COURSE NUMBER
NUR 4305

COURSE TITLE
Research for Nursing Practice: An Evidence-based Approach

CREDITS
Three Semester Credit Hours (3-0-0)

PREREQUISITE COURSES
A basic statistics course

CO-REQUISITES
None

PRE-REQUISITE 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 (http://www.angelo.edu/dept/nursing/handbook/index.html).

COURSE DELIVERY
This hybrid course will be conducted primarily online with four face-to-face on-campus sessions. There will be a MANDATORY orientation to the class held on Thursday, August 29, 2019 from 9:30am-12:20pm in HHS 106.

BROWSER COMPATIBILITY CHECK
It is the student’s responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU’s Blackboard Learning System. The faculty reserve the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence, either via a phone call (preferred) during posted acceptable hours for calling, or via email notification during times outside those posted for calls.

Be sure to perform a browser test. Select the “Technology Support” tab from the Blackboard homepage (http://www.blackboard.angelo.edu). Then select “Test your Browser” option located under the Browser Test header.

Please see computer requirements for BSN classes at this link:

http://www.angelo.edu/dept/nursing/student_resources/computer_requirements.php
FACULTY
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Office: Archer College of Health and Human Services 318
Phone: 325-942-2224
Fax: 325-942-2236
melissa.mcdowell@angelo.edu

OFFICE HOURS
Tuesday 0730-0930 and Thursday 0730-0930
*Alternate times available by
Appointment
Virtual Office via appointment

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.

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

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to BSN Program Outcomes</th>
<th>Mapping to BSN Essentials</th>
<th>Mapping to QSEN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Perform database searches for clinically relevant, properly framed and focused research questions.</td>
<td>Online lecture activities PowerPoint with Notes Reading assignment Nursing Library Tutorial Exam, Library exercise, Discussion questions</td>
<td>1,3</td>
<td>1,3</td>
<td>EBP 1</td>
</tr>
<tr>
<td><strong>2.</strong> Describe the characteristics of the major research designs conducive to nursing research.</td>
<td>Online lecture activities PowerPoint with Notes Reading assignment</td>
<td>1,3,4</td>
<td>1,3,4</td>
<td>EBP</td>
</tr>
<tr>
<td><strong>3.</strong> Explain a systematic evidence-based approach to critically appraise the quality of research findings that guide nursing practice.</td>
<td>Research Critique</td>
<td>1,2,3</td>
<td>1,2,3</td>
<td>EBP QI</td>
</tr>
<tr>
<td><strong>4.</strong> Describe methods to apply the research process to nursing care problems.</td>
<td>Research utilization assignment: Mini-systematic literature review Exam</td>
<td>3,5,6</td>
<td>3,5,6</td>
<td>EBP</td>
</tr>
<tr>
<td><strong>5.</strong> Use database searches and information technology to identify clinical practice guidelines, research evidence and best practices for clinical practice.</td>
<td>Lecture/discussion/case study activities Research Critique Mini-systematic literature review</td>
<td>3</td>
<td>3</td>
<td>I</td>
</tr>
<tr>
<td><strong>6.</strong> Identify the ethical, legal, and moral ramifications of research activities in relation to human rights.</td>
<td>Lecture/discussion/case study activities PowerPoint with Notes Reading assignment</td>
<td>4,5,6</td>
<td>4,5,6</td>
<td>EBP</td>
</tr>
</tbody>
</table>

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

## REQUIRED TEXTS AND MATERIALS


**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.

OTHER REQUIRED MATERIALS
- Computer with MAC or Windows Operating System
- High Speed Internet Access

RECOMMENDED ONLINE RESOURCES
PICO Resources:
University of Washington
http://healthlinks.washington.edu/ebp/pico.html

Worksheet format
http://www.usc.edu/hsc/ebnet/ebframe/PICO%20Worksheet%20SS.pdf

Link to PICO resources (evidence based resources including critical appraisal)
http://www.usc.edu/hsc/ebnet/ebframe/basicslinks.htm#P

Evidence Based Decision Making Resources
http://www.usc.edu/hsc/ebnet/edframe/ebeducation.htm

Tutorial Duke University
http://www.hsl.unc.edu/services/tutorials/ebm/welcome.htm
http://www.hsl.unc.edu/services/tutorials/ebm/Question.htm

JAMA Evidence Website
http://www.jamaevidence.com/

TOPIC OUTLINE/CLASS SCHEDULE
The schedule of weekly topics and assignments is presented here. Although changes are not anticipated, it is within the discretion of the instructor to adjust the schedule to enhance topic relevancy, provide additional information, or alter the pace of the course according to the learning needs of the students.

