



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM
NURS 3305 – NURSING RESEARCH AND APPLICATION
SPRING 2017

SEMESTER HOURS: Three (3)

CONTACT HOURS:

CLINICAL HOURS: N/A

PREREQUISITES: Admission to the RN to BSN Completion Program

COURSE DESCRIPTION:

Basic concepts, research principles, processes, and applications provide information for the role of the nurse in decision making and clinical practice. The course addresses nursing research as a means of acquiring and refining knowledge to enhance clinical judgment.

FACULTY INFORMATION:

Name: Pamela J. Haylock, PhD, RN, FAAN

Office Hours:

Hours available via e-mail: Monday-Friday 9:00 am to 9:00 pm

Hours available in person in your office: N/A

Hours available by appointment via office/home phone: Monday-Friday 9:00 am to 9:00 pm

Phone number: (830) 928-2989 – cell phone, messages will be checked throughout the day

University E-mail: pamela.haylock@sulross.edu

STUDENT LEARNING OUTCOMES:

Each student enrolled in the course will be expected to meet course objectives that are presented within the applicable framework of the Texas Board of Nursing (TBON) Disseminated Essential Competencies of Graduates from Texas Nursing programs (DEC's), the American Association of College of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (BSN Essentials), and the Quality and Safety Education for Nurses (QSEN) Knowledge, Skills and Attitudes (KSA's) in this course.

The student will be able to:

1. Demonstrate through discussion and writings how research and research strategies have evolved over time. (DEC's I-A 1,2,5) (Essential I)
2. Identify practice issues which can be or have been impacted by analysis and implementation of research findings. (DEC's II-B 1,2,3,8) (Essential II & VIII) (QSEN-Safety)
3. Discuss ideas for organizational and/or societal changes which are or may be influenced by research activity. (DEC's III-C 1) (Essential VII)
4. Through writings and reported clinical observation, relates selected nursing theories to Evidence-Based outcomes. (DEC's II-A 1,2,3) (Essential VII) (QSEN-EBP)
5. Evaluates quality of selected nursing research studies using critical appraisal techniques. (Essential VI) (QSEN-QI)
6. Discusses role of current technology to the development of Evidence-Based Practice with different categories of clients. (DEC's III-C 2,3,4) (Essential III) (QSEN-EBP)
7. Evaluate a plan currently in use to reduce patient/client risk factors based on Evidence-Based data. (DEC's III-F 1; IV-A 5) (Essential III) (QSEN-EBP)
8. Demonstrate, through the completion of course assignments, the ability to identify and access reliable online resources and quality health care sites. (DEC's III C-5) (Essential IV)
9. Provide examples of research findings that have been used to develop Evidence Based Practice for individuals, families, general populations, and communities. (DEC's III-F 7; IV-B1; IV-D 1.2.4) (Essential III, VI)



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REQUIRED TEXTS:

1. Lobiondo-Wood, G. and Haber, J. (2014) Nursing Research: Methods and Critical Appraisal for Evidence-Based Practice. 8th ed., St. Louis, MO: Elsevier/Mosby. ISBN: 978-0-323-10086-1.
2. Publication Manual of the American Psychological Association. (2010) 6th ed. Washington, DC: APA 2010. ISBN:10:1-4338-0561-8.

COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING, AND EXPECTATIONS:

LEARNING ACTIVITIES:

Learning activities for this course are distributed throughout this 14 week course, focusing on defined objectives and directions to promote understanding the role that research and its application play in developing the art of nursing. Since this is an on-line, hybrid course, assignments included in each week will be synchronous and/or asynchronous, conducted and completed within a specified period. Each student is required to plan sufficient time to read, research, complete learning activities, and prepare assignments designated for each week. A synchronous, scheduled time is designated by students and faculty to discuss questions and issues related to module assignments. The secret to success in this course is to come to discussion groups, synchronous or asynchronous, prepared to discuss, debate and critique topics delineated in each module. Faculty serves as moderator or may assign a student to lead a discussion group. Relevant power points presentations are placed in Blackboard folders.

