Stephen F. Austin State University
DeWitt School of Nursing
NURSING RESEARCH AND APPLICATION OF EVIDENCE BASED PRACTICE
Course Number: NUR 430
Section 001
Spring 2016

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.
Faculty Contact Information
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Office: Room 110A
Office Hours: Monday through Friday - by appointment

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Office: Room 164
Office Hours: Monday 12-2, Tuesday 8-1, Thursday 1:30-2:30 and by appointment

Class meeting time and place: Thursday 9-12. 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 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

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.
http://www.bon.texas.gov/about/pdfs/delc-2010.pdf
Course assignments:
1. Ethical/Legal Ad Lib Presentation (group assignment)
2. Research Article Dissection and Analysis (weekly group assignment)
3. Evidence-Based Practice Poster Presentation (group assignment)

Assignments must be submitted by the posted due date. A grade of zero will be given for late assignments unless arrangements have been made with the instructor prior to the due date. Grading criteria and due dates for assignment are posted on d2L.

Quizzes and Tests:
1. Reading Quizzes (taken as individuals in the classroom)
2. Exam 1 (taken as individuals)
3. Exam 2 (taken as individuals)
4. Exam 3 (taken as individuals)

Please Note: Quiz Average will be counted as one Exam when calculating weighted mean test score (see Grading Policy)

Course Calendar: See Appendix A.

Grading Policy:
It is necessary to obtain a WEIGHTED MEAN TEST SCORE OF 75 in the class exam grades to pass this course. A weighted mean test score below 75 or a class average below 75 constitutes failure. (Nursing Policy No. 25; http://www.fp.sfasu.edu/nursing/studentpolicies.htm).

Exams and quizzes are secure; no printing, copying, or writing questions down for outside use is permitted.

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 percentage values from which a course grade is determined are as follows:
A = (89.5 – 100%); B = (79.5 – 89.4%); C = (74.5– 79.4%); F = (74.4% or less).

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

Ethical/Legal Ad Lib Presentation………………………………………10%
Research Article Dissection and Analysis…………………………..10%
Evidence-Based Practice Poster Presentation……………………..25%
Quizzes……………………………………………………………………10%
Exam 1……………………………………………………………………15%
Exam 2……………………………………………………………………15%
Exam 3……………………………………………………………………15%
Assignment and Quiz/Exam 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 d2L. You will submit a group answer sheet which will be graded. A group quiz on the articles will also be done. 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 your Exams as well as for Evidence-Based Practice Poster Assignment.

**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 d2L.

**Quizzes:**
Quizzes will be given covering the content (reading assignments and PowerPoints) for each week. The quizzes will be timed. If you arrive late, you lose the minutes you missed so you may not be able to finish the quiz. 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.

**Exams:**
Three (3) exams will be given. The questions will be written based on the articles assigned for Exams (available on d2L). Questions will cover content specific to chapters covered in that unit. These are closed book tests – you will only need to bring your articles with you to the Exams. Absence from exams will follow the university policy and the SON policy #20. Job interviews are not considered an excused absence.

Late arrivals: If you arrive late, you lose the minutes you missed so you may not be able to finish the exam.

**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 and quizzes will be given. Attendance will be taken. Students who leave before the classroom session ends will not receive credit for any work done while they are present, including but not limited to quizzes and group work.

**Being on Time**

Arrive 10 minutes prior to your expected time 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.

**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 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 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. 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 (A-9.1)**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

Withheld Grades (Semester Grades Policy A-54)

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 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 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 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/](http://www.sfasu.edu/disabilityservices/).

Communication with Instructors

Instructors will communicate with students about the course through the use 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 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 D2L.
Course Evaluations by Students

Students will evaluate the course per SFASU School of Nursing Policy at the end of the semester.

Online Sites:

Desire 2 Learn: http://d2l.sfasu.edu

School of Nursing Policies: http://www.fp.sfasu.edu/nursing/studentpolicies.htm

Objectives and Preparation for Exam 1:

Note: "Parts" using Roman numerals correspond to Content divisions in text book.

Part I (Chapters 1, 2, 3)
Introduction to Research
Database Searching (specific to SFASU's Library)

Part Objectives:
See Chapter Objectives in your Textbook.

Required Preparation:


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

Part II (Chapters 4, 5, 6)
Planning for Research

Part Objectives:
See Chapter Objectives in your Textbook.

Required Preparation:


All information and links provided in Learning Module for this Unit.
Part VI (Chapter 16 only)  
Research that Describes the Meaning of an Experience

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

**Required Preparation:**


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

**Objectives and Preparation for Exam 2:**

**Part III (Chapters 7, 8, 9)**  
Research Process

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

**Required Preparation:**


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

**Part IV (Chapters 10, 11)**  
Research that Describes Populations

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

**Required Preparation:**


All information and links provided in Learning Module for this Unit.
Objectives and Preparation for Exam 3:

