



**School of Health Sciences
BSN Nursing Program**

Course Title: Nursing Research in Practice
Course Number: NURS 306
Credit Hours: 3
Day and time: Meets February 2nd 1:30 pm – 3:00 pm for EXAM - the rest online
Location: LNB Room 145

Prerequisites: NURS 312
Co-requisites: NURS 307 and 310 recommended

Faculty: Allison C. Munn
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Office hours: 12:30 pm – 2:30 pm Tuesdays and Thursdays or by appointment

Course Description: This course will examine the steps of the research process, and provides the student with the basic skills and knowledge to evaluate research. Emphasis is on the review, critique, and application of published nursing research with consideration of the utilization of research findings in clinical practice. Ethical considerations in nursing research are addressed.

Learning Outcomes: At the conclusion of this course, the learner will be able to:

1. Integrate scientific knowledge into the research process.
2. Understand the importance of evidence in ensuring patient safety and quality outcomes.
3. Utilize critical thinking skills and strategies to assist in the appraisal of information for quality improvement.
4. Utilize traditional and emerging electronic technologies to locate and communicate research findings.
5. Discuss research findings that can empower nursing's ability to proactively shape and influence healthcare systems.
6. Demonstrate the ability to communicate current research findings to patients and healthcare team members.
7. Demonstrate theoretical knowledge of human rights protection.
8. Analyze clinical research for application to practice.

Program Learning Outcomes

The baccalaureate generalist program in nursing prepares the graduate to:

1. Utilize the *liberal education* courses as the cornerstone for study and practice of professional nursing.
2. Incorporate the knowledge and skills in leadership, quality improvement, and client safety in the provision of high quality health care.
3. Provide *safe, effective, and compassionate care* to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice, understand the research process, have the ability to retrieve, evaluate, and synthesize evidence in collaboration with healthcare team members to practice in a manner that improves client outcomes.

4. Incorporate *information management*, client care technologies, and communication devices in providing safe and effective client care.
5. Incorporate information on *healthcare policies*, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional nursing practice.
6. Demonstrate effective *inter-professional communication and collaboration* through verbal, nonverbal and written communication skills to practice individual accountability, client advocacy, conflict resolution principles, and teambuilding strategies.
7. Integrate *knowledge and skill* derived from the physical sciences, bio-psycho-social sciences, humanities, and nursing in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
8. Demonstrate and utilize *principles of legal ethical core values* of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all clients across the lifespan.
9. Utilize the *roles of provider of care, manager/coordinator of care*, and member of the profession in developing and providing safe, effective, and compassionate care to all clients across the lifespan with diverse multicultural needs. This includes but is not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity (AACN, 2008).

Teaching Strategies:

Teaching strategies will consist of voice-over lectures, audio-visual aids, discussions, clinical group work, presentations, written assignments, and computer-assisted instructions.

Textbook:

Required:

Godshall, M. (2015). *Fast facts for evidence-based practice in nursing (2nd ed.)*. NYC: Springer Publishing. ISBN 13 9780826194060

METHODS OF EVALUATION:

In order to progress in the nursing program, the learner must receive a grade of “C” (2.0 on a 4.0 scale). Not achieving a C in the course work, failing clinical, or not achieving the expected level on the math competency test, constitutes a course failure.

Classroom Evaluation Methods:

Assignment	Percent of Final Grade
NIH IRB Certificate	5
Discussion Board Posts	10
Miss Evers’ Boys paper	10
Test week 4	15
PICOT question submit week 5	5 (for each person in group)
Article appraisals and chart (literature review)	10 (for each person in group)
Poster and presentation (peer & self-reviewed)	10 (for each person in group)
Poster and presentation (instructor reviewed)	10 (for each person in group)
Peer evaluations of group presentation	5 (for each person in group)
Exam	20
TOTAL	100

Classroom Grading Scale:

Alphabetic	Raw Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
D+	76-79
D	73-75
F	72 or below

Rounding

Per program policy, only final grades will be rounded. Final grades of 0.50 or greater will be rounded up to the next whole numeric value. Therefore, a 79.50 is the minimum grade needed to pass this course, as this is rounded to an 80. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

Scheduled Tests/Exams

There will be no test plans provided by faculty. Studying should include the textbook chapters designated by the faculty, the faculty notes and/ or PowerPoints and what the faculty has said in class. Missed tests/ quizzes/ exams will be made up at a designated time during exam week for all nursing courses. The time will be posted on the nursing exam schedule (under the student BB site).

Test Taking Guidelines: Before each quiz/test/exam learners will:

- Place all belongings at the front of the classroom
- The proctor and one other designated student will keep their cell phone in view in case of a Swamp Fox Alert, all other phones must be in the front of the class.
- Once a quiz/test/exam is started the student cannot leave.
- Once a student accepts a test, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted, test the grade stands as is.

