

Online NURK 304

Fall 2017 rev. 01.03.2017

Texas A&M University - Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Lee Ogburn-Russell

Office: On line

Phone: 512-864-5090

Email: lee.ogburn-russell@tamuct.edu. This is the preferred e-mail.

Office Hours:

By appointment

Mode of instruction and course access:

This course is a web-based course taught online through the *TAMUCT Canvas Learning Management System*: [<https://tamuct.instructure.com>]

Student-instructor interaction:

Emails and messages within Canvas are checked daily. Students may expect a response within 24 to 48 hours. Office hours may also include synchronous online student's learning and serving as a resource person to guide the student in the learning process. Other teaching strategies include online assignments, online discussion boards, a scholarly paper, and quizzes.

UNILERT:

Emergency Warning System for Texas A&M University – Central Texas

UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in UNILERT through their myCT email account.

Connect at [Unilert](https://www.tamuct.edu/departments/security/unilert.php) [<https://www.tamuct.edu/departments/security/unilert.php>] to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and description:

This introductory nursing research course focuses on improving nursing practice based on evidence discovered in the research process. Methods of data collection and analysis, and the interpretation and use of study findings will be evaluated. The importance of scientific integrity and maintaining ethical standards are highlighted.

Course Objective:**Student Learning Outcomes:**

For the Registered Nurse to be able to develop a practical evidence based practice that can be used to improve patient care in a local setting.

2.1 Student Learning Outcomes

1. State the significance of research to evidence-based nursing practice.
2. Apply critiquing criteria to the evaluation of literature reviews in selected research studies
3. Explain the difference among types of systematic reviews: integrative review, meta-analysis, and meta-synthesis.
4. Explain the ways in which theory is used in nursing research.
5. Describe common research methods used in nursing.
6. Examine legal and ethical issues in nursing research.
7. Examine strategies and tools for developing an evidence-based practice.
8. Discuss the differences between a research question and a clinical question in relation to evidence-based practice.
9. Identify areas of quality improvement in your practice setting.

2.2 Competency Goals Statements from The Essentials of Baccalaureate Education for Professional Nursing Practice, American Association of Colleges of Nursing (2008).

Essential III: Scholarship for Evidence Based Practice
Essential VIII: Professionalism and Professional Values

Required Reading and Textbook(s):

American Psychological Association. (2010). *Publication of the American Psychological Association (6th ed.)*. Washington D.C: American Psychological Association.
ISBN – 1557987912

LoBiondo-Wood, G., & Haber, J. (2013). *Nursing Research: Methods and critical appraisal for evidence-based practice*. (8th ed.). St. Louis MO, Elsevier/Elsevier.
ISBN: 9780323100861

LoBiondo-Wood, G., Haber, J., Berry, C. & Yost J.. (2013). *Study Guide for Nursing Research : Methods and Critical Appraisal for Evidence-Based Practice*. (8th ed.). St. Louis, MO, Elsevier/Elsevier. ISBN: 9780323226431 (Recommended)

COURSE REQUIREMENTS

Course Requirements: (include point values for each- not just a percentage)

1. Discussion Board entry of Experience in Nursing Research. (no grade). Chapter 1
2. Chapter 2 Discussion(100 points).
Associated student learning outcomes:
State significance of research to evidence-based practice.
3. Chapter 3 Discussion (100 points)
Associated student learning outcomes:
Apply critiquing criteria to the evaluation of literature reviews in selected research studies.
4. Chapter 4 Discussion (100 points)
Associated student learning outcomes:
Explain the ways in which theory is used in nursing research.
5. Chapter 5 Discussion (100 points)
Associated student learning outcomes:
Describe common research methods used in nursing.
6. Chapter 6 and 7 Discussion(100 points).
Associated student learning outcomes:
Describe common research methods used in nursing.
Examine legal and ethical issues in nursing research.
7. Chapter 8 Discussion (100 points).
Associated student learning outcomes:
Describe common research methods used in nursing.
8. Chapters 9 & 10, Discussion, (100 points).Experimental, quasi-experimental, and non-experimental designs.
Associated student learning outcomes:
Describe common research methods used in nursing.
9. Chapters 11 & 12,Discussions (100 points-50 for each chapter discussion).
Associated student learning outcomes:
Explain the difference among types of systematic reviews: integrative review, meta-analysis, and meta-syntheses.
Describe common research methods used in nursing.
10. Chapters 13 & 14, Discussion (100 points-50 for each Chapter Discussion)
Associated student learning outcomes:
Examine legal and ethical issues in nursing research.
Describe common research methods used in nursing.
11. Chapters15 & 16, Discussion (100 points-50 for each Chapter Discussion)
Associated student learning outcomes:
Describe common research methods used in nursing.
12. Chapters 17 & 18, Discussion (100 points)
Associated student learning outcomes:
Describe common research methods in nursing.
Examine strategies and tools for developing an evidence-based practice
13. Chapters 19 & 20, Discussion (200 points).
Associated student learning outcomes:

Examine strategies and tools for developing an evidence-based practice.
Discuss the differences between a research question and a clinical question in relation to evidence-based practice.

APA format will be used.

14. Chapter 21, Discussion (100 points).

Associated student learning outcomes:

Identify areas of quality improvement in your practice setting.

15. Exams: # 1 over chapters 1-4, # 2 over chapters 5-10, and final exam over chapters 11-21. (100 points each exam)

Grading Criteria Rubric and Conversion- Must earn a grade of “C” or higher to pass the course.

5.1 Assignments	60%	A=90-100
Exams	40%	B=80-89
Total	100%	C=70-79
		D=60-69
		F=59 or below

Each assignment will have 10 points based on the correct use of APA. This includes grammar and APA use for citations. Short answer questions will be an exception. The text books do not need to be cited unless a direct quote is used.