Content/Topical Outline Linked to Course Objectives:

<table>
<thead>
<tr>
<th>Unit or Lesson Topic &amp; Unit Objectives</th>
<th>Activities/Assessments</th>
<th>Course Objective/SLO</th>
</tr>
</thead>
</table>
| **Week One: Course Orientation & Intro to library resources:**
  Reviewing the literature
  Searching databases and other research resources
  Cochrane, CINAHL databases | Mandatory Orientation
  Review of syllabus & course requirements
  Nursing library tutorial
  APA tutorial
  Reading assignment:
  Igniting a Spirit of Inquiry | 1, 2, 5 |
**Week Two Online Module: Introduction to Nursing Research and Evidence-Based Practice**

1. Describe why research is important in nursing and discuss the need for evidence-based practice
2. Describe broad historical trends and future directions in nursing research
3. Describe alternative sources of knowledge for nursing practice
4. Identify several purposes of qualitative and quantitative research
5. Identify several resources available to facilitate EBP in nursing practice
6. Identify several models for implementing EBP
7. Discuss the major steps in undertaking an EBP effort for individual nurses
8. Identify the components of a well-worded clinical question and be able to frame such a question
9. Discuss alternative approaches to integrating research evidence, and advantages to using systematic methods of reviewing research

**Instruction:**

Online activities
PowerPoint with Notes

Reading assignment:
- Evidence-Based Practice: Step by Step: The Seven Steps of Evidence-Based Practice
- Evidence-Based Practice, Step by Step: Asking the Clinical Question: A Key Step in Evidence-Based Practice
- Evidence-Based Practice, Step by Step: Searching for the Evidence

**Literature search database exercise due on discussion board by 9/8 @ 11:59pm**

Assessment: Quiz 1

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**Week 3 Online Module: Conceptual & theoretical contexts**

1. Identify major characteristics of theories, conceptual models, and frameworks
2. Identify several conceptual models or theories frequently used by nurse researchers
3. Describe how theory and research are linked in quantitative and qualitative studies
4. Critique the appropriateness of a theoretical framework—or its absence—in a study

**Instruction:**

Online activities
PowerPoint with Notes

Reading assignment

Assessment: Quiz 1
### Week 4 Online Module: Steps in the research process

1. Distinguish experimental and nonexperimental research
2. Describe the flow and sequence of activities in quantitative and qualitative research, and discuss why they differ
3. Describe the process of developing and refining a research problem
4. Distinguish the functions and forms of statements of purpose and research questions for quantitative and qualitative studies
5. Describe the function and characteristics of research hypotheses and distinguish different types of hypotheses (directional vs. nondirectional, research vs. null)
6. Critique statements of purpose, research questions, and hypotheses in research reports

### Instruction:

- Online activities
- PowerPoint with Notes
- Reading assignment

**Assessment:** Quiz 1

### Week 5: Quiz #1

### Week 6 Online Module: Qualitative research

1. Discuss the rationale for an emergent design in qualitative research, and describe qualitative design features
2. Identify the major research traditions for qualitative research and describe the domain of inquiry of each
3. Describe the main features of ethnographic, phenomenologic, and grounded theory studies
4. Identify the quality criteria proposed in the

### Onsite Session

- Online quiz #1

### Instruction:

- Online activities
- PowerPoint with Notes
- Reading assignment

**Assessment:** Quiz 2
Lincoln and Guba framework for evaluating quality and integrity in qualitative research

5. Discuss strategies for enhancing quality in qualitative research

**Weeks 7 & 8 Online Module: Quantitative research**

1. Discuss key research design decisions for a quantitative study
2. Discuss the concepts of causality and counterfactuals, and identify criteria for causal relationships
3. Describe and evaluate experimental, quasi-experimental, and nonexperimental designs
4. Distinguish between and evaluate cross-sectional and longitudinal designs
5. Identify and evaluate alternative methods of controlling confounding variables
6. Understand various threats to the validity of quantitative studies
7. Describe dimensions and key aspects for interpreting quantitative research results
8. Describe the mindset conducive to a critical interpretation of research results

**Instruction:**
- Online activities
- PowerPoint with Notes
- Reading assignment
- Assessment: Quiz 2, Research articles.

