SUL ROSS STATE UNIVERSITY
Department of Nursing
NUR 3310 Introduction to Nursing Research
Spring Junior Year

NUR 3310 Introduction to Nursing Research
SEMESTER HOURS: Three (3) Credits
CONTACT HOURS: 48
PREREQUISITES: Completion of NUR 3311 Essence of Professional Nursing in Rural Border Community

FACULTY INFORMATION:

Name: Carol Boswell, Ed.D., RN, CNE, ANEF, FAAN

Contact Information:

Office Hours:

Hours available via e-mail: Anytime

Hours available on campus: None

Hours available via phone office/home/cell: 7:30 – 4:30 M-F

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COURSE DESCRIPTION:

This course is one component of baccalaureate education for professional nursing focusing on students' becoming competent consumers of research in nursing and related fields. Various models of inquiry in nursing, including basic concepts, research principles, processes and applications needed to develop critical-thinking skills, and problem-solving skills will be examined. Theories of evidence-informed practice, appraisal of published research, and translation of findings into clinical practice serve as the foundation for knowledge development and skills that foster clinical reasoning, decision making, and practice. Students will have the opportunity to apply evidence when participating in planning and implementing nursing care, inter-

professional communication, population health for rural and border communities, and demonstrating professionalism and professional values.

COURSE OBJECTIVES: Upon completion of this course, students will be able to:

1. Describe the role of research in nursing as a method of systematic inquiry.
2. Explain the importance of nursing research and evidence-based practice to nursing practice.
3. Describe the roles of theory, models, and strategies in nursing research and evidence-based practice.
4. Differentiate qualitative and quantitative approaches to inquiry and findings that provide the basis for patient care and clinical judgment.
5. Discuss legal/ethical concerns in research and evidence-based practice.
6. Identify the appropriate application of statistical methods in nursing research and evidence-based practice.
7. Appraise selected nursing research studies using critical appraisal techniques.
8. Identify practice issues that may change by analysis and implementation of research findings.
9. Apply evidence-based guidelines and tools for improving nursing practice across the life span.
10. Demonstrate the ability to identify and access reliable online resources and quality health-care sites.

MARKETABLE SKILLS FOR THE DEPARTMENT OF NURSING

The following marketable skills and dissemination plan has been submitted to the Texas Higher Education Board after approval from the Assistant Vice President for Institutional Effectiveness at SRSU.

Students will:

    1. develop inquiry skills to evaluate situations (Sense of Inquiry).

    2. develop communication skills to evaluate situations (Communication Skills).

    3. develop research skills to promote their lifelong learning (Continuous Lifelong Learning); and

    4. comport themselves verbally and visually in a professional manner (Professionalism).

Plan for Dissemination:

    Students learn the marketable skills by first being exposed to them in all course syllabi. Each of the marketable skills is closely observed and evaluated by clinical faculty and preceptors as students' progress through the educational program. Students hone their research and communication skills through assignments and activities in multiple classes.

REQUIRED REFERENCES:
Textbooks:

Boswell, C. & Cannon, S. (2023). Introduction to nursing research: Incorporating evidence-based practice. (6th ed). Burlington, MA: Jones & Bartlett Learning ISBN:9781284252149.

Melnyk, B., & Fineout-Overholt, E. (2023). Evidence-based practice in nursing and healthcare: A guide to best practice. (5th ed). Philadelphia, PA: Lippincott. ISBN: 9781975185725

American Psychological Association (2019). Publication Manual of the American Psychological Association (7th ed.)Washington, DC: APA. ISBN:143383216X

RECOMMENDED TEXT AND ARTICLE:

Goodshall, M. (2019). Fast facts for evidence-based practice. (3rd ed.) Upper
Saddle River, NJ: Springer. ISBN: 978-0-8261-6623-4

Sidani, S., & Braden, C.J. (1999, January). Evaluating nursing interventions. A
theory-driven approach. Journal of Advanced Nursing, 29(1), 267.