Part V (Chapters 12, 13)
Studies that Measures Effectiveness

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

**Required Preparation:**


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

Part VI (Chapters 14, 15)
Research that Describes the Meaning of an Experience

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

**Required Preparation:**


All information and links provided in Learning Module for this Unit.
<table>
<thead>
<tr>
<th>Date</th>
<th>Unit / Chapters</th>
<th>Topic</th>
<th>Notes/Due dates/etc.</th>
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<tbody>
<tr>
<td>Week 1 Thursday 1/21 MKL</td>
<td></td>
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<td>No research class today</td>
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<tr>
<td>Week 2 Thursday 1/28</td>
<td></td>
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<td>No research class today</td>
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<tr>
<td>Week 3 Thursday 2/4 0900-1200 Room 101</td>
<td>1st class day  Guest speaker Syllabus</td>
<td>Making Library Searches Your Friend Review of Syllabus Review D2L</td>
<td>Nursing Librarian</td>
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<tr>
<td>Week 4 Thursday 2/11 0900-1200 Room 101 (115 for quiz)</td>
<td>Begin Part 1: Chapter 1 Chapter 16 Chapter 2</td>
<td>The Importance of Research as Evidence in Nursing Translating Research into Practice The Research Process and Ways of Knowing</td>
<td>Quiz 1 (syllabus, Ch 1, 2 &amp; 16) Poster group sign-up opens!</td>
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<tr>
<td>Week 5 Thursday 2/18 0900-1200 Room 101 (115 for quiz)</td>
<td>Chapter 3 Chapter 5</td>
<td>Ethical and Legal Considerations in Research The Successful Literature Review</td>
<td>Quiz 2 (Ch 3 &amp; 5) Ethics group work  and ad lib presentations You do not have to follow professional dress guidelines for ad lib presentations Poster groups must be selected!</td>
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<td>Week 6</td>
<td>Thursday</td>
<td>Begin Part II</td>
<td>Chapter 4</td>
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<tr>
<td>2/25</td>
<td>0900-1200</td>
<td>Room 101</td>
<td>Chapter 6</td>
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<td>(115 for quiz)</td>
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<tr>
<th>Week 7</th>
<th>Thursday</th>
<th>Begin Part III</th>
<th>Chapter 7</th>
<th>The Sampling Strategy</th>
<th>Quiz 4 (Ch. 7, 8, &amp; 9)</th>
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<tr>
<td>3/3</td>
<td>1100</td>
<td>Room 115</td>
<td>Chapter 8</td>
<td>Measurement and Data Collection</td>
<td>EBP question should be finalized and discussed with faculty.</td>
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<td>Chapter 9</td>
<td>Enhancing the Validity of Research</td>
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<tr>
<th>Week 8</th>
<th>Thursday</th>
<th>Begin Part III</th>
<th>Chapter 7</th>
<th>The Sampling Strategy</th>
<th>Quiz 4 (Ch. 7, 8, &amp; 9)</th>
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<tr>
<td>3/10</td>
<td>0900-1200</td>
<td>Room 115</td>
<td>Chapter 8</td>
<td>Measurement and Data Collection</td>
<td>EBP question should be finalized and discussed with faculty.</td>
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<td>Chapter 9</td>
<td>Enhancing the Validity of Research</td>
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<tr>
<th>Week 9</th>
<th></th>
<th>Spring Break</th>
<th>March 14-18</th>
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<td></td>
<td></td>
<td>Easter Break</td>
<td>March 24-28</td>
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<td>Week 10</td>
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<tr>
<th>Week 11</th>
<th>Thursday</th>
<th>Part IV</th>
<th>Chapter 10</th>
<th>Descriptive Research Questions and Procedures</th>
<th>Quiz 5 (Ch. 10 &amp; 11)</th>
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<tbody>
<tr>
<td>3/31</td>
<td>0900-1200</td>
<td>Room 101</td>
<td>Chapter 11</td>
<td>Summarizing and Reporting Descriptive Data</td>
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<td>(115 for quiz)</td>
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<td>Week 12</td>
<td>Thursday 4/7</td>
<td>Exam 2</td>
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<tr>
<td>Room 115</td>
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<td>Exam 2 contains questions based on articles posted by faculty in d2L that are specific to concepts covered in Parts III &amp; IV</td>
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<th>Week 13</th>
<th>Thursday 4/14</th>
<th>Chapter 12</th>
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<tr>
<td>Room 101</td>
<td>Quantitative Questions and Procedures</td>
<td>Quiz 6 (Ch. 12 &amp; 13)</td>
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<tr>
<td>(115 for quiz)</td>
<td>Analysis and Reporting of Quantitative Data</td>
<td>All articles for poster should be submitted in group dropbox for approval by faculty</td>
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<tr>
<th>Week 14</th>
<th>Thursday 4/21</th>
<th>Part VI</th>
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<tr>
<td>Room 101</td>
<td>Chapter 14</td>
<td>Quiz 7 (Ch. 14 &amp; 15)</td>
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<tr>
<td>(115 for quiz)</td>
<td>Qualitative Research Questions and Procedures</td>
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<td></td>
<td>Chapter 15</td>
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<td></td>
<td>Analyzing and Reporting Qualitative Results</td>
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<tr>
<th>Week 15</th>
<th>Thursday 4/28</th>
<th>Translating Research Into Practice: Poster Presentation</th>
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<tbody>
<tr>
<td>SON Lobby</td>
<td>Posters will be displayed in Nursing Education Building lobby (set up by 0815)</td>
<td>Final Project –Poster Display &amp; Discussion</td>
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<td>Always have at least one of your team members available to answer questions regarding poster development between 0830 and 1100.</td>
<td>Peer evals due in dropbox by 0800.</td>
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<td>Everyone is expected to have a &quot;shift&quot; with the poster.</td>
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<tr>
<th>Week 16</th>
<th>Thursday 4/29</th>
<th>Exam 3</th>
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<tr>
<td>Room 115</td>
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<td>Exam 3 contains questions based on articles posted by faculty in d2L that are specific to concepts covered in Parts V &amp; VI</td>
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