

GEORGIA SOUTHERN UNIVERSITY Waters College of Health Professions School of Nursing Undergraduate Nursing Program NURS 4113—Nursing Research Summer 2024	
Syllabus	
Catalog Description	The focus of this course is on the research process and enhancement of critical thinking skills. Students learn to critique, analyze, and apply research findings to health promotions of persons, families, groups, and communities. The relationship of nursing research to nursing theory and practice is explored.
Course Credits	3-0-3
Prerequisites	NURS 3101
Co-requisites	A minimum grade of "C" in NURS 3101
Faculty Contact Information	Name: Dr. Estelle Bester Title: Associate Professor Room 4014, Nursing/Chemistry Building Statesboro Campus Phone Office: 912-478-8602 Cell: 912-662-2695 Email: mbester@georgiasouthern.edu
Office Hours	Virtual office hours: Request by email
Program Student Learning Outcomes	<p>SLO1: Demonstrate core knowledge from the liberal arts, sciences, and nursing as the foundation for entry level professional practice.</p> <p>SLO2: Use knowledge of organizational systems, leadership principles, and resources to become responsible, safe, and accountable entry level professional nurses that demonstrate professional standards of moral, ethical, and legal conduct.</p> <p>SLO3: Develop entry level clinical judgement/decision making by using healthcare information, technology, scholarship, inquiry, and current evidence to improve individual and population healthcare outcomes.</p> <p>SLO4: Demonstrate entry level inter-professional communication to develop collaborative partnerships for improving patient health outcomes.</p>
Course Student Learning Outcomes	At the end of this course, the student will be able to: <ol style="list-style-type: none"> 1. Apply critical thinking and understanding of the research process as the foundation for evidence-based practice. 2. Examine the role of nursing research for health promotion of persons, families, groups, and communities. 3. Develop an evidence-based project that applies

	<p>scholarly inquiry and analysis for improving health outcomes.</p> <ol style="list-style-type: none"> 4. Apply critical analysis strategies that demonstrate augmentation, analysis, and synthesis of relevant research for the evidence-based project. 5. Identify strategies for dissemination of research findings for evidence-based nursing practice. 6. Identify and discuss guidelines for the protection of human subjects, including the Institutional Review Board's (IRB) role.
Teaching Methods/Learning Strategies	Reading, assignments, discussions videos, and quizzes. Some assignments are completed as a group project.
Required Textbooks	<p>Leibold, N. (2023). <i>The art and science of evidence-based practice in nursing</i>. Nanza Publications. Creative Commons License: BY NC.</p> <p>https://www.softchalkcloud.com/lesson/serve/Au0xZt1zQdV67O/html</p> <p>(This is an open educational resource. You do not have to buy any specific textbook for this course)</p>
Recommended Resources	<p>American Nurses Association. (2021). <i>Scope and Standards of Practice</i> (4th ed.). American Nurses Publishers.</p> <p>American Nurses Association. (2015). <i>Guide to nursing's social policy statement understanding the profession from social contract to social covenant</i>. American Nurses Publishers.</p> <p>American Nurses Association. (2015). <i>Guide to the Code of Ethics for Nurses with Interpretive Statements</i> (2nd ed.). American Nurses Publishers.</p> <p>American Psychological Association. (2020). <i>Publication manual of the American Psychological Association</i> (7th ed.). https://doi.org/10.1037/0000165-000</p> <p>Grove, S.K., & Gray, J.R. (2019). <i>Understanding nursing research: Building an evidence-based practice</i>, (7th ed.). Saunders/Elsevier.</p> <p>Library Research Services On-Line: Library Help</p> <p>Student Support Services: Student Support</p> <p>Technical Support: SMS Text Support: (912) 478-8398 Email: helpdesk@georgiasouthern.edu</p>
Required Technology	All students in the Georgia Southern University undergraduate program are required to have:

	<ul style="list-style-type: none"> • Email and internet access functional at all times during the semester. • Ability to upload online coursework and assignments for submission to Folio assignment folder.
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UNDERGRADUATE PROGRAM POLICIES

The following apply to all Undergraduate level courses

A complete description of policies affecting undergraduate nursing students can be found in the Georgia Southern University Waters College of Health Professions School of Nursing. Use this link: <https://chp.georgiasouthern.edu/nursing/resources/>

While the provisions in this syllabus are as accurate and complete as possible, the faculty reserve the right to change any provision herein if circumstances so warrant. Faculty will notify students of such changes.

