NUR 4305
RESEARCH FOR NURSING PRACTICE: AN EVIDENCE-BASED APPROACH
Spring 2022

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Course Information

Course Description

An evidence-based analytical approach to decision-making and problem-solving; incorporating principles of leadership, collaboration, theory, research and professional practice. Students are provided the opportunity to evaluate research studies and apply the basic steps of the research process.

Course Credits

Three Semester Credit Hours (3-0-0)

Prerequisite and Co-requisite Courses

A basic statistic course

Prerequisite Skills

Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are an expectation of the Generic BSN program. Computer requirements are further delineated in the Department of Nursing Undergraduate Student Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Nursing Program Undergraduate Student Handbook should be reviewed before taking this course.

BSN Program Outcomes

Upon completion of the program of study for the Generic BSN, the graduate will be prepared to:

1. Integrate nursing and related theories into the planning and/or delivery of safe nursing care.
2. Engage leadership concepts, skills and decision-making in the planning and/or implementation of patient safety and quality improvement initiatives.
3. Identify and appraise best research evidence to improve and promote quality patient outcomes.
4. Utilize technology to access information; evaluate patient data and/or document care.
5. Participate in political/legislative processes to influence healthcare policy.
6. Engage in effective collaboration and communication within interdisciplinary teams.
7. Design and/or implement health promotion & disease prevention strategies for culturally competent care.
8. Demonstrate standards of professional, ethical, and legal conduct.
9. Practice and/or coordinate, at the level of the baccalaureate prepared nurse, to plan and/or implement patient centered care.

Student Learning Outcomes

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:	Mapping to BSN Program Outcomes	Mapping to BSN Essentials	Mapping to QSEN
1. Perform database searches for clinically relevant, properly framed and focused research questions.	Online lecture activities PowerPoint with Notes Reading assignment Nursing Library Tutorial Exam, Library exercise, Discussion questions, Mini Systematic Literature Review, Evidence Based Practice Group Project	1,3	1,3,4	EBP I S QI TC
2. Describe the characteristics of the major research designs conducive to nursing research.	Online lecture activities PowerPoint with Notes Reading assignment Onsite sessions Exam	1,3,4	1,3	EBP

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:	Mapping to BSN Program Outcomes	Mapping to BSN Essentials	Mapping to QSEN
	Discussion Board			
3. Explain a systematic evidence- based approach to critically appraise the quality of research findings that guide nursing practice.	Research Critique Discussion Board	1,2,3	1,2,3	EBP QI
4. Describe methods to apply the research process to nursing care problems.	Research utilization assignment: Mini-Systematic Literature Review Exam Discussion Board	3,5,6	1,2,3	EBP
5. Use database searches and information technology to identify clinical practice guidelines, research evidence and best practices for clinical practice.	Lecture Discussion Board Case Studies Research Critique Mini-Systematic Literature Review Evidence Based Practice Group Project	3	2,3,4,6	I EBP
6. Identify the ethical, legal, and moral ramifications of research activities in relation to human rights.	Lecture Human Subjects Training Certificate Case Studies Reading assignment	4,5,6	3,8	EBP

QSEN Competencies: Patient-Centered Care (PCC), Teamwork and Collaboration (TC), Evidence-based Practice (EBP), Quality Improvement (QI), Safety (S), Informatics (I)

Course Delivery

This hybrid course is conducted online and via face-to-face on-campus sessions. There will be a MANDATORY orientation to the class held on Monday, January 24, 2022 from 9:00 a.m. until 11:50 a.m. in HHS 110.

COVID-19 Precautionary Measures

COVID-19 precautionary measures will be updated in our Blackboard course post approval. In addition, email notifications will be sent when updates are released. Completion of the Daily Wellness Screen is required for course attendance.

Required Texts and Materials

American Psychological Association (2020). *Publication manual of the American Psychological Association (7th. ed.).* Author.

LoBiondo-Wood (2022) *Book-
Organized: Sherpath for Nursing Research* eCm (10th ed.). (Custom Package ISBN: 9780323941822) Elsevier.

NOTE: Additional readings from the literature will be assigned in online modules. Any recent version of an undergraduate statistics text or the text used in your recent statistics course will be a helpful reference.

