NURS 4342 NURSING RESEARCH

Course Syllabus: Spring 2026

INSTRUCTOR INFORMATION

Instructor: Angela Jarrell, PhD, RN
Office Location: Online
Office Hours: By appointment
Office Phone: 903-886-5315
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University Email Address: angela.jarrell@etamu.edu
Preferred Form of Communication: email
Communication Response Time: 2 business days

COURSE INFORMATION

Course Description

Examines and interprets basic research concepts; Accesses and analyzes nursing research report; Integrates best evidence with clinician expertise and patient preferences and values; Develops and answers a PICOT question using a 7-step problem-solving approach (Melnyk, Fineout-Overhold, Stillwell, & Williamson, 2010).

Student Learning Outcomes

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

1. Describe the role of research in evidence-based nursing practice
   (PLO 1; AACN Essentials 1, 4, 5, 6, 7, 9, 10)
2. Identify qualitative and quantitative approaches to research in nursing.
   (PLO 1, 2; AACN Essentials 1, 4, 8)
3. Discuss legal and ethical issues related to nursing research.
   (PLO 5; AACN Essentials 4, 9)
4. Critique evidence from selected research-based publications.
   (PLO 1, 2; AACN Essentials 1, 2, 4, 8)
5. Apply the 7-step EBP process to a pertinent clinical question.
   (PLO 1, 2, 5; AACN Essentials 1, 2, 4, 8)

Required Textbook:

Roche, D., & Bennett, C. L. (2024). *Notes on... nursing research*. Wiley-Blackwell.

Available online at the University library:
https://tamuc.primo.exlibrisgroup.com/permalink/01TEXAM_COM/1n5rkou/alma991006904896106041

Required Resources:

Melnyk, B. M., Fineout-Overholt, E., Stillwell, S. B., & Williamson, K. M. (2009). EVIDENCE-BASED PRACTICE Step by Step: Igniting a Spirit of Inquiry: An Essential Foundation for Evidence-Based Practice. *The American Journal of Nursing*, *109*(11), 49–52. http://www.jstor.org/stable/25734232

Melnyk, B. M., Fineout-Overholt, E., Stillwell, S. B., & Williamson, K. M. (2010). EVIDENCE-BASED PRACTICE Step by Step: The Seven Steps of Evidence-Based Practice. *The American Journal of Nursing*, *110*(1), 51–53. http://www.jstor.org/stable/25734261

Stillwell, S. B., Fineout-Overholt, E., Melnyk, B. M., & Williamson, K. M. (2010). EVIDENCE-BASED PRACTICE Step by Step: Asking the Clinical Question: A Key Step in Evidence-Based Practice. *The American Journal of Nursing*, *110*(3), 58–61. http://www.jstor.org/stable/25734323

Stillwell, S. B., Fineout-Overholt, E., Melnyk, B. M., & Williamson, K. M. (2010). EVIDENCE-BASED PRACTICE Step by Step: Searching for the Evidence. *The American Journal of Nursing*, *110*(5), 41–47. http://www.jstor.org/stable/25684570

Fineout-Overholt, E., Melnyk, B. M., Stillwell, S. B., & Williamson, K. M. (2010). EVIDENCE-BASED PRACTICE Step by Step: Critical Appraisal of the Evidence: Part I. *The American Journal of Nursing*, *110*(7), 47–52. http://www.jstor.org/stable/25684627

Fineout-Overholt, E., Melnyk, B. M., Stillwell, S. B., & Williamson, K. M. (2010). EVIDENCE-BASED PRACTICE Step by Step: Critical Appraisal of the Evidence: Part II: Digging deeper—examining the "keeper" studies. *The American Journal of Nursing*, *110*(9), 41–48. http://www.jstor.org/stable/27867477

Fineout-Overholt, E., Melnyk, B. M., Stillwell, S. B., & Williamson, K. M. (2010). EVIDENCE-BASED PRACTICE Step by Step: Critical Appraisal of the Evidence: Part III. *The American Journal of Nursing*, *110*(11), 43–51. http://www.jstor.org/stable/25734401

The syllabus and schedule are subject to change.