General Guidelines

- The student is responsible for material from all previous collegiate courses and nursing courses across the curriculum.
- The student is required to keep textbooks from previous nursing courses throughout the program of study.

Inclusive Excellence

At Georgia Southern University, we are committed to supporting our students and fostering an environment that is free of bias, discrimination, and harassment in the classroom and in the broader University community. As such, we have an expectation that our learning community is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity, ability, political beliefs, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

We are a faculty that strives to model reflection, advocacy, and care for the community to work toward an equitable, democratic, and sustainable society. We value your participation in this process. If you feel that our courses, programs, or school fall short of this commitment, we encourage you to engage in dialogue with us.

Academic dishonesty

All students are required to comply with the standards of conduct, including maintaining academic integrity. Academic dishonesty includes cheating, classroom copyright infringement, facilitating (cooperating) and/or helping another student to cheat and plagiarism. See <https://students.georgiasouthern.edu/conduct/resources/faculty/academic-dishonesty/>

I expect you to generate your own work in this class. Any work submitted infers the assertion that you have generated and written the text, unless stated otherwise by proper quotation and attribution methods. Submitting content that was generated by someone else, or that was created or assisted by a computer application or tool, including artificial intelligence (AI) tools such as ChatGPT, is cheating and constitutes a violation of the Code of Student Conduct.. You may use simple word processing tools to update grammar in your work, but you may not use AI tools to draft your assignments, even if you edit, revise, or paraphrase it. There may be opportunities for you to use AI tools in this class, but I will clearly specify when and in what capacity if the opportunity presents itself.

Accessibility Statement

Students with disabilities who anticipate or experience barriers in this course may contact the Student Accessibility Resource Center (SARC) for assistance in determining and implementing reasonable accommodations. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566.

SARC for Savannah and Liberty campuses is located on the first floor in Solms Hall and the phone number is (912) 344-2572. For more information, please visit <https://students.georgiasouthern.edu/sarc/>

Patient Confidentiality Policy

Students are expected to maintain the confidentiality of all medical, health, financial and social (including mental health) information, specifically including all regulations promulgated under the Health Insurance Portability and Accountability Act (HIPAA) of 1996 regarding use and disclosure of protected health information ("PHI").

Students are also expected to maintain the confidentiality of any health/family health information you may learn about your lab. partner and/or health history interviewee. Any HIPAA violation may result in the termination of the clinical learning experience and dismissal from the nursing program. For more information, click on [HIPAA](#).

Electronic communications and Social Media Usage

The use of electronic communication is essential for nursing students in the School of Nursing. Georgia Southern University provides an email account to each student. Students are expected to check their university email accounts on a regular basis. In addition, the Georgia Southern University learning management system (Folio) used by many faculty members as an essential part of the course learning activities provides students with an effective means to communicate in a secure environment with faculty and students enrolled in a course.

The nursing faculty is individually and collectively entitled to privacy and confidentiality, inside and outside of the classroom. Students are prohibited from recording (audio, video, still photo) or posting images of faculty to social media using any electronic communication device without the written consent of the faculty member. Permission from one individual faculty member does not represent blanket consent for any other faculty member. Recording audio or video of faculty-developed course content can be construed as a violation of the intellectual property of that faculty member or a violation of that person's copyright should the course material be under copyright. Students who received SARC accommodations to record (audio, video, screenshots) must submit the documentation to the course instructor before any recording is done.

Students are not allowed to post pictures, images, or other content related to a specific clinical agency or obtained from the clinical agency's website electronically in any format unless authorized in writing to do so by the clinical agency and the nursing faculty member supervising the student. Any communication electronically between students, students and faculty, and persons outside of the School of Nursing should be considered in the context of the standards and codes outlined above.

Attendance

Students are expected to adhere to the course policies related to attendance and are responsible for all activities associated with all content discussed or announced in Folio. In accordance with academic policy, instructors may drop students from any course with a grade of W or WF, if in their judgment absences have been excessive.

Grading:

School of Nursing: Undergraduate Courses Grading Scale (Percentage)

A = 90.00 - 100

B = 80.00 - 89.99

C = 75.00 - 79.99

D = 70.00 - 74.99

F = <70

- A minimum of a C is required to pass a course in the School of Nursing
- Grades will be recorded in the gradebook throughout the semester which will allow the student to keep track of their grades as the semester progresses. Prior to the midpoint of the total grading period, all assigned and "turned in" graded class assignments will be graded.
- No rounding of grades: Students must achieve a course average of 75% in order to earn a grade of C in each nursing course. Grades for all assignments will be recorded as earned with no mathematical rounding. This policy allows the faculty of the SON to remove uncertainty and insure integrity in the grading process for all students. Numerical averages will not be rounded up.