Technology Requirements

Computer with MAC or Windows Operating System
High Speed Internet Access
Ethernet Cable
Webcam (**Please note:** a plug-in webcam allows the student to perform thorough environmental scans).

Testing via Respondus™ Monitor

Access to exams will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There are two practice quizzes: a) one is a Webcam test and b) a short 10 question practice quiz over ASU trivia that is not graded. These tools will be available to the student to assure accessibility. Students are highly encouraged to go through these practice quizzes in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. These quizzes, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

Refer to Angelo State University's Distance Education website for further technology requirements: Angelo State University's Distance Education Website

Topic Outline

Week 1: Holiday

Week 2: Course and Porter Henderson Library Orientation; Reviewing the literature; Searching Databases (Cochrane, CINAHL, etc.); APA; Introduction to Nursing Research and Evidence-Based Practice;

Week 3: Conceptual & Theoretical Contexts

Week 4: Steps in the Research Process

Week 5: Onsite Session Application and Exam 1

Week 6: Qualitative Research

Week 7: Quantitative Research

Week 8: Quantitative Research

Week 9: Onsite Session Application and Exam 2

Week 10: Sampling and Data Collection

Week 11: Measurement Issues

Week 12: Data Analysis and Interpretation

Week 13: Ethics in Research

Week 14: Critiquing the Research Literature; Mixed Methods; Clinical Trials; Evaluation Surveys

Week 15: Dead Week: Study for Final Exams

Week 16: Exam 3

Communication

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via Blackboard: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA

(2020) 7th edition guidelines for referencing.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Skype, Join.me, Google Hangouts, etc.

Use Good "Netiquette":

• Check the discussion frequently and respond appropriately and on subject.

• Focus on one subject per message and use pertinent subject titles.

• Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!

• Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.

• Cite all quotes, references, and sources.

- When posting a long message, it is generally considered courteous to warn readers atthe beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else's messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel freeto use emoticons such as J or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The NetUser Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

Grading

Evaluation and Grades

Course grades will be determined as indicated in the table below.

Assessment	Percent/Points of Total Grade
Discussion Board	5%
Exams (3 scheduled exams, 20% of final grade for each exam)	60%
Mini Systematic Literature Review	10%
Evidence-Based Practice Group Project	10%
Research Critique Assignment	10%
Human Subjects Training Certificate	5%
Total	100%

Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

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The following grading scale is in use for this course:

    A = 90.00-100 points
    B = 80.00-89.99 points
    C = 70.00-79.99 points

D = 60.00-69.99 points

F = 0-59.99 points (Grades are not rounded up)

Teaching Strategies and Methods

Students are expected to be "active learners." It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

TEACHING STRATEGIES

- Assigned readings
- Lecture/Slides/Handouts
- Asynchronous internet discussion forums
- Written Assignments
- Exams
- Internet resources
- Group activities
- Onsite sessions
- Practice test questions
- Case Studies

Assignment and Activity Descriptions

*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.

All assignments must represent each student's own work only. All assignments must be submitted on the due dates shown on the schedule unless permission is obtained from the course faculty prior to the due date. **Completion of all assignments is required to pass the course.** If you miss an exam, quiz, paper or presentation without an emergency situation, you will receive a zero for the missed item. If you are ill, you must notify the faculty prior to missing an assignment. If the instructor accepts the late assignment, up to 15 points per day per late assignment may be deducted from the final grade unless prior approval for a late assignment is granted by the course faculty.

Discussion Board Activities: This assignment will introduce students to methods used to identify, sort, and retrieve scholarly literature to support evaluation of the state of the science in a particular area of research. An online library-based tutorial specific to nursing students is utilized to gain best practice information. We will have a library representative guest lecture to the class. Assignments for the class online discussion board will be based on information literacy and competency in terms of database search techniques. Additionally, the assignment

assists students in understanding the content of research reports and in overcoming anxieties about jargon and statistical information.

Exams: Three (3) exams are scheduled to allow the opportunity for students to synthesize presented material. Students are challenged as to levels of comprehension and competence with course content. (20% for each exam or 60% total). The exams will be based both on weekly module materials and required readings. If a student must unavoidably miss an exam, it is the responsibility of the student to notify the faculty member **before** the scheduled time of the exam. It will be at the faculty's discretion whether to excuse the absence and offer a make- up exam or not. Alternate forms of exams may be used.