Class, Discussion Board & Online Seminar Participation:

Students participate in online collaborative activities that explore trends and issues in professional nursing and health care. Students are expected to participate in discussion boards by uploading at least two (2) substantial comments each week. Discussion board postings are to be written in an equally scholarly manner (correct spelling, grammar, punctuation), and include citations to relevant literature to support the student's statements and/or contribute to the discussion thread.

Written assignments:

Students will complete written assignments following the scholarly writing style guided by *The Publication Manual of the American Psychological Association* (6th Edition). Papers are to be double-spaced, use 12 point Times New Roman font, and at least 1" right and left margins. Papers will be graded based on content (meeting stated assignment requirements), correct spelling, and application of appropriate grammar and punctuation. Absence of plagiarism is a critical consideration in evaluation of written work. Papers will include reference lists with full citation (according to APA).

Plagiarism is a legal and ethical issue, and is a violation of truthfulness. It occurs when one takes another's work, copyrighted or not, and passes it on as his or her own. (Fishman, 2011) Plagiarism is also a violation of Sul Ross State University ethics and policy. For more information, see: Fishman, S. (2011). *The copyright handbook: What every writer needs to know* (11th ed). Berkeley, CA: Nolo Press.

Research Paper:

Each student will submit a hypothetical research proposal based on course content, and his/her personal clinical and research interest.



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COURSE EXPECTATIONS:

Verbal and written assignments are to demonstrate that the student has read assigned materials and can articulate information reflecting individual cognition and understanding of information. All written assignments must be presented in American Psychological Association (APA, 2010) format. Any technical difficulties related to Blackboard Collaboration must be referred to the IT resources close to your home address and corrected as soon as possible. Making an appointment with the IT resource and taking your computer equipment with you to the appointment can expedite a successful learning process.

Orientation to Course:

Onsite Saturday, (To be determined) Uvalde Campus

Onsite orientation provides students with instruction on how to manage on line learning and the opportunity to address questions concerning the course and course requirements.

Faculty and Student Picture and Biography:

Faculty will submit a photograph (head-shot) and summary of their educational and professional experiences that prepared them to teach in respective courses to be posted online.

During the first week of class, each student must upload a photograph (head-shot) of themselves with a brief personal and professional biography including educational and clinical experiences and personal information highlighting why they are pursuing the BSN degree.

STUDENT/FACULTY EXPECTATIONS IN THE TEACHING/LEARNING PROCESS

Learning is a shared endeavor based upon respectful and collaborative relationships between students and faculty. The learning activities designed for this course were developed based upon the following:

1. As adult learners we are partners in learning.
2. Faculty members serve as mentor, resource, guide, coach and professional peer.
3. Our work and life experiences differ and enrich our individual and mutual learning.
4. Each member of the class is committed to preparing for and successfully completing class learning activities.
5. Each member of the class will organize his or her time, learning goals, work schedules and family arrangements to fully participate in the course and assigned learning activities.
6. Each member of the class is able to use computer technology and access resources via the Internet and other mobile technologies as needed for this and other courses.

COMMUNICATIONS:

- **Announcements** – Check announcements each time you log onto the course.
- **Course E-mail** – All e-mail communication must be through your Sul Ross e-mail account. Check Sul Ross e-mail frequently for communications and make sure your email address is current. Faculty will respond to inquiries and comments within 24 hours Monday – Friday.
- **Responses to e-mails and course postings** – Please respond to faculty requests and/or communications within 24 hours. Use course or Sul Ross e-mail and if not available, mobile phone or texting between the hours of 9 am and 6 pm if possible.
- **Assignments** – Assignments will be reviewed and returned with feedback/grade within 4 days of submission.
- **Writing and use of APA format** – All written assignments and discussion board postings must be submitted using the American Psychological Association (APA, 2010) Guidelines.
<http://owl.english.purdue.edu/owl/resource/560/01>



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USE OF TECHNOLOGY:

If you have any technical questions, problems or concerns with Blackboard, do not spend more than 15 minutes on any technical problem: seek help immediately.

