

SUL ROSS STATE UNIVERSITY
Department of Nursing
NUR 3305 Nursing Research and Application
Spring Junior Year

NUR 3305 Nursing Research and Application

SEMESTER HOURS: Three (3) Credits

CONTACT HOURS: 48

PREREQUISITES: None

FACULTY INFORMATION:

Name: Cynthia Castillo MSN, RN CA-SANE

Contact Information:

Office Hours: Virtual by appointment

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COURSE DESCRIPTION:

Basic concepts, research principles, processes and applications provide information for the role of the nurse as means of acquiring and refining knowledge and using data to enhance clinical judgment. Application of core concepts of informatics, computer skills, technology and ethical issues in patient confidentiality in clinical practice and data management.

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:

5. develop inquiry skills to evaluate situations (Sense of Inquiry);
6. develop communication skills to evaluate situations (Communication Skills);
7. develop research skills to promote their lifelong learning (Continuous Lifelong Learning); and
8. 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.

American Psychological Association (2010). *Publication Manual of the American Psychological Association* (7th ed.) Washington, DC: APA. ISBN:10:1-4338-0561-8.

RECOMMENDED TEXT AND ARTICLE:

Goodshall, M. (2010). *Fast facts for evidence-based practice*. Upper Saddle River, NJ: Springer.
Sidani, S., & Braden, C.J. (1999, January). Evaluating nursing interventions. A theory-driven approach. *Journal of Advanced Nursing*, 29(1), 267.

Articles:

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. (2010). *Nursing: scope and standards of practice*. Washington, D.C.
Nursesbooks.org. (Secure references from Library)
American Nurses Association. (2010). *Nursing's social policy statement* (2nd ed.). Washington, D.C.
Nursesbooks.org. (Secure references from Library)
American Nurses Association. (2010). Code of ethics for nurses with interpretive statements. Washington, D.C.
Nursesbooks.org. (Secure references from Library)
Cochrane Systematic Reviews - UTMB Moody Medical Library Electronic Databases:
<http://gateway.ut.ovid.com/gw2/ovidweb.cgi?New+Database=Single+14&S=IDNJHKLHAEMDN00>
National Guidelines Clearinghouse: <http://www.guideline.gov/>
Primary Care Clinical Practice Guidelines: <http://medicine.ucsf.edu/resources/guidelines/>

Web Resources on the Tuskegee Research Incident

<http://healthorbit.ca/NewsDetail.asp?opt=1&nltid=097270605>
<http://www.med.virginia.edu/hs-library/historical/apology/>

COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING, AND EXPECTATIONS:

LEARNING ACTIVITIES:

Discussion Board:

Students will participate in online discussion 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. 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. The written appraisal and copy of the article will be submitted by the due date.

Review of Literature: In this assignment students will demonstrate the ability to evaluate a body of research and evaluate how the evidence supports or refutes identified clinical practice in preparation to develop a plan for evidence- based practice utilization plan. A critical appraisal is defined as the process of systematically examining the research evidence to assess its validity, results, and relevance for use in clinical decision-making.

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:**

<u>Course Requirements</u>	<u>Percentage</u>
1. Discussion Board	35%
2. Appraisal of Qualitative Research	25%
3. Appraisal of Quantitative Research	25%
4. Review of Literature	15%
Total	100%

Sample Evaluation Rubric: See last page of this document.

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:

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 faculty and student. Should scheduling conflicts and/or family emergencies arise, students should contact faculty by phone, email, 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, students should contact faculty by phone, email, or text as soon as possible. If students have spoken with faculty and an agreement is reached, late and make-up assignment extensions can be arranged without penalty.

**NUR 3310 Introduction to Nursing Research
COURSE SCHEDULE**

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

Week & Module	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
Module 1 Week 1	<p>Topics: Introduction to Qualitative and Quantitative Research Methods</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe historical trends in nursing research. 2. Explain relationship between research, EBP, and QI 	Textbook chapters 1-3	<p>Complete Discussion Questions 1 and 2</p> <p>Complete Introduction</p>
Module 2 Week 2	<p>Topics: Theoretical Framework for Nursing Research, Qualitative and Quantitative Research Methodologies, Ethics, and IRB</p> <p>Objectives:</p> <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: <ol style="list-style-type: none"> a. Describe the historical background that led to the development of ethical guidelines for use of human subjects in research. b. Identify essential elements of informed consent. c. Describe the IRB role in the research review process. 	Textbook chapters 4, 5, 6	Complete Discussion Questions 1 and 2