Exams will be taken individually during the designated time period the week of the assigned exam utilizing Respondus Lockdown Browser and recorded via Respondus Monitor.

Testing via Respondus™ Monitor

Access to exams will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There are two practice quizzes: a) one is a Webcam test and b) a short 10 question practice quiz over ASU trivia that is not graded. These tools will be available to the student to assure accessibility. Students are highly encouraged to go through these practice quizzes in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. These quizzes, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

Mini Systematic Literature Review: This is an important assignment that will introduce students to methods used to identify, sort, retrieve, and interpret relevant research to support evidence-based patient care. In general, for this assignment students will search, critique, and extract information from selected research articles. Identify a specific nursing intervention that you would like to explore based on a recent patient situation or patient care problem (i.e. fall, hypoxia, delirium, inadequate or inferior nursing care, patient or family crisis, development of a complication). You will use a situation that is part of the care of your assigned patients in the NUR 4221 Adult Health II Practicum course and conduct a literature search to locate three (3) relevant **research** articles. **Do not include individual drug research for this exercise**.

Students will search the research literature using one of the large databases (i.e. CINAHL, PubMed, available online via our ASU Library for **current** (**within last 5 years**) research articles on the intervention you have chosen to explore.

Students are encouraged to begin working on this assignment as soon as clinical courses begin, rather than waiting until late in the semester. Students will extract data from each of the 3 articles into a table, a formatted draft of which is located on Bb. Each student's table should be completed as shown in the Bb draft and should also contain the student's name, basic characteristics of the assigned patient (do not disclose the patient's name), and data from 3 relevant articles to support a specific intervention for this patient. Tables are to be word-processed, single-spaced, in 10-point font, and with 0.5-inch margins; it is recommended that each student download the formatted table located on Bb and use the format that is provided. The table should be 1 page preferably but no longer than 2 pages

Evidence Based Practice Group Project: The EBP project is designed to simulate the practice environment by assigning work teams who compose an EBP question then plan the team's work to access and evaluate the evidence with the goal of recommending reinforcement of current practice or a change in practice. Students will collaborate with peers, faculty, staff, and interprofessionals to identify issues/situations illustrating use and/or lack of use of evidence-based practice. Within a values context of service learning, when possible student teams identify real world EBP situations and make contributions to a given healthcare agency through their work. No patient or facility identifiers are to be presented. ****Maintain confidentiality, including HIPAA policy at all times.**

Research Critique: Using the *Template for Critical Appraisal of Research Article*, students critique a **primary (empiric) nursing research article** of their choice. You may use an article you included in your Mini systematic literature review assignment. The template will be posted on the class Bb site.

Human Subjects Training Certificate: This assignment will introduce students to information about the rights and welfare of human participants in research studies. Each student must obtain certification by completing the program listed on the class Bb site.

Assignment Submission

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email your instructor and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy

Due dates and times for assignments are posted. Failure to submit an assignment by the deadline will result in a 15 -point deduction per day past the posted deadline. If a situation arises, such as a mandatory university sponsored event, that mandates a student to miss class, students should contact course faculty for arrangements.

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)[1]
- [Angelo State University Catalog](#)[2]
- [Undergraduate Nursing Student Handbook](#)[3]

Important University Dates

January 18th	First Day of Class
January 26th	Withdraw period begins for 1st 8-week classes
February 3rd	Withdraw period begins for regular session
February 24th	Last day to drop or withdraw from the 1st 8-week session
March 14-18th	Spring Break
April 28th	Last day to drop or withdraw
May 9-13th	Finals Week
May 14th	Commencement

Student Responsibility and Attendance

Class attendance /participation are required for successful and satisfactory completion of all course objectives. Failure to attend will result in a zero on quizzes or exams missed. If a situation arises that prevents a student from attending, he or she should notify the course instructor at the earliest time possible.

According to the undergraduate handbook, a week's worth of cumulative absences in any one course will result in faculty evaluation of the student's ability to meet course objectives and may result in failure of the course. Three tardies (over 5 minutes late for lecture, campus laboratory, or clinical) will equal 1 hour of absence. Failure to meet these requirements hinders the student's ability to complete the course. Attendance will be recorded each class day.

Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#)[4] for more information.

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university's [Statement of Academic Integrity.](#)[5]

Plagiarism

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)[6] in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the [ASU Writing Center](#).

