</th>
<th>Required Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29</td>
<td>1030-1330</td>
<td>115</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>9/5</td>
<td>1030-1330</td>
<td>115</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>9/12</td>
<td>1030-1330</td>
<td>101</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>9/19</td>
<td>0800-1100</td>
<td>107</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>9/26</td>
<td>1030-1330</td>
<td>115</td>
<td>Unit 5: Literature Review,</td>
<td>Chapters 5 &amp; 6</td>
<td>In-class: Unit 5 Quiz &amp; Research Article Dissection and Analysis</td>
</tr>
<tr>
<td>10/3</td>
<td>1030-1330</td>
<td>115</td>
<td>Unit 6: Research Designs</td>
<td></td>
<td>Unit 6 Quiz &amp; Research Article Dissection and Analysis</td>
</tr>
<tr>
<td>10/10</td>
<td>0800-1100</td>
<td>101</td>
<td>Unit 7: Sampling</td>
<td>Chapters 7 &amp; 8</td>
<td>In-class: Unit 7 Quiz &amp; Research Article Dissection and Analysis</td>
</tr>
<tr>
<td>10/17</td>
<td>1030-1330</td>
<td>115</td>
<td>Unit 8: Measurement &amp; Data Collection</td>
<td></td>
<td>Unit 8 Quiz &amp; Research Article Dissection and Analysis</td>
</tr>
<tr>
<td>10/24</td>
<td>1030-1330</td>
<td>115</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>10/31</td>
<td>0800-1100</td>
<td>107</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>11/7</td>
<td>1030-1330</td>
<td>101</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>11/14</td>
<td>1030-1330</td>
<td>115</td>
<td>Unit 12: Translating Research Into Practice</td>
<td>Chapter 16</td>
<td>In-class: Unit 12 Quiz</td>
</tr>
<tr>
<td>11/28</td>
<td>0800-1100</td>
<td>107</td>
<td></td>
<td></td>
<td><strong>Poster Work Day</strong></td>
</tr>
<tr>
<td>12/5</td>
<td>1030-1330</td>
<td>115</td>
<td></td>
<td></td>
<td><strong>Poster Presentations</strong></td>
</tr>
</tbody>
</table>

Congratulations, you’re done! No final for NURS 4330!