Professional Conduct

The students of Georgia Southern University School of Nursing are held accountable and responsible for maintaining ethical standards of practice as outlined in the *ANA Code for Nurses/Interpretive Statements*. [ANA Code](#)

INFORMATION SPECIFIC TO NURS 4113

Faculty Course Expectations

1. Students must review the syllabus and course calendar during the first week and contact their course instructor to clarify any concerns.
2. There are **individual** assignments and **group assignments**.
3. Groups:
 - a. Maximum of 4 members per group
 - b. Once a student has joined a group, they cannot move out of the group and/or join

- another group for the semester. Students not enrolling within the time allowed, will be assigned to a group.
- c. All group members will receive the same grade on group assignments, regardless of the individual group contribution.
 - d. Groups are encouraged to have an in-person and/or zoom meeting as soon as possible. All assignment due dates are noted in the course outline. During the initial meeting, discuss each member's responsibility (for example, who will do the formatting, who will do the grammar and spell-checking, who will submit the assignment on behalf of the group).
4. Assignments/Quizzes/Discussion postings will be submitted prior to or on the due date and time.
 - a. There will be a 2-point deduction for every day that the assignment/quiz/discussion is late unless prior arrangement has been made with the course instructor no later than 72 hours before the assignment deadline.
 - b. If it is a group assignment, the 2-point deduction will be applicable to ALL students, irrespective of who has been assigned to do the submission.

Your grade for Nursing 4113 will be determined as follows:

Grade Distribution

Item	Percent of Grade
Individual Assignments:	40%-total
<ul style="list-style-type: none"> • Certificates: Chapter Certificates (x10) CIT Certificate (x1) • Quizzes (x4) 	25 %
	15%
Discussions:	
<ul style="list-style-type: none"> • Dissemination and 2 responses 	5%
Group Assignments:	55%-total
<ul style="list-style-type: none"> • Paper 1 • Paper 2 	40%
	65%
Total	100%

Course Schedule

Note: Where reference is made to OER e-book, it refers to Leibold, N. (2023). *The art and science of evidence-based practice in nursing*. Nanza Publications. Creative Commons License: BY NC.

<https://www.softchalkcloud.com/lesson/serve/Au0xZt1zQdV67O/html>

When you use the resource go to page 8 to find the specific chapters.

All chapter certificates refer to Leibold (2023). Certificates are posted in *Assignments-Assessments-Chapter Certificates* as well as in each module. All certificates are individual assignments. 12 June withdrawal without academic penalty last day of classes 7/11

Syllabus Addendum

While the provisions of this syllabus are as accurate and complete as possible, the faculty reserves the right to change any provision herein without actual notice, if circumstances so warrant. Faculty will make every effort to keep students advised of such changes, and notifications about such changes will be posted through notices on Folio. It is the responsibility of each student to check Folio daily for changes, as knowledge of these changes in the syllabus and requirements of the course are essential for the successful completion of the course.

Date	Activity	Due date for activities
<p>Week 1: 5/13/24- 5/17/24</p> <p>Course Orientation</p> <p>Module 1: Introduction to Nursing Research and Evidence-based practice</p>	<ul style="list-style-type: none"> • Complete GSU Attendance verification • Review orientation materials “Course Intro start here” • Review Module 1 (Lessons 1-2) 	<ul style="list-style-type: none"> • Attendance verification by Wednesday 5/15/2024 • Discussion: Introduction 5/19/2024 • Last day to drop/add course Wednesday 5/15/24 • Ch. 1 Certificate, Sunday 5/19/24 by 1159pm • Start enrolling in groups • Plagiarism quiz, Sunday 5/19/2024 by 1159pm •
<p>Week 2: 5/20/24- 5/24/24</p> <p>Module 1: continues Introduction to Nursing Research and Evidence-based practice</p> <p>Module 2: Research</p>	<ul style="list-style-type: none"> • Review Module 1 (Lessons 3-4) • Review Module 2 	<ul style="list-style-type: none"> • Ch. 3 Certificate: Sunday 5/26/24 by 1159pm • Ch. 6 Certificate, Sunday 5/26/2024 by 1159pm • Ch. 7 Certificate, Sunday 5/26/2024 by 1159pm • Ch. 8 Certificate, Sunday 5/26/2024 by 1159pm • APA quiz, Sunday 5/26/24 at 1159pm (see module 1) • Complete enrollment in groups 5/26/24(see module 1)