Accommodations for Students with Disabilities

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For

more information about the application process and requirements, visit the Student Disability Services website.[7] The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures[8] for more information.

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

Nursing Web links

- Board of Nursing for the State of Texas[9]
- BSN Student Resources[10]

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other

types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate, and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numericalinformation

Grading Rubrics

Discussion Board

Category (Points Possible)	Poor	Fair	Good	Excellent	Score and Comments
	0	**6**	**8**	**10**	
Met expectation for frequency of contributio n ns (10)	The student did not post at all.	Student participated in 1 primary post and no response to a peer.	Student participated in 1 primary post and 1 response to a peer evenly distributed during the discussion period.	Student participated in 1 primary post, 1 response to a peer evenly distributed during the discussion period, and provided a "Final Thoughts" post of how their understanding of how to locate, read, and critique research reports has changed based on peer collaboration re: discussion.	
	≤ 21	**22–24**	**25–27**	**28–30**	
Accuracy of facts and evidence of critical thinking (30)	No referenced facts are reported or are inaccurately reported. Response contains misinformation and/or inaccurate thinking related to the case.	Most referenced facts are reported accurately. Response demonstrates limited knowledge of content and no critical thinking related to the case.	Almost all referenced facts are reported accurately. Response shows knowledge of content but limited critical thinking to the case.	All referenced facts are reported accurately. Response shows substantive knowledge of content and demonstrates significant critical thinking related to the question or case.	
	≤ 14	**15–16**	**17–18**	**19–20**	

Sources (20)	Based solely on personal opinion or lay literature. Multiple errors in APA citations and references.	References limited to textbooks or commercial (e.g., .com) websites. Several errors in APA citations and references.	Multiple references including material from professional journals and noncommercial (e.g., .gov, .edu, .org) websites. Only one or two minor errors in APA citations or references.	Multiple references including material from professional journals and noncommercial (e.g., .gov, .edu, .org) websites. At least one research article included in references. No errors in APA citations or references.
	≤ 14	15–16	17–18	19–20
Voice (20)	The writer does not provide evidence of understanding the course material and readings and/or has not incorporated them into the discussion.	The writer provides evidence of questionable understanding of the course material and readings.	The writer understands the course material and incorporates readings into responses.	The writer understands the course material and incorporates readings well into responses.
	≤ 14	15–16	17–18	19–20
Grammar and spelling (20)	The writer makes more than four errors in spelling, word usage, sentence structure, grammar, or punctuation that distract the reader from the content.	The writer makes three or four errors in spelling, word usage, sentence structure, grammar, or punctuation that distract the reader from the content.	The writer makes one or two errors in spelling, word usage, sentence structure, grammar, or punctuation that distract the reader from the content.	The writer makes no errors in spelling, word usage, sentence structure, grammar, or punctuation that distract the reader from the content.
Total points possible: 100	**Score and summary comments:**			

Evidence Based Practice Group Project

Criteria	Points Possible	Evaluation
Collaborate with peers, faculty, staff, and interprofessionals to identify issues/situations illustrating use and/or lack of use of evidence-based practice.	15	
Search the literature to identify best current evidence.	10	
Organize and synthesize the best current evidence identifying gaps, commonalities, and variation	15	
Recommend continuation of current practice or a change in practice based on the evidence.	15	
Design a plan changing or reinforcing the recommended practice, including an evaluation component.	20	
Work effectively as a contributing team member to the project group. Complete peer review.	15	
Include an APA formatted reference list of 5 or more peer-reviewed sources (Three must be journal articles).	10	
Total	100	

Please do not plagiarize, as this is grounds for failure. As much as possible one should paraphrase (put into your own words) when referencing sources. One may use quotes as appropriate. All papers are subject to submission to Safe Assign or Turnitin to assess for plagiarism. Spelling, punctuation, and grammar needs to be correct.

Mini Systematic Literature Review Grading Rubric:

Three research articles pertaining to the area of interest are analyzed and critiqued with relevancy to evidence-based practice intervention evaluated.