- Contact the 24-7 Help Desk at: 1-888-837-2882.
- Uvalde OIT Department: 830-279-3045
- Eagle Pass OIT Department: 830-758-5010
- Del Rio OIT Department: 830-703-4818

ATTENDANCE AND PARTICIPATION:

- Your attendance is expected at every class meeting both face to face and online.
- Readings and learning activities relevant to the weekly topic are identified in the course schedule and modules.
- Scholarly and knowledgeable participation requires that you read assigned readings prior to joining the class discussions.
- An online course requires participation in all areas for accurate evaluation of performance including responding to faculty requests or communications.
- If you have an emergency and cannot attend a class meeting or complete an assignment by the due date, you must contact your faculty by phone, e-mail, or text as soon as possible and make arrangements to complete and submit assignments.
- Blackboard course platforms have a tracking feature. This feature quantifies how often and when students are active in the course and also provides information if the student has accessed different pages of the course. The Blackboard tracking function may be used to verify student online participation.

RULES OF NETIQUETTE:

The term “netiquette” refers to written and unwritten rules regarding appropriate communication on the Internet. It applies primarily to interactions on the course Discussion Board, individual and group assignments, and e-mail communications.

1. Help create a community of scholars by encouraging a cooperative win-win attitude in which all members of the class are willing to work together, each contributing in their own way.
2. Be helpful and be sure to do your part in an online class or in group work so assignments can be completed according to the course schedule.
3. Common courtesy and good manners, use of proper grammar, sentence structure, and correct spelling, are essential when participating in an online course.
 - a. Use meaningful titles in the Subject line. For e-mail, include the course number.
 - b. Use the person’s name you are addressing as a greeting in the first line of the message – this helps ensure you are writing to the intended person (group).
 - c. Close the posting by writing your full name at the end of the message.
4. Do not post anything too personal as all students in the class and your instructor will see what you write: the University archives all course materials.
5. Be courteous and respectful to students and faculty in the course.
 - a. There is a difference between making a statement that is a critical appraisal of an idea and criticizing someone for their point of view as it will be read by others;
 - b. Be mindful of the tones of your communications, sarcasm and subtle humor; one person’s joke may be another person’s insults;
 - c. Do not use all caps in the message box (it is considered shouting);



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- d. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race or ethnicity.
6. Keep messages you post to the Discussion Board relevant to the course and assignment, and provide a rationale including references as appropriate to support your perspective.
7. Avoid duplication. Read previous discussions before you comment or ask a question as the information may have already been covered.
8. When posting a response, make sure you clarify the post to which you are responding.
9. If the topic you wish to address is already covered under an existing thread, do not start a new thread.
10. When responding to a specific comment, quote only the relevant part of the comment and stay focused on the assignment.
11. Try not to “lurk”, meaning you are just reading and not participating.
12. Quality of online communications/postings is important:
 - a. It is not acceptable to present work or ideas of others as your own. If you quote from a source, use quotation marks and provide the original author’s name, year, and the work from which the quotation is taken. If you paraphrase, use your own understanding of the work if possible and give credit to the original author by citing name, year and source of the idea.
 - b. If the posting is going to be long, use paragraphs;
 - c. Do not overuse acronyms and abbreviations like you use in text messaging. Some participants may not be familiar with acronyms and abbreviations;
 - d. Just as you would proofread a formal paper, before posting;
 - i. Read what you have written for content;
 - ii. Rethink what you have written for tone;
 - iii. Reread what you have written for organization and coherence;
 - iv. Revise what you have written for grammar, punctuation and mechanics;
 - v. Once you submit your work, discussion, or e-mail, you cannot change what you have written.
13. Do not send large files as someone in your class may have a relatively slow internet connection.
14. Be sure to use a reliable computer security system: check for viruses when sending and sharing files.
15. Be patient if you do not get an immediate response to your postings: others may be on a different schedule. If it is urgent, contact other students or faculty by e-mail, phone, or text.