**Onsite Session**
- Online quiz #2

**Week 9: Onsite Session and Quiz #2**

**Week 10 Online Module: Sampling and Data Collection**

1. Distinguish between nonprobability and probability samples and compare their advantages and disadvantages
2. Identify and describe several types of sampling

**Instruction:**
- Online activities
- PowerPoint with Notes
- Reading assignment

2, 3
<p>| | |</p>
<table>
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<tbody>
<tr>
<td>3.</td>
<td>Evaluate the appropriateness of the sampling method and sample size used in a study</td>
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<tr>
<td>4.</td>
<td>Describe various approaches to collecting self-report data (e.g., interviews vs. questionnaires, composite scales)</td>
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<tr>
<td>5.</td>
<td>Describe various methods of collecting, sampling, and recording observational data</td>
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<td>6.</td>
<td>Describe the major features and advantages of biophysiologic measures</td>
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<td>7.</td>
<td>Describe the logic of sampling for qualitative studies</td>
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<tr>
<td>8.</td>
<td>Evaluate the appropriateness of the sampling method and sample size used in a qualitative study</td>
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<tr>
<td>9.</td>
<td>Identify and describe methods of collecting and recording unstructured observational data</td>
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**Week 11 Online Module: Measurement Issues**

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<tbody>
<tr>
<td>1.</td>
<td>Describe the major characteristics of measurement and identify major sources of measurement error</td>
</tr>
<tr>
<td>2.</td>
<td>Describe aspects of reliability and validity, and specify how each aspect can be assessed</td>
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<tr>
<td>3.</td>
<td>Interpret the meaning of reliability and validity information</td>
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<tr>
<td>4.</td>
<td>Describe the function and meaning of sensitivity and specificity</td>
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<tr>
<td>5.</td>
<td>Evaluate the overall quality of a measuring tool used in a study</td>
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</table>

**Assessment: Quiz #3**

**Instruction:**
- Online activities
- PowerPoint with Notes
- Reading assignment
- Assessment: Quiz #3

**Mini systematic literature review due 11/4 @11:59pm**
<table>
<thead>
<tr>
<th><strong>Week 12 Online Module:</strong> Data analysis and interpretation</th>
<th>Instruction:</th>
<th>3, 4</th>
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</thead>
<tbody>
<tr>
<td>1. Describe characteristics of frequency distributions, and identify and interpret various descriptive statistics</td>
<td>Online assignment and activities</td>
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<tr>
<td>2. Describe the logic and purpose of statistical tests, and interpret p values</td>
<td>Reading assignment</td>
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<tr>
<td>3. Specify the appropriate applications for t-tests, analysis of variance, chi-squared tests, and correlation coefficients, and interpret the meaning of the calculated statistics</td>
<td>Assessment: Quiz #3</td>
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<tr>
<td>4. Understand the results of simple statistical procedures described in a research report</td>
<td>“Results” activity due on the discussion board by 11/17 @11:59pm</td>
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<td>5. Describe activities that qualitative researchers perform to manage and organize their data</td>
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<td>6. Discuss the procedures used to analyze qualitative data</td>
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<thead>
<tr>
<th><strong>Instruction:</strong></th>
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<tbody>
<tr>
<td>Online</td>
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<thead>
<tr>
<th><strong>Week 13 Online Module:</strong> Ethics in research</th>
<th>5, 6</th>
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<tbody>
<tr>
<td>1. Discuss the historical background that led to the creation of various codes of ethics</td>
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<td>2. Understand the potential for ethical dilemmas stemming from conflicts between ethics and research demands</td>
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<td>3. Identify the three primary ethical principles articulated in the <em>Belmont Report</em> and the important dimensions encompassed by each</td>
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<td>4. Identify procedures for adhering to ethical principles and protecting study participants</td>
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<tr>
<th>Instruction:</th>
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<tbody>
<tr>
<td>Onsite Session</td>
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<tr>
<td>Online activities</td>
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<tr>
<td>PowerPoint with Notes</td>
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<table>
<thead>
<tr>
<th>Reading assignment</th>
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<tr>
<th>Assessment: Quiz #3</th>
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**Human Subjects Protection Certificate Due by 11/24 @ 11:59pm**
**Week 14 Online Module:** Critiquing the research literature. Other special types of research.