Criteria	Possible Points	Points Gained	Comments
Brief overview of patient situation or basis for personal interest.	5		
Chosen intervention relevant to nursing care for chosen patient problem	5		
Relevancy of articles to chosen nursing intervention	10		
Literature review summary (20 pts each article)	60		
Three References cited (APA)	10		
Presentation length appropriate/completeness of table	5		
Grammar/spelling	5		
Total	**100**		

Please do not plagiarize, as this is grounds for failure. As much as possible one should paraphrase (put into your own words) when referencing sources. One may use quotes as appropriate. All papers are subject to submission to Safe Assign or Turnitin to assess for plagiarism. Spelling, punctuation, and grammar needs to be correct.

ANGELOSTATEUNIVERSITY
Department *of* Nursing

Course Schedule

Week/Date	Topic/Assignments/Assessments DUE
Week 1/January 17th -23rd	Holiday
Week 2/ January 24th -30th	Course and Porter Henderson Library Orientation; Reviewing the Literature; Searching Databases (Cochrane, CINAHL, etc.); APA; Introduction to Nursing Research and Evidence-BasedPractice / **Onsite Session Monday, January 24,2022 assigned from 9:00 a.m.- 11:50 a.m. in HHS 110**, and the Week 2 Learning Module **Discussion Board: Literature Database Search DUE 1/30 @11:59 p.m.**
Week 3/ January 31th – February 6th	Conceptual & Theoretical Contexts/Week 3 Learning Module
Week 4/February 7th – 13th	Steps in the Research Process/Week 4 Learning Module/ Case Studies
Week 5/ February 14th - 20th	**Onsite Session Monday, February 14th from 9:00 a.m.-11:50 a.m. in HHS 110.** (application of Week 1-4 coursematerials) /**Exam 1 DUE 2/20 @ 11:59 p.m.**
Week 6/ February 21st – 27th	Qualitative Research/Week 6 Learning Module/Case Studies
Week 7/ February 28th- March 6th	Quantitative Research/Week 7 Learning Module/**Onsite Session** Monday, February 28, 2022 from 9:00 a.m.-11:50 a.m.in HHS 110.
Week 8/March 7th – 13th	Quantitative Research/Week 8 Learning Module/ Case Studies

Week/Date	Topic/Assignments/Assessments DUE
Week 9/ March 21ˢᵗ – 27ᵗʰ	**Onsite Session** Monday, March 21, 2022 from 9:00 a.m.-11:50 a.m. in HHS 110. (application of the Week 6-8 course materials)/Week 9 Learning Module/**Exam 2 DUE 3/27 @ 11:59 p.m.**
Week 10/ March 28ᵗʰ – April 3ʳᵈ	Sampling and Data Collection/Week 10 Learning Module/ **Mini Systematic Literature Review DUE 4/4 @11:59 p.m.**
Week 11/ April 4ᵗʰ – 10ᵗʰ	Measurement Issues/Week 11 Learning Module/ **Onsite Session** Monday, April 4, 2022 from 9:00 a.m.-11:50 a.m. in HHS 110.
Week 12/April 11ᵗʰ – 17ᵗʰ	Data Analysis and Interpretation/Week 12 Learning Module/ **Evidence Based Practice Group Project DUE 4/11 @ 9:00 a.m./ Onsite Session** Monday, April 11, 2022 from 9:00 a.m.-11:50 a.m. in HHS 110. **Discussion Board: Results DUE 4/17 @ 11:59 p.m.**
Week 13/ April 18ᵗʰ – 24ᵗʰ	Ethics in Research/ Week 13 Learning Module/**Human Subjects Training Certificate DUE 4/24 @ 11:59 p.m.**
Week 14/April 25ᵗʰ – May 1ˢᵗ	Critiquing the Research Literature; Mixed Methods; Clinical Trials; Evaluation Surveys/ Week 14 Learning Module
Week 15/May 2ⁿᵈ – 8ᵗʰ	Dead Week: study for final examinations. **Onsite Session** on Monday, May 2, 2022 from 9:00 a.m.-11:50 a.m.in HHS 110. **Research Critique DUE 5/8 @ 11:59 p.m.**
Week 16/May 9ᵗʰ - 13ᵗʰ	**Exam 3 DUE 5/12 @ 11:59 p.m.**

End of Syllabus

[1] https://www.angelo.edu/student-handbook/

[2] https://www.angelo.edu/catalogs/

[3] https://www.angelo.edu/dept/nursing/handbook/index.php

[4] https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of

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