Fineout-Overholt, E., Williamson, K. M., Gallagher-Ford, L., Melnyk, B. M., & Stillwell, S. B. (2011). EVIDENCE-BASED PRACTICE Step by Step: Following the Evidence: Planning for Sustainable Change. *The American Journal of Nursing*, *111*(1), 54–60. http://www.jstor.org/stable/25769681

Gallagher-Ford, L., Fineout-Overholt, E., Melnyk, B. M., & Stillwell, S. B. (2011). EVIDENCE-BASED PRACTICE Step by Step: Implementing an Evidence-Based Practice Change. *The American Journal of Nursing*, *111*(3), 54–60. http://www.jstor.org/stable/23046292

Gallagher-Ford, L., Fineout-Overholt, E., Melnyk, B. M., & Stillwell, S. B. (2011). EVIDENCE-BASED PRACTICE Step by Step: Rolling Out the Rapid Response Team. *The American Journal of Nursing*, *111*(5), 42–47. http://www.jstor.org/stable/23046651

Fineout-Overholt, E., Gallagher-Ford, L., Melnyk, B. M., & Stillwell, S. B. (2011). EVIDENCE-BASED PRACTICE Step by Step: Evaluating and Disseminating the Impact of an Evidence-Based Intervention: Show and Tell. *The American Journal of Nursing*, *111*(7), 56–59. http://www.jstor.org/stable/43821430

Melnyk, B. M., Fineout-Overholt, E., Gallagher-Ford, L., & Stillwell, S. B. (2011). EVIDENCE-BASED PRACTICE, Step by Step: Sustaining Evidence-Based Practice Through Organizational Policies and an Innovative Model. *The American Journal of Nursing*, *111*(9), 57–60. http://www.jstor.org/stable/23046778

Optional Resources:

Purdue Owl Online Writing Lab website: https://owl.purdue.edu/owl/purdue_owl.html

Other online resources and articles as directed.

COURSE REQUIREMENTS

Minimal Technical Skills Needed
Students must have an adequate working knowledge of the learning management system, Leomail, Microsoft Office Suite, Examplify, ProjectConcert, and ATI online products.

Instructional Methods
NURS 4342 is an online course. Course instruction is found in each online module and in the reading assignments. Students are responsible for identifying learning needs, seeking consultation, and demonstrating course objectives. The faculty will provide guidance and consultation during office hours and through grading feedback.

The syllabus and schedule are subject to change.

Student Responsibilities/Tips for Success in the Course
- Log into the course website and email regularly for faculty communication
- Update semester calendar with communicated changes
- Set aside regular study time (recommend a minimum 2-3 hours study/course credit hour per week). For example: 3-credit course = 6 to 9 hours study time/week
- Attend all class meetings and seminars
- Review feedback and remediate assignments

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. All assignments must be completed and submitted before final grades will be released.

ASSESSMENTS

Assignment	Weight	SLO
Module Pre-Tests (individual submission)	10%	1,2,3,4,5
Module Post-Tests (group submission)	35%	2,4
Peer Evaluation (individual submission)	10%	
Culminating Project (group submission)		1,2,3
• Project Abstract	10%	2,4
• EBP Process Poster or Slide Presentation	20%	1,2,3,4,5
• EBP Process Journal	15%	1,2,3,4,5
Total	100%	

ASSESSMENT DESCRIPTIONS

- **Module Pre-Tests**

    o The purpose of module pre-tests is to assess your current understanding, application, analysis, and evaluation of research and Evidence-Based Practice (EBP) concepts related to the module competency.

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- Students will take pre-tests in D2L. Pre-tests are marked as complete or incomplete. To earn the 10% weight assigned to this course component, each pre-test must be marked as complete.

- **Module Post-Tests**

  - The purpose of module post-tests is to assess your group's final understanding, application, analysis, and evaluation of research and Evidence-Based Practice (EBP) concepts related to the module competency.
  - Post-tests can include, but not be limited to one or more of the following examples: traditional assessments (tests), projects, written assignments, or a combination of activities.
  - Groups will submit each post-test as a Word (.docx) document in the LMS on or before the due date.
  - Groups will have 3 attempts to demonstrate competency as defined as a minimum score of 80% on the post-test.
  - The score on the 3rd attempt is final. If competency is not met, the group must meet with the instructor before proceeding to the next module post-test.
  - Initial assignments submitted after the due date are not eligible for additional attempts.