ASSESSMENT OF STUDENT LEARNING:

1. Evaluation of student performance is based on evidence of achievement of course objectives. Students are graded on their attendance and participation in the class discussion boards, online reflections and observations, knowledge and comprehension of reading assignments and completion of course assignments. Criteria for each course activity and assignments include grading rubrics are delineated either in the syllabus or in the modules.

2. Summary of Measures for Evaluations:

<u>Course Requirements</u>	<u>Percentage</u>
1. Discussion Board Participation	50 %
2. Written Assignments	40 %
3. <u>Final: Research paper</u>	<u>10 %</u>
Total points	100



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3. **Calculation of Final Grade:** The final grade is derived as a summary of the points delineated on specific rubrics for the assignments and participation.

Grading Scale

A = 90 – 100

B = 80 – 89

C = 75 – 79

D = 70 – 74

F = 69 or below

POLICIES FOR EXAMS AND ASSIGNMENTS:

Online testing/Assessments: When assigned, examinations will be given via the use of Proctor Free. Instructions will be provided at the time of the examination.

Missed Examinations and Makeup Examinations: Faculty members must be informed immediately when a student is aware that an examination will be missed. Make-up should occur within a week of the scheduled examination as agreed on between the faculty and student. Should scheduling conflicts and/or family emergencies arise, students should contact faculty by phone, e-mail, or text as soon as possible. If students have spoken with faculty and an agreement is reached, late make-up exams can be arranged without penalty.

Late and Make-up Assignments: To achieve the designated points for an assignment, the assignment must be submitted at or before the scheduled date and time. Five points per calendar day will be deducted for late submission of assignments. Should scheduling conflicts and/or family emergencies arise, student should contact faculty by phone, e-mail, or text as soon as possible. If students have spoken with faculty and an agreement is reached, late make-up assignments can be arranged without penalty.



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COURSE SCHEDULE: (This schedule is subject to change by faculty.)

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Week & Module	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
MODULE I Week 1	Topics: <ul style="list-style-type: none"> ▪ Overview of Course ▪ Review of Syllabus ▪ Assignments and Grading ▪ Testing ▪ On-Line Communication ▪ Attributes of Textbook ▪ Florence Nightingale and Nursing Research ▪ Introduction to Qualitative and Quantitative Research Methods Objectives: <ol style="list-style-type: none"> 1. Describe historical trends in nursing research 2. Explain relationship between research, EBP, QI 	Textbook chapters 1 – 3 Read Chapter 1 several times: there are important guidelines offered. You will go back to this chapter often during the course. Note on page 8 the Types of Research: this information will be used in early assignments. Articles provided: Pearson A. (2014). Evidence synthesis and its role in evidence-based health care. <i>Nsg Clinics of North America</i> , 49:453-460. McDonald L. (2001). Florence Nightingale and the early origins of evidenced-based nursing. <i>EBN Notebook</i> . 4:68-69. Cohen IB. (1984). Florence Nightingale. <i>Scientific American</i> , 250(3):128-137.	Discussion Board: Introduce yourself: Describe your nursing education to date, current nursing practice role, your rationale and interest relating to achieving a BSN at this time, and your perception of how this academic pursuit might affect the way you practice nursing. Due: within first 3 days of course opening Written Assignment: Florence Nightingale. Written essay: maximum 3 pages (including references) Describe Florence Nightingale’s relevance of to today’s nursing research and clinical nursing practice. Due
MODULE II	Theoretical Framework for Nursing Research, Qualitative and Quantitative Methodology		
Week 2	Objectives: <ol style="list-style-type: none"> 1. Explain differences between Quantitative and Qualitative research designs 2. Explain systematic reviews and their purpose 3. Examine characteristics of an effective electronic literature search 	Textbook chapters 4, 6, 7, 12	Assignment: Week 2 – Perform an Electronic Search of the Literature relating to research in a clinical topic/question of your choosing. Share your search process on the Discussion Board , applying the characteristics of a well-written review of the literature highlighted in Chapter 3, Box 3-4 (pg 71) of the textbook. Identify key words, Data Base used, rationale for selected search



