



## **NURS 4342.01B NURSING RESEARCH**

Course Syllabus: Spring 2024

### **INSTRUCTOR INFORMATION**

Instructor: Jere Hammer, PhD, RN (Course coordinator)  
Office Location: NHS 218  
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Communication Response Time: 2 business days

Professor: Hyun-E Yeom, PhD, RN  
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Preferred Form of Communication: email  
Communication Response Time: Two business days

### **COURSE INFORMATION**

#### **Course Description**

This course is a study of theory and research as a base for nursing practice. Published research studies are critically analyzed regarding implication for clinical practice. The course is planned for collaborative peer examination of the research process through critique of nursing studies.

#### **Student Learning Outcomes**

By the end of the course, the student will be able to:

1. Describe the role of research in nursing as a systematic inquiry using the steps in the research process. (AACN Essentials: 4.1 [a, b, c, d, e, f, g]; BON DECS: I. D; II. A, B, C & F; III. C)
2. Identify qualitative and quantitative approaches to research in nursing. (AACN Essentials: 4.1 [a, b, c, d, e, f, g]; BON DECS: I. D; II. A, B, C & F; III. C)
3. Discuss legal and ethical issues related to nursing research. (AACN Essentials: 4.2 [c]; 4.3 [a, b, c, d]; BON DECS: I. A, D; II. A, B, C & F; III. C, D, E)
4. Demonstrate skills in reading, critically evaluating the evidence, and synthesizing the findings from selected research-based publications. (AACN Essentials: 4.1 [a, d, f, g]; 4.2 [a, b, c, d, e]; BON DECS: I. B, D; II. A, B, C & F; III. C; IV. A, E)
5. Apply strategies and resources to promote evidence-based practice in nursing. (AACN Essentials: 4.1 [a, b, c, d, e, f, g]; 4.2 [a, b, c, d, e]; 4.3 [a, b, c, d]; BON DECS: I. B, D; II. A, B, C & F; III. C IV. A, E)

### **Materials -Textbooks, Readings, Supplementary Readings**

#### **Required Textbook:**

Nowak, E. W. & Colsch, R. (2024). *Brown's Evidence-Based Nursing: The Research-Practice Connection* (5th ed.). Jones and Bartlett Learning.

#### **Optional Textbook:**

American Psychological Association (2020). *Publication manual of American Psychological Association* (7th ed.). American Psychological Association.  
<https://doi.org/10.1037/0000165-000>

#### **Optional Resources:**

Purdue Owl Online Writing Lab website: [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)  
Other online resources and articles as directed.

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Using the learning management system, Microsoft Word, Excel, Power Point, VoiceThread, etc.

### **Instructional Methods**

This is a blended course requiring students to complete reading assignments, online activities, and independent study to be successful. Course objectives may be met through an individual study using suggested resources, active involvement in classroom

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activities, formal, and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills.

Teaching methods include seminars, discussions, small group work, independent study of texts and library resources, computer-assisted instruction, audio-visual aids, and assignments. While the professor will provide guidance and consultation, the student is responsible for the identification of identification of learning needs, self-direction, seeking consultation, and demonstration of course objectives.

### **Student Responsibilities/Tips for Success in the Course**

- Logging into the course website and email regularly (daily) for faculty communication (especially the night before class)
- Updating semester calendar with communicated changes
- Studying a minimum of 2-3 hours per course credit hour per week. For example, 3-credit course = 6 to 9 hours of study each week.
- Attending at all class meetings, seminars, and any outside class participation pertaining to NCLEX
- Reviewing and remediating examinations and assessments
- Preparing for class before entering the classroom

### **Grading**

Final grades in this course will be based on the following scale and assessments.

A = 90%-100%

B = 80%-89%

C = 75%-79%

D = 60%-74%

F = 59% or below

**A minimum grade of 75% is required to pass the course.**

### **ASSESSMENTS**

<b>Assignment</b>	<b>Percentage</b>	<b>SLO</b>
Module Exams (3)	45%	1,2,3,4,5
Critical Appraisal - Qualitative Evidence (group)	15%	2,4
EBP Process Paper (group)	20%	2,4,5
EBP Process Presentation (group)	15%	2,4,5
Attendance & Participation	5%	1,2,3,4,5
	100%	

Students must first achieve a minimum average of 75% on the module exams. Other graded assignments will not be added to the final grade unless the exam grade average is 75% or higher.

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## ASSESSMENT DESCRIPTIONS

### Module Exams

- The purpose of module exams is to assess student understanding, application, analysis, and evaluation of research and Evidence-Based Practice (EBP) concepts.
- Students will take exams using the ExamSoft Exemplify testing software on their personal laptop computers or tablets. Test scores will be released when all students have taken the exam, and the faculty has completed the test and item analyses. Percentage scores are based on the number of correct test items out of the total number of test items.