- **Culminating Project: EBP Process Poster Presentation**

  - The purpose of the culminating project is to demonstrate mastery of all course competencies in a significant, self-directed assignment that requires you to synthesize and apply the knowledge and skills you have acquired during the course.
  - The project is a real-world, hands-on demonstration of mastery of the knowledge, skills, and attitudes related basic research concepts and the EBP process.
  - The components of the culminating project include:
    - Group EBP Project Abstract (200 words or less)
      - Background
      - Objective (PICOT Question)
      - Method & Findings
      - Conclusion(s)
    - Group EBP Journal
      - Record each group meeting and activity throughout your course.
      - Identify members present, group assignments, discussion points, and future plans.
      - Keep detailed notes about each step of the EBP process so you can remember and explain your actions and someone else can replicate the process.
      - Each entry must include a date and duration
        - Example entry:

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1/12/2026, 1600-1645 - First group meeting. Members include (names). (Name) volunteered to take notes. Reviewed syllabus, located textbook, agreed to complete the individual Module 1 Pre-Test and reading assignments by Thursday. Plan to discuss Module 1 Post-Test on Friday at noon. (Name) will upload the journal to the Group Locker in D2L.

- Group Narrated Presentation (Select option A or B)
  - A - Poster with transcript of narration & reference list
  - B - Slides with narration in the speaker's notes & reference list slide(s)
- Each group will submit the culminating project components in the specified file format on or before the due date. (PowerPoint for the poster and slides, Word document for the abstract and journal) via the LMS.
  - o This assignment requires formal, scholarly writing using APA formatting.
  - o The grading rubric is available in the LMS.

- **Peer Evaluation**
  - o The purpose of this peer evaluation is to promote accountability, strengthen teamwork skills, and ensure fair contribution within group work.
  - o Each student will evaluate each group member, including themselves, using a tool provided in D2L.
  - o If more than 50% of group members score a student below a 3 in more than 3 questions on the peer evaluation, a minimum of 10 points will be deducted from the peer evaluation grade.

Course Specific Procedures/Policies

Assignment Submissions

All class assignments must be submitted on time. If an extension is needed, students must request the extension <u>before</u> the posted due date/time. An assignment extension request will be approved or denied at the discretion of the course coordinator.

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

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.

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BSN Program Student Guidebook

Specific information regarding the nursing program and current policies and procedures can be found in the current BSN Program Student Guidebook located in the Nursing Success Course in the LMS.

Students are responsible for reviewing, understanding, and complying with the policies and procedures provided in the student guidebook.

Group Work

All members of the group will receive the same grade on any group work. However, a student can be removed from his/her team if the other students in the group come to the instructor and report that a student is not doing his/her fair share of the work. If that happens, the instructor will notify the student in writing. The student will then be responsible for doing the assignment on his/her own. Groups should attempt to resolve the situation within the group before asking for the instructor to intervene.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may cause the instructor(s) to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University 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

Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

The syllabus and schedule are subject to change.

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**.**

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 ETAMU 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

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.

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/

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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ETAMU 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 East Texas A&M University 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
Undergraduate Student Academic Dishonesty Form

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf

Artificial Intelligence (AI) Use Policy

East Texas A&M 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.
13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

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:

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

Nondiscrimination Notice

East Texas A&M University 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.

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/rulesProcedur
es/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.

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

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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. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Department Accrediting Agency Required Content

The East Texas A&M University School of Nursing has full approval by the Texas Board of Nursing.

Texas Board of Nursing
1801 Congress Avenue, Suite 10-200
Austin, TX 78701
P: (512) 305-7400; F: (512) 305-7401
webmaster@bon.texas.gov

The baccalaureate degree program in nursing and the master's degree program in nursing at East Texas A&M University 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

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Assignments must be submitted on or before the due dates below:

Module 1 Post-Test: The Role of Nursing Research – An Overview
- January 25, 2026 by 2359

Module 2 Post-Test: Research Methodologies
- February 8, 2026 by 2359

Module 3 Post-Test: Module 3: Legal & Ethical Issues
- March 1, 2026 by 2359

PICOT Question Approval
- March 8, 2026 by 2359

Module 4 Post-Test: Module 4: Searching for & Critiquing Evidence
- March 15, 2026 by 2359

Module 5 Post-Test: Evidence-Based Practice
- April 5, 2026 by 2359

Culminating Project
- April 19, 2026 by 2359

Peer Evaluation
- April 26, 2026 by 2359

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