Standardized Testing in Designated Courses

Francis Marion University (FMU) School of Health Sciences (DON) learners are required to take nationally normed tests throughout the curriculum. The Faculty of the DON selected the series of tests because of the reliability and validity of the tests. The comprehensive predictive test that you will take as a senior will predict success on the NCLEX-RN examination. The faculty of the DON is committed to the fact that it is the responsibility of baccalaureate learners to master the content throughout the nursing curriculum. Learners must be able to integrate learning from multiple resources in order to pass a series of multiple standardized tests and to function as safe and competent Registered Nurses. These resources include but are not limited to lecture, clinical, out of class assignments, computer-based assisted instruction, reading, and projects. The standardized tests evaluate the learner's ability to demonstrate integration of multiple levels of knowledge presented in each course in the nursing program and assist learners to prepare for the NCLEX-RN examination, which all graduates of the program must pass, in order to practice nursing.

1. Standardized tests are scheduled to be administered at the end, or near the end of each semester.
2. A standardized subject test is required in the following courses:
 1. Fundamental of Nursing
 2. Psychiatric and Mental Health Nursing

3. Women's Health
4. Nursing Care of Children and their Families
5. Leadership and Management
6. Adult Health III (Medical-Surgical and Pharmacology 5% each to equal 10%)
3. The learner will have one chance to take subject standardized tests.
4. The score from the standardized subject test is based on statistical analysis.
5. All standardized tests are figured into the final course grade up to 10%.
6. Scores for subject tests will be awarded as follows:

SUBJECT TEST SCORE	Grade Points Awarded
950	10
900 – 949	9.5
850 – 899	9.0
800 – 849	8.5
750 – 799	8.0
700 -749	7.5
650 – 699	7.0
600 - 649	6.5
550 – 599	6.0
500 – 549	5.5
450 - 499	5.0
400 - 449	4.5
350 – 399	4.0
300 – 349	3.5
250 – 299	3.0
200 – 249	2.5
150 - 199	2.0
100 - 149	1.5
50 - 99	1.0

7. There will be no scheduled retakes of course standardized subject tests.
8. All learners should complete a focused review to enhance learner's success on the standardized predictor test and the NCLEX-RN exam.

Standardized Comprehensive Predictor Testing in NURS 410

The standardized comprehensive predictor examinations used at FMU are nationally normed tests that have strong psychometric properties and are predictive of success on the NCLEX-RN examination. The standardized comprehensive predictor examinations use the same test plan as is used by the National Council of State Boards of Nursing (NCSBN) for the NCLEX-RN examination. The following is the senior II progression policy:

1. NURS 410 Leadership and Management in Nursing
 - A. The first standardized comprehensive predictor examination will be given on a set date approximately three weeks prior to the end of the semester.
 - C. If a learner does not achieve the predictability score of 900 on the first standardized comprehensive predictor examination, the learner will be given a second standardized comprehensive predictor test during exam week.
 - D. The exam score (or the best of the two scores) will be calculated into the NURS 410 grade up to 10% based on the following scale.

Comprehensive Score	Grade Points Awarded
900 and above	10
899 – 850	9.0
849 – 800	8.0
799 – 750	7.0
749 and below	0

Calculation and Math Conversion Testing Procedure and Policy

Safe medication administration is a major and important responsibility of the professional nurse. A requirement of the program is that the student continually demonstrates competence in math skills and calculation of medication dosages.

New nursing students will take the initial proctored Math Competency Exam during the third week of the semester, in their Junior I semester in the Fundamentals of Nursing course. These are paper and pencil exams. All Math Competency Exams must be successfully completed with a score of 90% or better to pass. If a Junior I student scores less than 90% on this exam, the student must schedule an appointment with the course coordinator to discuss plans for their remediation session(s). This student will not be allowed to give medications until passing this exam.

A second test will be scheduled approximately one to two weeks after the first exam and contain the same level of problems. Failure to pass the math test on the second attempt will result in a withdrawal (W) from the class. The learner will be encouraged to seek math tutoring at the University Tutoring Center for future reentry into the course. Thereafter, all nursing students will be tested on medication calculation competency by questions embedded in the each unit test for clinical courses.

ACADEMIC INFORMATION

Classroom Attendance Policy

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than 15 percent of required sessions during accelerated semesters, a grade of F or W will be assigned. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance which means there can be no further absences at all. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

Clinical Attendance Policy

100% attendance and punctuality of all clinical experiences is expected. The following policies apply to clinical absences and lateness:

- When a student cannot attend the clinical session, the student must call and speak directly to staff at the assigned clinical unit one hour prior to the start of the clinical session. Additionally, the student must email the clinical instructor one hour prior to the start of the clinical session.
- Failure of the student to notify the clinical instructor prior to a clinical absence may result in a recommendation for clinical failure.
- Following an absence, students are responsible for contacting the course coordinator about make-up requirements.