### EBP Process Paper (Group):

- The purpose of this writing assignment is for students to demonstrate knowledge, skills, and attitudes related to the EBP process developed by Melnyk and Fineout-Overholt (2010); teamwork; and professional writing.
- Students will work in groups to review evidence guided clinical practice or current health issues. Each group will submit the assignment as a word document (only 1 per group) via the LMS. This assignment is a formal, scholarly paper using APA formatting. The grading rubric is available in the LMS.

### Evidence-Based Practice Process Paper Presentation (Group):

- The purpose of this activity is for students to demonstrate effective, professional communication and teamwork.
- Students will work in groups to prepare and deliver a professional, engaging presentation based on a summary of the completed paper. The rubric for the evaluation of this paper and presentation is located in the LMS.

### Critical Appraisal of Qualitative Evidence

- The purpose of this assignment is to demonstrate the critical appraisal process of a qualitative research article as recommended by Melnyk and Fineout-Overholt (2023).
- Students will be assigned a qualitative article to appraise using the rapid critical appraisal form located in the LMS with the grading criteria.

### Attendance and Participation

- This assignment requires and recognizes student engagement in the teaching/learning process.
- Attendance is based on the number of classes fully attended.
- Participation is met by:

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- Engaging in substantive discussion in each class session. Substantive discussion indicates the speaker has prepared for the class session and is presenting a thoughtful, meaningful contribution to the group.
- Paying attention to the discussion or activity in progress and avoiding distractions and avoiding distracting others.
- A detailed participation rubric can be found in the LMS.

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your instructor.

### Technical Support

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If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

### **Interaction with Instructor Statement**

Communication between faculty and students is important for success. If a face-to-face meeting is desired, an appointment should be made in advance. Students will be treated with respect and are expected to communicate likewise.

The nursing department faculty and staff follow and expect students to follow the chain of command in all academic matters. If problems arise in a course, the student should first contact the instructor, then proceed as needed to the course coordinator, then the program coordinator, then the department head for nursing, and finally the college dean.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

#### **Nursing Student Guide**

Specific information for students regarding the nursing program and current policies and procedures can be found in the BSN Student Guide located in the Nursing Success Coaching Course in the LMS. Students are responsible for reviewing and following the policies and procedures provided in the student guidebook.

#### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

#### **Class Conduct**

Turn off or silence, and put away all electronic devices before entering the classroom, lab, sim hospital, or clinical setting. No obscene or vulgar language will be permitted. Faculty reserve the right to drop a student for violations of any student conduct rules listed in the student guide.

#### **Class Policies**

1. **Class Cancellation:** If a class is canceled, the student is expected to do the readings and complete the objectives for that day. The content will still be included on examinations.
2. **Class attendance:** Attendance is expected. Students should notify the course coordinator in advance of any unavoidable absence.
3. **Exams:** Exam dates are listed in the course syllabus. Students are expected to be present for all exams. In the event of an unavoidable absence, the student must notify the course coordinator in advance of the absence. Failure to do so may

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result in the student receiving a zero for the missed exam or quiz. An alternate form of the exam may be administered at the discretion of the course coordinator.

4. Students are expected to come to class prepared for learning.

### **Late Submissions**

Students are expected to submit all class assignments on time. If an extension is needed, the student should make the request to the instructor before the assignment is due. The request may or may not be approved at the discretion of the instructor and/or the course coordinator.

Unexcused late assignments will be penalized 10% per day for each of the first two days overdue; on the 3rd day, the grade will be assigned as 0%. Communication on these matters is the student's responsibility. Multiple instances of late assignments will result in receipt of a Student Performance and Behaviors Evaluation Form and, possibly, failure of clinical/course.

### **Paper Submissions**

All documents submitted online are to be in .docx, .rtf, or .pdf format. No other formats will be accepted (JPEG, GIF, etc.). Assignments need to be submitted in a maximum of one document per assignment. Failure to follow these guidelines will result in a grade of "0" on the assignment.

### **Advising Statement**

Once admitted into the BSN nursing program, the nursing faculty serves as the nursing student academic advisor for the enrolled course.

### **Computer Privacy Screens**

Students are required to purchase a computer privacy screen for use during all computerized exams.