The Chapter 19 and 20 assignment will have more points assigned to correct APA usage. This will be noted in the specific rubric for that assignment.

Posting of Grades

All student grades will be posted on the Canvas Grade book. Students should monitor their grading status often and report to the instructor any discrepancies. Quiz and exam grades taken through Canvas are posted upon successful submission. Faculty graded assignments and discussion posts will be posted within 72 hours after the due date and time.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar- follows the syllabus.

INSTRUCTOR POLICIES

1. Late work will have up to 10 points per day deducted. Under special circumstances, prior approval from the instructor can be obtained for a delayed due date. In this instance the point deduction will be waved.
2. Follow instructions carefully, rubrics are available to assure you have mastered the content.
3. You will need to have your textbook for the first class day.

Online learning requires students to be very self-disciplined. For this course, Tuesday will be considered the class day. Assignments, discussion assignments, and quizzes will be posted on or before each Tuesday. Assignments will be due by midnight (2400) the following Tuesday.

Since this is a three semester credit hour course, expect to spend at least three hours a week on your computer and reading. Study time and time for assignment completion will be in addition to that time. The course should be accessed on Canvas at least 3-4 times a week.

Quizzes for this course are used as “learnings” more than testing knowledge. You will have an unlimited amount of time to complete, but only two attempts. So, plan ahead, complete the readings first, and set aside time to complete the quiz.

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements.

For this course, you will need reliable and frequent access to a computer and to the Internet. If you do not have frequent and reliable access to a computer with Internet connection, please consider dropping this course or contact Carolyn Prosisie (prosisie@ct.tamus.edu, 254-519-5487) to discuss your situation.

This course will use the TAMUCT Instructure Canvas learning management system.
Logon to TAMUCT Canvas [<https://tamuct.instructure.com>]

Username: Your MyCT username

(xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Technology Support.

For technology issues, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): <http://hdc.tamu.edu>

When calling for support please let your support technician know you are a TAMUCT student.

For issues related to course content and requirements, contact your instructor.

COURSE AND UNIVERSITY RESOURCES, PROCEDURES, AND POLICIES

Drop Policy.

If you discover that you need to drop this class, you must complete a Drop Request Form, found through the [Registrar's web page](#):

<https://www.tamuct.edu/departments/business-office/droppolicy.php>

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion webpage](http://www.tamuct.edu/departments/access-inclusion):
<http://www.tamuct.edu/departments/access-inclusion>.

TAMUCT supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](#),

please visit: <http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>

Tutoring.

Tutoring is available to all TAMUCT students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Kim Wood at k.wood@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University – Central Texas is a free workspace open to all TAMUCT students from 10am-4pm Monday-Thursday during the Summer semester (June 5, 2017 to July 27, 2017). Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available). Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and

digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [homepage](https://tamuct.libguides.com/): <https://tamuct.libguides.com/>

Instructor's Personal Statement

I welcome you to the program with this course, and applaud you for taking the next step in your career. I am here to facilitate your learning, so do not hesitate to email or call me for assistance lee.ogburn-russell@tamuct.edu or 512-864-5090.

I believe that using nursing research and evidenced based practice are essential parts of professional nursing practice. It is my goal to take some of the mystery out of nursing research and help you incorporate nursing research findings into your practice. I will be available to help you decode those nursing studies.

Lee Ogburn-Russell, PhD, RN

COURSE OUTLINE AND CALENDAR
NURK 304 Nursing Research and Evidence-Based Practice
Course Schedule –Fall 17

Date	Topic	Readings	Assignment
Module 1 8/28	Integrating Research, EBP, & QI	Ch. 1	DB 1 Tell us your experience with nursing research &/or your greatest fear of Nsg. Research. Due 9/5.
Module 2 9/4	PICO Question	Ch. 2	Ch. 2 Assignment. Due 9/12.
Module 3 9/11	Using Nursing Literature	Ch. 3	Ch. 3 Assignment. Due 9/19.
Module 4 9/18	Theory in Nursing Research	Ch. 4	Ch. 4 Assignment. Due 9/26. Quiz 1 Ch. 1-4 due 10/1 by 11:30 PM
Module 5 9/25	Qualitative Research	Ch. 5	Ch. 5 Assignment. Due 10/3.
Module 6 10/2	Appraising Qualitative Research	Chs. 6 and 7	Ch. 6 and 7 Assignment. Due 10/10.
Module 7 10/9	Quantitative Research	Ch. 8	Ch. 8 Assignment. Due by 10/17.
Module 8 10/16	Experimental, Quasi-Experimental, and Non-experimental Designs	Chs. 9 and 10	Ch. 9 and 10 Assignment. Due 10/24. Quiz 2 Ch. 5-10, due by 10/29 by 11:30 PM.
Module 9 10/23	Systematic Reviews, Sampling	Chs. 11 and 12	Ch. 11 and 12 Assignments. Due 10/31.
Module 10 10/30	Ethical Issues and Data collection	Chs. 13 and 14	Ch. 13 and 14 Assignments. Due 11/7.
Module 11 11/6	Reliability & Validity and Data Analysis	Ch. 15 and 16	Ch. 15 and 16 Assignments. Due 11/14.
Module 12 11/13	Research Findings and Appraising Quantitative Research	Ch. 17 and 18	Ch. 17 and 18 Assignments. Due 11/21.
Module 13 and 14 11/20&11/27	Tools for Developing EBP	Ch. 19 and 20	Ch. 19 and 20 Assignment. Due 12/5. This counts for two weeks assignments.
Module 15 12/4	Quality Improvement	Ch. 21	Ch. 21 Assignment. 12/12.
Week 16 12/11			Quiz 3 Chapters 11-21 due by 12/9