The Nuremberg Code (1949)

The Declaration of Helsinki (1964)

The Belmont Report (1978)

Institutional Review Boards

ANA Human Rights Guidelines for Nurses in Clinical and Other Research

Web Resources:

Agency for Healthcare Quality and Research: http://www.ahcpr.gov/

ANA's Official Web Site: http://www.nursingworld.org

American Nurses Association. (2021). Nursing: scope and standards of practice.
Washington, D.C. Nursesbooks.org. (Secure references from Library)

American Nurses Association. (2019). Nursing's social policy statement (3rd ed.).
Washington, D.C. Nursesbooks.org. (Secure references from Library)

American Nurses Association. (2015). Code of ethics for nurses with interpretive
statements. (2nd ed.). Washington, D.C. Nursesbooks.org. (Secure references from
Library)

Cochrane Systematic Reviews http://cochranelibrary.org/edsr/reviews

National Guidelines Clearinghouse: https://ahrq.gov.gam/index

Web Resources on the Tuskegee Research Incident http://history.com/news/the-infamours-40-year-tuskegee-study

COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING, AND EXPECTATIONS:

LEARNING ACTIVITIES:

Class, Discussion Board, and Online Seminar Participation: 20%
Students will participate in in-class and online, collaborative activities that explore the role and importance of various approaches to inquiry in professional nursing practice and knowledge development. Student dialogue will focus on identifying the elements and applications of the inquiry process, appraising research, and identifying quality-improvement issues to be assessed and analyzed. Students will collaborate on the reviews of research and development of a research-utilization plan based on review of the evidence and will present the plan to peers. Students are expected to contribute to the dialogue using critical thinking, clinical reasoning, and ethical comportment.

Written assignments:
Students will complete written assignments following the scholarly writing style guided by *The Publication Manual of the American Psychological Association* (7th Edition). Papers are to be double-spaced, using 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.

Appraisal of Quantitative Research Article: For this assignment, the group will select a quantitative research article that addresses the selected practice or clinical problem and critically appraise the article using review outlined by Lobiondo-Wood & Haber. The written appraisal and copy of the article will be submitted by the due date.

Appraisal of Qualitative Research Article: For this assignment, the group will select a qualitative research article that addresses the selected practice or clinical problem and

critically appraise the article using review outlined by Lobiondo-Wood & Haber. The written appraisal and copy of the article will be submitted by the due date.

Presentation of Research-Utilization Plan: For this assignment, students will demonstrate the ability to apply evidence-based research findings to improve quality of care or design a change in practice related to an identified health-care problem. The final Research Utilization Plan will be presented to the class as a PowerPoint Presentation.

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, clinical performance when applicable, knowledge and comprehension of reading assignments, and completion of course assignments. Criteria for each course activity and assignments, including grading rubrics, are delineated either in the syllabus or in the modules.

2. **Summary of Measures for Evaluation**:

Course Requirements	Percentage
1. Discussion Board, Participation & Ethics	20%
2. Appraisal of Quantitative Research	30%
3. Appraisal of Qualitative Research	25%
4. Evidenced-Based Practice `	25%
Total	100%

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 = 69-74
F = 69 OR BELOW

POLICIES FOR EXAMS AND ASSIGNMENTS:

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, students should contact faculty by phone, email, or text as soon as possible preferably before the assignment is due. If students have spoken with faculty and an agreement is reached, late and make-up assignment extensions can be arranged without penalty.

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COURSE SCHEDULE

(This schedule is subject to change by faculty as needed.)

Week	Module,	Learning Activities, Assignments & Submission Dates
Week 1: March 18-23	Module 1	March 18th at 7pm online orientation March 18th discussion board opens at 8am, initial posting due by March 20th at 11:59pm
Week 2: March 24–30		March 26th peer postings due by 11:59pm March 29th by 11:59pm Ethics assignment due
Week 3: March 31- April 6	Module 2	April 1st at 8:00 am discussion board opened April 1st at 7pm online discussion for Module 2 April 4th by 11:59pm initial posting due
Week 4: April 7-13		April 12thth by 11:59 pm peer responses due
Week 5: April 14-20	Module 3	April 15th at 7pm online discussion for Module 3 April 19th by 11:59pm Quantitative Review due
Week 6: April 21-27		April 26th by 11:59pm Qualitative Review due
Week 7: April 28 – May 4	Module 4	April 29th by 11:59pm team formed April 29th at 7pm online discussion for Module 4 May 1st Draft PICOT statement due by 11:59pm May 3rd Final PICOT statement due by 11:59pm
Week 8: May 5-11		May 9th by 11:59pm Evidence-based practice assignment due

COURSE EXPECTATIONS:

Verbal and written responses to assignments incorporate evidence that the student has read appropriate assignments and is able to articulate information that reflects individual cognition and understanding of information. Most of the course learning activities will use reflective dialogue and integrative learning approaches to expand, clarify, find meaning, or extend students' understanding of course concepts, topics, and students' investigations into practice issues, and reviews of literature.