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			parameters, and results of your search processes. (Did you locate articles that match your interest? Why and Why Not?) Include at least 5 relevant nursing research citations discovered in your search of the literature.
Week 3	<p>Objectives:</p> <ol style="list-style-type: none"> 1. Apply critiquing criteria to the evaluation of a research question or hypothesis in a selected research article 2. Describe relationships between theory, research, and practice 3. Discuss the purpose of the literature review for development of EBP and QI project. 4. Explain how theory is used in nursing practice 5. Describe components of qualitative research used in practice. 6. Identify four ways that qualitative research is used in practice. 	<p>Review Textbook Chapters 3, 13 material on pages 51-54: Review of the Literature</p> <p>Textbook Appendix C, pages 502-517. Seiler, A.J., & Moss, V.A. (2010). The experiences of nurse practitioners providing health care to the homeless.</p>	<p>Assignment: Week 3 – Theory/EBP</p> <p>Discussion Board: After reading the Seiler and Moss research study, post:</p> <ol style="list-style-type: none"> 1) the citation of the article 2) evaluate the research question or hypothesis used in the cited study 3) Identify the theoretical framework used in the study. 4) Are the findings from this work useful in your own practice setting? Why or why not? <p>Due</p>
Week 4	<p>Objectives:</p> <ol style="list-style-type: none"> 7. Differentiate among the processes of phenomenological, grounded, ethnographic, and case study methods of qualitative research. 8. Appraise qualitative research using standard critiquing criteria. 9. Discuss sampling: definition of terms, probability/non-probability, internal-external validity, and sampling bias. 10. Discuss informed consent forms. 11. Describe the role of an IRB 12. Discuss and identify populations of subjects 	<p>Review Chapter 7: Appraising Qualitative Research.</p>	<p>Written Assignment: From your search of the research literature, select one qualitative study, and apply critiquing criteria (Ch 7 p 135) to a critique of your selected study.</p> <p>Due</p>
Week 5	<p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify purposes of sampling 2. Define <i>population</i>, <i>sample</i>, and <i>sampling</i> 	<p>Textbook chapters 12 & 13</p>	<p>Written Assignment: Ethical & Legal Issues</p> <p>Due</p>



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	<ol style="list-style-type: none"> 3. Compare a population and a sample 4. Discuss the importance of inclusion and exclusion criteria 5. Define <i>nonprobability</i> and <i>probability sampling</i> 6. Identify types of nonprobability and probability sampling strategies 7. Compare advantages and disadvantages of nonprobability and probability sampling strategies 8. Discuss contribution of nonprobability and probability sampling strategies to strength of evidence provided by study findings 9. Discuss factors that influence determination of sample size 10. Discuss potential threats to internal and external validity as sources of sampling bias 11. Use critiquing criteria to evaluate the “Sample” section of a research report 12. Identify subject populations who require special legal & ethical considerations 13. Describe the historical background that led to the development of ethical guidelines for use of human subjects in researchU 14. Identify essential elements of informed consent 15. Describe the IRB role in the research review process. 		<p>Considering your own interests and clinical practice area:</p> <ol style="list-style-type: none"> 1) Identify a relevant research question; 2) Describe your interest in this question; 3) Describe possible legal and ethical issues that could arise when you pursue a research project to explore or answer your research question; 4) Describe the sampling strategy you would devise for this research project. 5) Describe threats to internal and external validity that relate to your sources of sampling; 6) What concerns and questions do you think might be posed to you during the IRB process around your proposed study?
<p>Week 6</p>	<p>Objective:</p> <ol style="list-style-type: none"> 1. Evaluate the strengths and weaknesses of a qualitative research report. 2. Identify next steps following a completed qualitative research report. 	<p>Article: Weinberg, D.B, Miner, D.C., & Rivlin, L. (2009). It Depends: Medical Residents’ Perspectives on Working with Nurses. <i>Am J Nurs</i>, 109(7):34-42.</p>	<p>Discussion Board:</p> <p>Using critiquing criteria, post a brief synopsis of the Weinberg et al qualitative study. Based on your critique discuss the following:</p> <ol style="list-style-type: none"> 1) Is there enough evidence to be derived from this study for it to be useful in practice? 2) Is additional study warranted?