1. Identify and describe the major sections in a research journal article
2. Characterize the style used in quantitative and qualitative research reports
3. Describe aspects of a research critique
4. Understand the many challenges researchers face and identify some tools for addressing methodologic challenges
5. Identify several advantages of mixed methods research and describe specific applications
6. Describe strategies and designs for conducting mixed methods research
7. Identify the purposes and some of the distinguishing features of specific types of research (e.g., clinical trials, evaluations, surveys)

**Instruction:**
- Online activities
- PowerPoint with Notes
- Reading assignment
- Assessment: Quiz #3

**Research critique due by 12/1 @ 11:59pm**

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**Week 15: Quiz #3**

**Online quiz #3 due by 12/12 @ 11:59pm**

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**GRADING SYSTEM**

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes. The student must have a passing grade of 70 or more on his/her course average in order to progress to the next nursing class. Student conferences with instructors are required when an examination grade is below 75% and/or when course average is below 75%.

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)
EVALUATION AND GRADES
Method of Assessing Learning Outcomes: Final Grade Components
Graded assignments, activities and percent of the overall course grade:

<table>
<thead>
<tr>
<th>Assessment Activity (Test, Paper, etc.)</th>
<th>Due Date</th>
<th>Grade %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Quizzes (3 scheduled quizzes, 20% of final grade for each quiz)</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>Mini systematic literature review</td>
<td></td>
<td>20</td>
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<tr>
<td>Research Critique Assignment</td>
<td></td>
<td>10</td>
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<tr>
<td>Human subjects training certificate</td>
<td></td>
<td>5</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100</strong></td>
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</tbody>
</table>

TEACHING STRATEGIES
- Assigned readings
- Lecture/Slides/Handouts
- Asynchronous internet discussion forums
- Written Assignments
- Quizzes
- Internet resources/publisher resources
- Practice test questions

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.

ASSIGNMENT/ACTIVITY DESCRIPTIONS

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 10 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 (5%)**:  
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, this assignment will assist students in understanding the content of research reports and in overcoming anxieties about jargon and statistical information. Students complete the "results" discussion board assignment using the study selected for the “library activity” discussion board assignment.

**Quizzes (60%)**:  
Three (3) quizzes 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 quiz or 60% total). The quizzes will be based both on weekly module materials and required readings. If a student must unavoidably miss a quiz, it is the responsibility of the student to notify the faculty member before the scheduled time of the quiz. It will be at the faculty’s discretion whether to excuse the absence and offer a make-up quiz or not. Alternate forms of quizzes may be used.

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

**Testing via Respondus™ Monitor**

Access to quizzes 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.

**OTHER REQUIRED MATERIALS**

- 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).

Refer to Angelo State University’s Distance Education website for further technology requirements:
http://www.angelo.edu/distance_education

Research Critique (10%):
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.

Mini systematic literature review (20%):
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. Additional examples of appropriate nursing interventions include: IV fluids, pain control, injections, self-management education, skin care, indwelling catheter, wound care. 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.
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.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible Points</th>
<th>Points Gained</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Brief overview of patient situation or basis for personal interest.</td>
<td>5</td>
<td></td>
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<tr>
<td>2. Chosen intervention relevant to nursing care for chosen patient problem</td>
<td>10</td>
<td></td>
<td></td>
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<tr>
<td>3. Relevancy of articles to chosen nursing intervention</td>
<td>10</td>
<td></td>
<td></td>
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<tr>
<td>4. Literature review summary (20 pts each article)</td>
<td>60</td>
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<tr>
<td>5. Resources cited (APA)</td>
<td>5</td>
<td></td>
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<td>6. Presentation length appropriate/completeness of table</td>
<td>5</td>
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<tr>
<td>7. Grammar/spelling</td>
<td>5</td>
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<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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**Human Subjects Training Certificate (5%)**: 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: [https://www.citiprogram.org/](https://www.citiprogram.org/)