- Punctual attendance is required at all clinical sessions. Tardiness is not a professional attribute. Late is defined as arrival at the clinical site past the designated start time. Any student who arrives at the clinical site 15 or minutes past the designated start time, even if a first occurrence, will be sent home.
- The first time a student is late; he/she will receive a written warning for tardiness/unprofessional behavior. The second time a student is late, he/she will receive a second written warning for tardiness/unprofessional behavior, and will be sent home from the clinical setting for the day; this constitutes a clinical absence, and will be subject to the above attendance policy. The third time a student is late, he/she will be sent home, and will receive a course failure.
- The student who arrives at his/her clinical setting with symptoms of illness may be sent home by the clinical faculty, constituting a clinical absence.

Written Paper Requirements

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learning System unless instructed otherwise.

E-mail

Electronic mail is an essential component of communication between the Nursing Faculty, administration, and learners; therefore, all nursing learners are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email learners within 24 hours with the exception of weekends and holidays. Email to all faculty and learners in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states "please address this email in a professional manner." Each email should address one issue.

Communicating With Faculty

Please communicate with faculty by email only.

Social Networking Policy

Learners are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and /or pictures about the FMU nursing program, faculty, other learners, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

FMU Non-Discrimination Policy

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University's Title IX Coordinator (titleixcoordinator@fmarion.edu)

Student Responsibilities

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Nursing Program Student Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and for meeting all

degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

Guidelines for Faculty Appointments

All nursing faculty have posted office hours and learners should do their best to schedule appointments at those times. If those times are not feasible, the student may request the faculty to meet at another time.

Academic Dishonesty

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All learners and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *Nursing Program Student Handbook (current edition)*: Academic Integrity.

Code of Ethics

The School of Health Sciences subscribes to the “Code of Student Conduct” as defined in the “Students’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. The School of Health Sciences subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all learners and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the nursing profession. Please see the *Nursing Program Student Handbook (current edition)*: Academic Integrity and <http://nursingworld.org/mainmenu/ethicsstandards>

South Carolina Nurse Practice Act

Students must abide by the South Carolina Nurse Practice Act (*South Carolina Department of Labor, Licensing, and Regulation: Board of Nursing, Title 40*), <http://www.scstatehouse.gov/code/t40c033.php> or the South Carolina Board of Nursing website under policies.

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that nursing learners have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet provider.

Taping Classes and Test Reviews

Learners need to ask faculty permission in order to tape any public session, class, or test review. If the faculty grants permission to tape content, it may only be used for educational purposes. If the taped session is used for purposes other than study or review, the learner will receive a warning.

Definition of Unprofessional Behavior

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Professional behavior applies to faculty, staff, and learners in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language

- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or learners of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences learner towards another learner, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic nursing advisor. Learner violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog and Student Handbook*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Chair for the School of Health Sciences and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

*All warnings (regardless of the reason received) are cumulative throughout the program.

Americans with Disabilities Act (ADA):

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

Clinical Placement

Each student will be assigned to various clinical sites each semester. The student may be assigned day and/or evening clinical rotations that may occur during the week and/ or on the weekend. The learner is responsible for obtaining transportation to and from the clinical sites. Requests for accommodation in the selection of clinical sites will only be honored for extenuating circumstances. Those requests must be emailed to the course coordinator. Extenuating circumstances DO NOT include childcare, transportation, care of family members, and work schedules. Once assigned, the learner is not permitted to switch clinical sites.

**Any learner who does not return their McLeod Health badge will be issued an incomplete in the course.*

Maintaining current certification is the sole responsibility of the learner.

If you have not presented a copy of your current AHA: BLS-HCP card to the Student Services Coordinator by the required deadline, you will not be permitted to attend classes and/or clinical and this will be considered an absence. Any questions or concerns about this policy should be addressed to the Student Services Coordinator.

Disclaimer

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify learners in the following manner, verbally in class and/or on the announcement page of Blackboard and/or by email.