Week & Module	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
Module 3 Week 3	Objectives: <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 	Review Textbook Chapters 7 Review of the Literature	Complete Discussion Question 1 and 2

Week 4	Objectives: <ol style="list-style-type: none"> 1. Evaluate the strengths and weaknesses of a research article 2. Identify next steps following a completed research report 	Select Article of Choice	Complete Discussion Question and Submit Literature Review
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<p>Week 5</p>	<p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe components of quantitative research used in practice 2. Identify four ways that quantitative research is used in practice 3. Identify purposes of sampling 4. Define <i>population</i>, <i>sample</i>, and <i>sampling criteria for inclusion/exclusion</i> 5. Identify, define, and compare <i>nonprobability</i> and <i>probability sampling strategies</i> 6. Discuss factors that influence determination of sample size 7. Discuss potential threats to internal and external validity as sources of sampling bias 8. Identify subject populations who require special legal & ethical considerations 9. Identify elements that affect fidelity and control in the research design and study outcomes 10. Define Internal and External Validity and the threats or conditions that affect them 	<p>Textbook chapter 8, 10, 12</p>	<p>Complete Discussion Question 1 and 2</p>
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<p>Week 6</p>	<p>Objectives</p>	<p>Textbook Chapters 8, 11, 14</p>	<p>Complete Discussion Question and submit quantitative study appraisal.</p>
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	<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 4. Differentiate between descriptive and inferential statistics 5. Describe four levels of Measurement 6. Describe the concept of probability as it applies to the analysis of data 7. Define a null hypothesis 8. List several commonly used statistics to be found in published nursing research 		
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Week 7	<p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe qualitative and mixed methods research. 2. Describe the various qualitative research methodologies. 3. Explain the analysis of qualitative and mixed methods study data. 	Textbook Chapter 9 and 11	Complete Discussion Question and submit qualitative study appraisal.
Week 8	<p>Objectives:</p> <ol style="list-style-type: none"> 1. What is the purpose of an IRB? 		Complete Discussion Question

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.

Faculty and Student Picture and Biography:

Faculty will submit a picture 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 submit to the faculty a snap-shot or picture of themselves with a brief personal and professional biography including educational and clinical experiences and any personal information that highlights why they are choosing to seek a 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 a mentor, resource, guide, or 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. Faculty 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 or Sul Ross email and, if not available, mobile phone or texting between the hours of 9 AM and 6PM 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, 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 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. There is a difference 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 writing 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, and provide 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.

MANDATORY UNIVERSITY STATEMENTS:

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 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 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.

AMERICANS WITH DISABILITIES ACT (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 or contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@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.

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 hours

in class.) Students MUST have a reliable high-speed internet connection available on a regular basis for course work and other assignments whenever University computer laboratories are not open. 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.

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.

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.

LIBRARIES:

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer 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 LobolD 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. 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), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Crosswalk of Course Objectives with TBON DEC's and AACN Essentials

Objectives	TBON DEC's	AACN Essentials
Describe the role of research in nursing as a method of systematic inquiry.	I-A 1, 2, 5	I
Explain the importance of nursing research and evidence-based practice to nursing practice.	I-B5e; II-A1a; II-A3a; II-A4; II-B8; IV-B2c	I-4; III-1
Describe the role of theory, models, strategies in nursing research and evidence-based practice.	I-B-1,1f; II-B1b; IIC3a	III-7; VII
Differentiate qualitative and quantitative approaches to inquiry and findings that provide the basis for patient care and clinical judgment.	II-B1a; III-F2a; III-F6a; III-F1c	III-6
Discuss legal/ethical concerns in research and evidence-based practice.	I-B4-7; I-C 1-6	IV
Identify the appropriate application of statistical methods in nursing research and evidence-based practice.	III-F1	III; IV
Appraise selected nursing research studies using critical appraisal techniques.	II-A 1,2,3;	VI
Identify practice issues that may be changed by analysis and implementation of research findings.	II-B 1, 2, 3, 8	II & VIII
Apply evidence-based guidelines and tools for improving nursing practice across the life span.	II-B2; II-B3c; II-C2a; III-E2; III-E5b; IV-D4	III-8; III-9; IX-8
Demonstrate the ability to identify and access reliable online resources and quality health-care sites.	III C-5	IV