**Online Discussion Board**: Class contributions to the discussion group and responses to peers are evaluated as to relevancy, insights, facilitating general group understanding, and evidence of reading widely in the field.
<table>
<thead>
<tr>
<th>Category (Points Possible)</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
<th>Score and Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met expectation for frequency of contributions (10)</td>
<td>The student did not post at all.</td>
<td>Student participated in 1 primary post and no response to a peer.</td>
<td>Student participated in 1 primary post and 1 response to a peer evenly distributed during the discussion period.</td>
<td>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.</td>
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</tr>
<tr>
<td>Accuracy of facts and evidence of critical thinking (30)</td>
<td>No referenced facts are reported or are inaccurately reported. Response contains misinformation and/or inaccurate thinking related to the case.</td>
<td>Most referenced facts are reported accurately. Response demonstrates limited knowledge of content and no critical thinking related to the case.</td>
<td>Almost all referenced facts are reported accurately. Response shows knowledge of content but limited critical thinking to the case.</td>
<td>All referenced facts are reported accurately. Response shows substantive knowledge of content and demonstrates significant critical thinking related to the question or case.</td>
<td></td>
</tr>
<tr>
<td>Sources (20)</td>
<td>Based solely on personal opinion or lay literature. Multiple errors in APA citations and references.</td>
<td>References limited to textbooks or commercial (e.g., .com) websites. Several errors in APA citations and references.</td>
<td>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.</td>
<td>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.</td>
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<td>Voice (20)</td>
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<td>≤ 14</td>
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<td>17–18</td>
<td>19–20</td>
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<td>The writer does not provide evidence of understanding the course material and readings and/or has not incorporated them into the discussion.</td>
<td>The writer provides evidence of questionable understanding of the course material and readings.</td>
<td>The writer understands the course material and incorporates readings into responses.</td>
<td>The writer understands the course material and incorporates readings well into responses.</td>
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| Grammar and spelling (20) |
|------------------|------------------|------------------|------------------|
| ≤ 14 | 15–16 | 17–18 | 19–20 |
| 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. |

Score and summary comments:

Total points possible: 100
GENERAL POLICIES RELATED TO THIS COURSE
All students are required to follow the policies and procedures presented in the following documents:

- Angelo State University Student Handbook located on the ASU website: http://www.angelo.edu/student-handbook/
- ASU Undergraduate Catalog located on the ASU website https://www.angelo.edu/catalogs/documents/catalogs/2015-16_Catalog.pdf
- ASU Nursing Program Undergraduate Student Handbook, located on the Nursing website http://www.angelo.edu/dept/nursing/handbook/index.html

IMPORTANT UNIVERSITY DATES
August 26th First Day of Class
September 2nd Labor Day Holiday
October 31st Last day to drop a class or withdraw from the University for Fall Semester
November 28th and 29th Thanksgiving Holiday Break
December 9th-13th Final Exams Week
December 13th Last Day of Fall Semester
December 14th December Commencement

STUDENT RESPONSIBILITY & ATTENDANCE

Attendance: Class attendance to the mandatory orientation session and completion of online modules is necessary and required for successful and satisfactory completion of all course objectives; therefore, students must attend the orientation and complete all online course sessions. If a situation arises that prevents the student from attending the orientation, he or she should contact the instructor prior to the scheduled date.

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. Failure to meet these requirements hinders the student's ability to complete the course.

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 (2010) 6th edition (2nd Printing or higher only) 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 at the 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 free to 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 Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

ASSIGNMENT SUBMISSION & LATE WORK OR MISSED ASSIGNMENTS POLICY
Policy on missed exams, quizzes, & presentations: Make-up exams (or quizzes) are generally not allowed, with the exception of specific emergency situations (see below). There are strict criteria, requiring documentation, for make-up exams, papers or presentations due to emergency situations. 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.