<p>Week 3 & 4 5/27/24-6/7/24</p> <p>Module 3: Evidence-based practice Part 1</p>	<ul style="list-style-type: none"> • Review Module 3 	<ul style="list-style-type: none"> • Research quiz, Sunday 6/9/24 by 1159 pm • Ch. 2 Certificate, Sunday 6/9/24 by 1159pm • Ch 4 Certificate, Sunday 6/9/24 by 1159pm • Group assignment 1 (one person submits on behalf of the group) Sunday 6/9/24
<p>Week 5 6/10/24-6/14/24</p> <p>Module 4: Appraisal of evidence and summaries</p>	<ul style="list-style-type: none"> • Review Module 4 	<ul style="list-style-type: none"> • Ch. 9 Certificate, Sunday 6/16/24 by 1159pm • CITI Certificate by Sunday 6/16/24 at 1159pm (see module 2) • Quiz: Levels of Evidence Sunday 6/16/2024 1159pm
<p>Week 6 & 7 6/17/24-6/28/24</p> <p>Module 5: Writing an Evidence-Based Report</p>	<ul style="list-style-type: none"> • Review Module 5 (Lessons 1-2) 	<ul style="list-style-type: none"> • Ch. 10 Certificate: Sunday 6/30/2024 1159pm • Paper 2 due 6/30/24 Sunday 6.30/2024 (Assignment tab- 1 per group)

<p>Week 8 & 9 7/1/24- 7/15/24</p> <p>Module 6: Dissemination</p>	<ul style="list-style-type: none">• Review Module 6	<ul style="list-style-type: none">• Ch. 11 Certificate, Sunday 7/7/24 by 1159pm• Discussion on dissemination, 2 postings on separate days on 2 different abstracts due by 7/7/24 at 1159 pm



MODULE 3: EBP: PICO and searching for literature

SLO 1

Apply critical thinking and understanding of the research process as the foundation for evidence-based practice

TASK LIST MODULE 3:

1. Complete CH 2 *PICOT question and evidence*
2. Complete Group Assignment Paper 1

Materials

Lesson 1: Introduction

Web Page

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Lesson 2: PICO

Web Page

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Lesson 3: Searching for evidence

Web Page

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Assignments

CH 2 Certificate

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Assignment

 Due June 9 at 11:59 PM

 Available until Jun 9, 2024 11:59 PM. Access restricted after availability ends.

Go to OER Book. Do CH 2 and post certificate in assignment folder

EBP: Paper 1

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Assignment

 Due June 9 at 11:59 PM

 Available until Jun 9, 2024 11:59 PM. Access restricted after availability ends.

This is a group assignment. Only one person must submit the group's assignment in "Assessment - Assignments - EBP: Paper 1. All students will receive the same grade.

Purpose: The purpose of the assignment is to demonstrate your understanding of selecting a topic for an EBP project, formulating a clinical question, identifying the PICO elements into searchable words, finding and selecting articles as evidence.

Instructions:

- Decide on a topic for an Evidence-Based Practice Project
- Formulate a clinical question
- Define the PICO elements
- Identify and give citation for the outcome measure used
- Describe your search strategy
- Cite five (5) research-evidence, scholarly and peer-reviewed articles relevant to your topic. You do not have to submit the articles. However, the citation must be complete for me to be able to reach the full article (not the abstract only or the webpage).

Resources: Use Study Module 3: Evidence-Based Practice Part 1; Lesson 2 and the relevant OER chapter to guide you in the assignment.

Format of assignment: Use the attached template to guide your submission.

APA 7th format; 1cm margins; Times Roman 12 font; 2 line spacing including reference list. Include a title page and reference list. Use Heading 1 (bold, center) except for first heading.

Components of paper:

- Introduction (selection of topic with rationale)
- Background (why this topic is significant; give data/statistics; literature to confirm importance)
- Clinical question
- PICO elements
- Outcome measure
- Search strategy (words, databases, filters, selection of articles)
- Conclusion
- References

ALL 5 ARTICLES MUST BE RESEARCH EVIDENCE, SCHOLARLY AND PEER-REVIEWED ARTICLES

Check out the template to use for this assignment [Template for assignment](#)

This is the rubric for evaluating the paper [Paper Part 1-Background and significance](#)