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			<p>3) What additional questions do you have after reviewing this study?</p> <p>4) How might you design a follow-up study?</p> <p>5) In what ways could you apply this study's findings to your practice setting, or your own practice?</p>
Week 7	CLASS MEETS IN UVALDE or Via Video Conference		
Module III	<p style="text-align: center;">Topics:</p> <ul style="list-style-type: none"> ▪ Quantitative Research <ul style="list-style-type: none"> ▪ Fidelity & Validity ▪ Research designs ▪ Non-experimental designs <ul style="list-style-type: none"> ▪ Systematic reviews ▪ Clinical practice guidelines <ul style="list-style-type: none"> ▪ Sampling ▪ Data collection methods ▪ Reliability and validity. 		
Week 8 03/06/16 - 03/12/16	<p>Objectives</p> <ol style="list-style-type: none"> 1. Define research design and its purpose 2. Identify elements that affect <u>fidelity and control</u> in the research design and study outcomes 3. Define <u>Internal and External Validity</u> and the threats or conditions that affect them. 	Textbook Chapter 8	<p>Assignment: None</p> <p>Discussion Board: Each student will identify and discuss at least two (2) research questions that arise from his/her clinical practice that would most appropriately be addressed using quantitative research methods. For each of these research questions, identify potential elements that could affect fidelity and control, and threats to internal and external validity.</p>
<p>SPRING BREAK MARCH – MARCH 2017</p>			
Week 9	<p>Objectives</p> <ol style="list-style-type: none"> 1. Describe other types of research design, (experimental, quasi-experimental, non-experimental), their strengths and weaknesses 	Textbook Chapters 9, 10,11	<p>Written Assignment: Applying Critiquing Criteria for Clinical Guidelines, identify, evaluate and discuss an “in-use” clinical</p>



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	<ol style="list-style-type: none"> 2. Identify criteria for inferring cause-effect relationships 3. Describe similarities and differences among survey, relationship/difference, and other research designs 4. Discuss purposes of a systematic review, meta-analysis, integrative review, and clinical practice guidelines 		<p>practice guideline applicable to your clinical practice.</p> <p>Due:</p>
Week 10	<p>Objectives</p> <ol style="list-style-type: none"> 1. Define the various data collection methods used in nursing research 2. Discuss how data collection methods contribute to the strength of evidence in a study 3. Identify possible sources of bias related to data collection 	Textbook Chapters 14, 15	<p>Assignment: None</p> <p>Discussion Board: Using your previous literature search, or a new search if you prefer, select two quantitative nursing research studies. Through Discussion Board postings, address the three objectives as they apply to those two selected studies.</p> <p>Due:</p>
MODULE IV	<p>Topics</p> <ul style="list-style-type: none"> ▪ Data Analysis ▪ Descriptive and Inferential Statistics ▪ Understanding Research Findings ▪ Evidence-Based Practice 		
Weeks 11 & 12	<p>Objectives</p> <ol style="list-style-type: none"> 1. Differentiate between descriptive and inferential statistics 2. Describe four levels of measurement 3. Describe frequency distributions, 4. Describe the concept of probability as it applies to the analysis of data 5. What is a null hypothesis? 6. List several commonly used statistics to be found in published nursing research 	Textbook Chapters 16, 17, 18	<p>Written Assignment: Using Critical Appraisal Guidelines for Quantitative Research (Table 18-1, p 348-50) write a critical appraisal of a selected quantitative research study.</p> <p>Due:</p>
Week 13	<p>Objectives</p> <ol style="list-style-type: none"> 1. Develop a focused clinical question using the PICO approach. 	Textbook Chapter 19	<p>Assignment: None</p> <p>Discussion Board:</p> <ol style="list-style-type: none"> 1. Post your opinion of the weakest of the