Exam Make-Up: A student may be allowed to make-up an examination or quiz under the following circumstance:
   a. Absence is due to serious illness/hospitalization of the student or an immediate family member. Documentation by a health care provider will be required at the time the student requests a makeup exam.
   b. Absence is due to a death in the immediate family. Documentation will be required.
   c. An absence the faculty deems as unavoidable. With the exception of a documented emergency situation, to be eligible for a make-up exam in the above circumstances, the student must notify their instructor prior to the absence, and must make arrangements within 48 hours after the absence for the retake. Faculty have the right to offer an alternative form of the exam and/or to deduct up to 10 points from the exam grade.

ACADEMIC INTEGRITY
Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their educational experiences. Any student found guilty of any form of
dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU. All codes and policies are set forth in the University Student Handbook of Angelo State University [http://www.angelo.edu/student-handbook/] as well as the Department of Nursing Undergraduate Student Handbook [http://www.angelo.edu/dept/nursing/handbook/index.html]

PLAGIARISM
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. 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. We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. 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 via Bb Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center [http://www.angelo.edu/dept/writing_center/academic_honesty.php].

PERSONS WITH DISABILITIES AND SPECIAL ACCOMMODATIONS REQUEST
“Disability Services is part of the Office of Student Affairs at Angelo State University. Angelo State’s Office of Student Affairs works to ensure that qualified students with disabilities have equal access to all institutional programs and services. The office advocates responsibly for the needs of students with disabilities and educates the campus community so that others can understand and support students with disabilities.”

For more information on learning disabilities and how to apply for accommodations through the ASU Disability Services visit [http://www.angelo.edu/services/disability-services/]
The following includes contact information for Disability Services at ASU:
  ada@angelo.edu
  Phone: 325-942-2047
  Fax: 325-942-2211
Address: Houston Harte University Center, 112, ASU Station #11047, San Angelo, TX 76909

Reasonable accommodations will be made for students determined to be disabled by the Office of Student Life.

INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)
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.

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.” Please see ASU Operating Policy [10.19].
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.

WEBLINKS:
Board of Nursing for the State of Texas http://www.bne.state.tx.us/
BSN Student Resources http://www.angelo.edu/dept/nursing/student_resources/

COURSE EVALUATION
Students are provided the opportunity, and are strongly encouraged to participate in a course evaluation at the end of the semester. Areas on the IDEA evaluation include:
1. Gain factual knowledge (terminology, classifications, methods, trends).
2. Learn fundamental principles, generalizations, or theories.
3. Learn to apply course material (to improve thinking, problem solving, and decisions).
4. Learning how to find and use resources for answering questions or solving problems.
5. Learning to analyze and critically evaluate arguments and points of view.
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<th>Week</th>
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| 1    | 8/29      | Mandatory Orientation  
Introduction to Course  
Review Syllabus                      |
| 2    | 9/3       | Intro to Nursing Research & EBP  
Literature database search discussion due 9/8 @ 11:59pm |
| 3    | 9/9       | Conceptual & theoretical contexts                                         |
| 4    | 9/16      | Steps in the research process                                              |
| 5    | 9/23      | Onsite Session Thursday, 9/26 from 9:30am-12:20pm HHS 106  
Quiz 1                                                                 |
| 6    | 9/30      | Qualitative research                                                       |
| 7    | 10/7      | Quantitative research                                                      |
| 8    | 10/14     | Quantitative research (cont)                                               |
| 9    | 10/21     | Onsite Session Thursday, 10/24 from 9:30am- 12:20pm HHS 106  
Quiz 2                                                                 |
| 10   | 10/28     | Sampling and data collection  
Mini systematic literature review due 11/4 @ 11:59pm                     |
| 11   | 11/4      | Measurement issues                                                         |
| 12   | 11/11     | Data analysis and interpretation  
“Results” discussion board due 11/17 @ 11:59pm                              |
| 13   | 11/18     | Ethics in research  
Onsite Session Thursday, 11/21 from 9:30am- 12:20pm HHS 106  
Human Subjects Training Certificate due 11/24 @ 11:59pm               |
| 14   | 11/25     | Critiquing research literature  
Research critique due 12/1 @ 11:59pm                                      |
| 15   | 12/2      | Dead Week- study for final examinations                                    |
| 16   | 12/9      | Quiz 3 due 12/12 @ 11:59pm                                                |