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CONTENT INFORMATION

Topical Outline

Week/ date	Content: Sub topics	Resources	Evaluation
1. Jan. 10 th - 13 th ONLINE	Introduction to EBP	Chapters 1, 3, 4, & 5	Discussion Board Post #1 • Initial Post due 1/17 • Peer response due 1/20
2. Jan. 17 th - 20 th ONLINE	IRB tutorial Research ethics	Readings on BB	NIH Certificate due 1/24 at 8 AM
3. Jan. 23 rd - 27 th ONLINE	How to phrase a clinical problem as a PICOT question	Chapter 2	Miss Evers' Boys paper due 2/3 at 8 AM
4. Tuesday, January 31st IN CLASS	Computer test – bring laptop that is functioning on FMU network. Review individually in class prior to leaving. You do not have to stay after you finish test.		Test #1 – LNB Auditorium 1:30 pm – 3:00 pm Chapters 1 – 5, Miss Evers' Boys, Melnik article and ppts
5. Feb. 6 th – 10 th ONLINE	Each group must work together to develop a PICOT question and have it approved by nurse manager.		Submit PICOT question under assignments by Feb. 17 th at 8 AM
6. Feb. 13 th – 17 th ONLINE	Literature search	Chapter 6	
7. Feb. 20 th – 24 th ONLINE	Literature search		Discussion Board Post #2 • Initial Post due 2/22

			• Peer response due 2/24
8. Feb. 27 th – March 3 rd ONLINE	Evaluating the evidence	Chapter 7	
9. March 6 th – 10 th ONLINE	Evaluating the evidence		Discussion Board Post #3 • Initial Post due 3/8 • Peer response due 3/10
10. March 13 th – 17 th	Happy Spring Break 		
11. March 20 th – 24 th ONLINE	Developing your poster	Chapter 8	Appraisal forms and chart due by Friday, March 24 th at 8 AM
12. March 27 th – 31 st ONLINE	Developing your poster		Discussion Board Post #4 • Initial Post due 3/29 • Peer response due 3/31
13. April 3 rd – 7 th ONLINE	Presenting to manager and staff		
14. April 10 th – 14 th ONLINE	Presenting to manager and staff		
15. April 17 th – 21 st ONLINE	Presenting to manager and staff		Peer evaluations of presentations and posters are due under week 15 tab
EXAM TIME TBA – computer test 50 questions cumulative Evaluations of Group Contributions also need to be done during exam time			

ASSIGNMENT SPECIFICS

Miss Evers’ Boys paper (10% of grade)

This is a two-page double spaced **APA format paper with a correct title page.**

Answer the following questions (and you can use the questions as headers):

- Was Miss Evers professional?
- Did Miss Evers do anything ethical or unethical?
- What parts of informed consent were the participants not given?
- What is your overall impression?

All answers will be graded as follows:

0	1	2
No response or a response that does not contribute to the intellectual development of the topic.	Basic responses without thorough, in depth analysis or development.	Substantial contribution to the discussion.

Discussion Board Posts (10% of grade)

Discussion questions will be available for review for one week before the due date of the initial post. Each question will require an initial post and one peer response. All posts are due by 11:55 pm on the specified due date. Your initial post should include at least two references with proper APA 6th edition formatting. ([See nursing resources for helpful websites](#)). Your responses should offer an additional thought or perspective to your classmate's initial post.

All answers will be graded as follows:

	0	1	2
Substantive Content	No response or a response that does not contribute to the intellectual development of the topic.	Basic responses without thorough, in depth analysis or development.	Substantial contribution to the discussion.
APA	Poor APA (more than 4 APA errors)	Some APA issues (less than 4 marked in post)	Good APA (No APA errors)
Timing of post	Initial post is offered late in the discussion and does not allow time for continued dialog	Initial post is offered later in the discussion, but does allow time for continued dialog	Initial post is offered early in the discussion and allows time for continued dialog

Evaluation of the poster and online presentation

A poster will be developed and the group will present the poster in a video clip that tells your peers about the project. The poster will be brought to the nursing care unit to give to the nurse manager. The evaluation of the posters and presentations will be done in Blackboard by peers (5% of grade). Your instructor will also evaluate the presentation and poster (10% of grade). The evaluation will consist of the following 5 statements on a Likert scale that ranges from well done to needs improvement:

1. The PICOT question was clear, logical, relevant to nursing practice, and well-written.
2. The evidence chart was well done.
3. Were the recommendations for practice logically drawn from the evidence?
4. The poster was readable, contained graphics, looked professional, and was easy to read?
5. The group's online presentation was well-done.

Self and Peer Evaluation of Participation (10% of grade)

During Exam week you will evaluate yourself and your group members (only) for their overall participation in the semester's project. The following rating scale is on BB as an anonymous survey and will be filled out during the exam time.

Group Contribution Evaluation

Attribute	(3)	(2)	(1)
Assistance	Completed an equal share of work and strived to maintain equity among members	Contributed some, but others obviously contributed more	Contributions were insignificant or nonexistent
Attitude	Always had a positive attitude towards group and project	Often/usually had a positive attitude towards group and project	Never/rarely had a positive attitude towards group and project
Attendance	Always attended group meetings and/or responded to communication	Usually attended group meetings and/or responded to communication	Never/rarely attended group meetings and/or responded to communication

Self	Assistance	Attitude	Attendance	Total

Group Member Name	Assistance	Attitude	Attendance	Total