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	<ol style="list-style-type: none"> 2. Identify a plan in use to reduce patient/client risk based on E-BP 3. Discuss the applicability, or non-applicability, of selected research studies to nursing practice. Be prepared to defend the position 4. States the reason for the use of EBP in clinical practice settings. 		<p>quantitative research studies you have reviewed and support your conclusions.</p> <ol style="list-style-type: none"> 2. Post a <u>focused clinical</u> question using the PICO approach for classmates to critique. 3. Provide an opinion of the “what and why” of EBP. 4. How do you find it operationalized in your setting? <p style="text-align: right;">Due (end of week 13)</p>
<p>Week 14</p>	<p>Objectives Review and summarize research overview content</p>		<p>Written Assignment Final: Research Paper. Each student will submit a hypothetical research proposal based on course content, and his/her personal clinical and research interest. The paper will be a maximum of 5 double-spaced pages, including a reference list. The proposal will include:</p> <ol style="list-style-type: none"> 1. The research question or research question 2. Brief review of relevant literature on the topic 3. Relevance of the research to practice (why is this question important?) 4. Identify and provide rationale for the selected research method consistent with the research question or hypothesis 5. Identify sampling method and sample 6. Data analysis 7. Summary that includes potential utility of research findings in evidence-based practice <p style="text-align: right;">Due: last day of course</p>



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ACADEMIC HONESTY POLICY:

The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. Academic Dishonesty includes:

1. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
2. Using, during a test, materials not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.
5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a non-administered test.
7. Purchasing or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.
8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.
9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.
11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty, but must notify the student of his/her right to appeal to the Department Chair, the Associate Provost/Dean, and eventually to the Provost and Vice President for Academic and Student Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case.

In the case of flagrant or repeated violations, the Vice President for Academic and Student Affairs may refer the matter to the Dean of Students for further disciplinary action. No disciplinary action shall become effective against the student until the student has received procedural due process except as provided under Interim Disciplinary Action.

AMERICAN WITH DISABILITIES ACT (ADA) STATEMENT:

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Kathy Biddick in Student Services, Room C-102, Uvalde campus. The mailing address is 2623 Garner Field Road, Rio Grande College-Sul Ross State University, Uvalde, Texas 78801. Telephone: 830-279-3003. E-mail: kbiddick@sulross.edu



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM
NURS 3305 – NURSING RESEARCH AND APPLICATION
SPRING 2017

ONLINE COURSES:

Web courses (offered online) are not self-paced and require considerable work in order to meet requirements. Students should be prepared to devote approximately 12 hours per week to accomplish the work required for a 3-hour class (i.e. student should devote approximately the same study time for an online course as would be spent in a regular class with outside work requirements—a measure generally calculated at 3 hours outside work for each hour in class.) Students **MUST** have a reliable high-speed internet connection available throughout the duration of the course. Computer labs are open Mon.-Thurs., 8 a.m.-10 p.m., and Fri. 8 a.m-5 p.m. University computer labs are not open on weekends and holidays, but computers are available at the Southwest Texas Junior College and Sul Ross State University Rio Grande College libraries. A student who fails to participate in assignments during any one work period may be subject to being withdrawn from class and given a grade of F. Students should regularly log in to their class.

DISTANCE EDUCATION STATEMENT:

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

GENERAL CAMPUS REGULATIONS AND CONDUCT:

All students are expected to conduct themselves in a manner consistent with the University's functions as an educational institution. It is also expected that all students who enroll at Sul Ross State University agree to assume the responsibilities of citizenship in the university community. Association in such a university community is purely voluntary, and any student may resign from it at any time when he/she considers the obligation of membership disproportionate to the benefits. All students are subject to University authority, and those students whose conduct is not within the policies of the University rules and regulations are subject to dismissal. Students are responsible for abiding by all published University rules and regulations. Failure to read publications will not excuse the student from the requirements and regulations described therein. The SRSU Student Handbook and other official University publications outline specific regulations and requirements.