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](https://www.tamuc.edu/office-of-student-rights-and-responsibilities/student-code-of-conduct/).  
<https://www.tamuc.edu/office-of-student-rights-and-responsibilities/student-code-of-conduct/>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:  
<https://www.britannica.com/topic/netiquette>

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### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedures 13.99.99.R0.01](#)  
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)  
<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Undergraduate Student Academic Dishonesty Form](#)  
<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

### **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
Velma K. Waters Library Rm 162  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)  
Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)  
<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

### **AI Use Policy [Draft 2, May 25, 2023]**

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

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13.99.99.R0.03 Undergraduate Academic Dishonesty  
13.99.99.R0.10 Graduate Student Academic Dishonesty


**Department or Accrediting Agency Required Content**

The Texas A&M University-Commerce Department of Nursing has full approval by the [Texas Board of Nursing](#).

**Texas Board of Nursing**  
333 Guadalupe, Suite 3-460  
Austin, TX 78701-3944  
512.305.7400  
[webmaster@bon.texas.gov](mailto:webmaster@bon.texas.gov)

The baccalaureate degree program in nursing and the master's degree program in nursing at Texas A&M University-Commerce are accredited by the [Commission on Collegiate Nursing Education](#).

**Commission on Collegiate Nursing Education**  
655 K Street NW, Suite 750  
Washington, DC 20001  
202.887.6791

<b>NURS 4342 Course Calendar Spring 2024</b>		
<b>Week Date/Time</b>	<b>Content</b>	<b>Assignments/Due Date</b>
<b>Week 1</b> <b>1/10/24</b> 1430-1700	Course Orientation Review: <ul style="list-style-type: none"> <li>Syllabus</li> <li>The Seven Steps of EBP</li> </ul>	<ul style="list-style-type: none"> <li>Group selection</li> <li>Clinical questions</li> </ul>
<b>Week 2</b> <b>1/17/24</b> 1430-1700	The Research-Practice Connection & Research Evidence Review: <ul style="list-style-type: none"> <li>Nowak &amp; Colsch Ch. 1, 2</li> </ul>	In-class activities
<b>Week 3</b> <b>1/24/24</b> 1430-1700	Reading Research Articles Review: <ul style="list-style-type: none"> <li>Nowak &amp; Colsch Ch. 3</li> </ul>	In-class activities
<b>Week 4</b> <b>1/31/24</b> 1430-1700	Types of Research Evidence: Qualitative vs Quantitative Review: <ul style="list-style-type: none"> <li>Nowak &amp; Colsch Ch. 4, 5</li> </ul>	In-class activities
<b>Week 5</b> <b>2/7/24</b> 1430-1700	Exam #1 - Individual/Collaborative	
<b>Week 6</b> <b>2/14/24</b> 1430-1700	Clinical Questions - PICOT format Review: <ul style="list-style-type: none"> <li>Nowak &amp; Colsch Ch. 11</li> </ul>	Submit group PICOT question
<b>Week 7</b> <b>2/21/24</b> 1430-1700	Using PICOT to Search for Evidence Review: <ul style="list-style-type: none"> <li>Nowak &amp; Colsch Ch. 12</li> </ul>	In-class activities
<b>Week 8</b> <b>2/28/24</b> 1430-1700	Appraising the Evidence - Quantitative Review: <ul style="list-style-type: none"> <li>Nowak &amp; Colsch Ch. 13, 5-9</li> </ul>	In-class activities
<b>Week 9</b> <b>3/6/24</b> 1430-1700	Appraising the Evidence - Qualitative Review: <ul style="list-style-type: none"> <li>Nowak &amp; Colsch Ch. 13, 4</li> </ul>	Critical Appraisal of Qualitative Evidence: 3/19/24
<b>3/11-3/15</b>		

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<b>Week Date/Time</b>	<b>Content</b>	<b>Assignments/Due Date</b>
<b>Week 10</b> <b>3/20/24</b> 1430-1700	Synthesizing the Evidence Review: <ul style="list-style-type: none"> <li>Nowak &amp; Colsch</li> </ul>	In-class activities
<b>Week 11</b> <b>3/27/24</b> 1430-1700	Exam #2	
<b>Week 12</b> <b>4/3/24</b> 1430-1700	Answering the Question...or Not?  Review: <ul style="list-style-type: none"> <li>Nowak &amp; Colsch</li> </ul>	In-class activities
<b>Week 13</b> <b>4/10/24</b> 1430-1700	Integrating the Evidence, Evaluating the Outcomes, Disseminating the Results Review: <ul style="list-style-type: none"> <li>Melnyk &amp; Fineout-Overholt (2010)</li> </ul>	EBP Process Paper: 4/17/24
<b>Week 14</b> <b>4/17/24</b> 1430-1700	Group Presentations	
<b>Week 15</b> <b>4/24/24</b> 1430-1700	Group Presentations	
<b>5/1/24</b>	<b>STUDY BREAK</b>	
<b>Week 16</b> <b>5/6/24</b> 1300-1500	Finals Week - Exam #3	

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