The course is designed to provide opportunities for you to participate in case analysis, demonstrate clinical reasoning, completion of e-learning assignments, scholarly writing, make professional presentations, and self-appraisal. APA format is used for written assignments.

Refer technical difficulties related to Blackboard Collaboration to IT resources as soon as possible.

Orientation to Course:
See schedule for dates and times for course orientation. The orientation provides students with instruction on how to address questions concerning the course and course requirements.

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 a mentor, resource, guides, coach and professional peer.
3. Our work and life experiences differ and serve to 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 time, learning goals, work schedules, and family arrangements to fully participate in the course and assignment 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 email** – Check course email frequently for communications and make sure that your email address is current. The faculty member will respond to inquiries and comments within 24 hours Monday-Friday.
- **Use of technology**: If you have any technical questions, problems, or concerns with Blackboard, do not spend more than 15 minutes on any technical problems. Seek help immediately. Contact 24-7 Help Desk at: 1-888-837-2882 and/or techassist@sulross.edu.
- **Responses to emails and course postings**: Please respond to faculty requests and/or communications within 24 hours. Use course email and, if not available, mobile phone or texting between the hours of 9 AM and 5PM if possible. Messages received on the weekends or holidays will be answered by the next working day.

- **Assignments:** Assignments will be reviewed and returned with feedback/grade within 4 days of submission.
- **Writing and use of APA**: All written assignments and bulletin board postings will be submitted using the American Psychological Association (APA) Guidelines, as indicated by faculty.
  http://owl.english.purdue.edu/owl/resource/560/01

ATTENDANCE AND PARTICIPATION:

- Your attendance is expected at every class meeting 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 your 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, email, or text as soon as possible and make arrangements to make up the 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 utilized to verify student online participation.

RULES OF NETIQUETTE:

The term "netiquette" refers to written and unwritten rules regarding appropriate communication on the Internet. It primarily applies to your interactions on the course Discussion Board, assignments both individual and group, 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 courteous and respectful to students and faculty in the course.
   a. A difference exists between making a statement that is a critical appraisal of an idea and criticizing someone for their point of view.
   b. Be careful with the tone of what you are communicating, i.e., sarcasm and subtle humor; one person's joke may be another person's insult.
   c. Do not use all caps in the message box (it is considered shouting).
   d. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race, or ethnicity.
3. Be helpful and be sure to do your part in an online class or in group work so that assignments can be completed.

4. Common courtesy and good manners, along with proper use of grammar, sentence structure, and correct spelling, are essential when taking an online class.
    a. Use a meaningful title in the Subject line. For e-mail, include course number.
    b. Use the person's name you are writing to 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 printing your full name at the end of the message.
5. Discussion Boards are public, and the University archives all materials. Do not post anything too personal as all students in the class and your instructor will see what you write.
    a. Keep the messages you post to the Discussion Board relevant to the course and assignment, thus providing a rationale including references as appropriate to support your point-of-view.
    b. Avoid duplication. Read the previous discussions before you comment or ask a question as the information may have already been covered.
    c. When posting a response, make sure you identify the post to which you are responding.
    d. If the topic you plan to address is covered in an existing thread, do not start a new thread.
    e. When responding to a specific comment, quote only the relevant part of the comment and stay focused on the assignment.
    f. Try not to lurk, meaning you are just reading and not participating.
6. Quality of online communications/postings is important.
    a. It is not acceptable to present work or ideas of others as your own. Use APA format when you quote directly from a source—use quotation marks and provide the original author's name, year, and page or location in the body of the narrative; when you paraphrase a source—using your own words to explain your understanding of another's ideas or work—provide author and year in the body of the narrative. At the end of the posting provide the complete reference using APA format.
    b. If the posting is going to be long, use paragraphs.
    c. Do not overuse acronyms like you use in text messaging. Some of the participants may not be familiar with acronyms.
    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; and 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.

7. Don't send large files, since someone may have a relatively slow internet connection.
8. Be sure to check for viruses when sending files.

9. Be patient if you do not get an immediate response to your postings as others may be on a different schedule. If it is urgent, you can contact other students or faculty by e-mail, phone, or text.

<div align="center">Required and Recommended Statements</div>

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director at 432-837-8203 or email mschwartze@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, 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 a secure login. 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. Directions for filing a student complaint are located in the student handbook.

Libraries

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your Lobo lD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the

TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

New for Fall 2023: Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL) and ScanIt to get materials delivered to you at home or via email.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose, and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.