COURSE OVERVIEW
(proposed)

Course Number and Title  NURS 3420 Nursing Research and Data Management for Evidence-based Practice

Semester Credit  2

Placement in Curriculum  Level III, Spring Semester

Faculty  Kathy Jo Ellison, DSN, RN

Pre-Requisites  Successful completion of an introductory statistics course and admission to the professional program

Co-requisites  None

Course Description
Beginning evaluation of current evidence and its application to nursing practice.

Course Objectives
At the conclusion of the course, students will be able to:

1. Explain the importance of research and other data in providing the professional with a body of scientific knowledge that contributes significantly to the improvement of nursing practice and health care delivery.

2. Analyze the legal, ethical and political issues surrounding research.

3. Critique published research studies.

4. Use communication and Information technology to facilitate literature searches and data management and analysis.

5. Discuss application of research and other evidence for decision making to promote client health and improve quality and cost outcomes of care.

6. Identify areas needing further research in nursing practice.

7. Apply and understanding of diverse cultures in evaluating research and other data.

Class Policies:

- **Academic dishonesty** is an offense that will be reported to the Academic Honesty Committee. Refer to the Tiger Cub. It can be found online at: http://web6.duc.auburn.edu/tigercub/tigercub20062007.pdf
• **Plagiarism Statement:**
  Copying another student’s paper or any portion of it is plagiarism. Additionally, copying any portion of published material (e.g. books or journals) without adequately documenting the source is plagiarism. If five or more words in sequence are taken from a source, those words must be placed in quotes and referenced with author’s name, date of publication and page number. If the author’s ideas are rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing, giving the author’s name and date of publication. If a single author’s ideas are discussed in more than one paragraph, the author must be referenced at the end of each paragraph. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper. (Modified from University of Texas at Arlington, 2003)

• Any student needing special accommodations should contact Dr. Kelly Haynes, Director of the Program for students with Disabilities, located in 1232 Haley Center. Accommodations for any student documented as eligible by Dr. Haynes must be provided.

• **Disruptive Behavior:**
  If a student demonstrates disruptive behavior during the class time, faculty may ask the student to leave the classroom. Should this occur, the student must see the faculty at the break. The student will only be allowed to return following the meeting with faculty. Disruptive behavior includes, but is not limited to: talking, text messaging, excessive sleeping, and use of cell phones. Also see the Tiger Cub at: http://www.auburn.edu/tigercub/rules/index.php

**Course Requirements:**
- The student is expected to attend **all** classes. Class attendance and participation is considered evidence of professional behavior. The following is a list of student responsibilities in regard to class attendance:
  1. Attend each scheduled class session.
  2. Sign the class roll that is circulated during each class session.
  3. Give written notice to the course leader of any class absences. This should be done before the scheduled class session but **must** be done within 48 hours of missed class. The course leader will determine if this will be accepted as an excused absence and ask for appropriate documentation to support your absence (i.e. doctor’s note, etc.).
  4. Refer to the current issue of the *Tiger Cub* for a list of accepted excused absences.
  5. Be aware that each unexcused absence will result in a deduction of one (1) point off the final course grade.

- The student is expected to complete all required learning activities in preparation for class.

- The student should utilize the APA style manual in preparing all papers: *Publication Manual of the American Psychological Association* (5th ed.). The student should turn in all written assignments to the faculty member making the
assignment, unless other instructions are given. All written assignments will be retained by the faculty member. If the student wishes to keep a copy, a duplicate will need to be made by the student. **Late papers are not accepted.**

- The student is responsible for notifying the course coordinator **in advance** if he/she is ill, or will be absent the day of a scheduled examination/quiz. The **student** is responsible for making arrangements for a make-up examination within 24-48 hours of the originally scheduled date and time of the examination. Failure to meet these requirements will result in an automatic grade of “0” recorded for that examination.

**Teaching Methods**

1. Lecture/discussion
2. Assigned readings
3. Web-based modules
4. General/Small Discussion groups
5. Written Critique
6. Group Presentations

**Methods of Evaluation**

Evaluation will be based upon academic achievement and will be determined as follows:

- Class participation/quizzes: 20%
- Research Elements Identification (3 parts 10% each): 30%
- Evidence-based Practice Group Project
  - Part 1 – Evidence Review: 15%
  - Part II – Application to Practice Evaluation: 10%
- Final exam: 25%

The class participation/quiz portion of the grade will be achieved by a combination grade from random classroom and online quizzes. Six quizzes worth 20 points each will be given. **No** make-ups will be given. Missing a quiz will mean a 0 will be included for one quiz grade. At the end of the semester the lowest quiz grade will then be dropped.

**Required Textbook**


**Recommended Textbook**

**NURS 3420: Nursing Research and Data Management**

**Topical Outline**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Text Reading</th>
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| Jan  | Course Orientation  
Unit 1: Introduction to Nursing Research  
And Evidence-based Practice  
Reading Nursing Research | Chapter 1, 2 |
| Jan  | Unit 2: Qualitative and Quantitative Processes  
Asking a EBP and Research question  
Choose EBP project groups and research elements pair | Chapters 2, 3 |
| Jan  | Unit 2 cont: The Research Problem, Purpose,  
and Hypothesis | Chapter 3 |
| Jan  | Unit 3: Developing a Research Problem: The Literature  
Review and Theoretical Frameworks  
EBP topics due | Chapters 4, 5 |
| Feb  | Unit 3 continued:: Evaluating Research Evidence | Chapters 5, 19 |
| Feb  | Unit 4: Quantitative research designs  
Research Elements Part 1 due | Chapters 9-11 |
| Feb  | Unit 5: Qualitative Design and method | Online class  
Chapters 6-8 |
| Feb  | Unit 6: Sampling and Methods  
Research Methods: Measurement and  
data collection  
EBP Project Part 1 due | Chapter 12  
Chapters 14-15 |
| Mar  | Unit 6 continued (complete web-based module)  
Unit 7: Ethics web module | Chapter 13 |
| Mar  | Unit 8: Data Management and Analysis  
Research elements Part II due | Chapters 16-17 |
| Mar  | Spring Break | |
| Mar  | Unit 8 continued - computer lab work | |
| Apr  | Unit 9: Analysis of Findings: Discussion,  
Implications, and Recommendations | Chapter 18 |
<table>
<thead>
<tr>
<th>Month</th>
<th>Events</th>
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<tbody>
<tr>
<td>Apr</td>
<td>Unit 10: Implementing EBP  &lt;br&gt; Developing Poster Presentations  &lt;br&gt; Research Elements Part III due</td>
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<tr>
<td>Apr</td>
<td>Review for Final  &lt;br&gt; Work on projects</td>
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<tr>
<td>Apr</td>
<td>Research Day: Project poster presentations  &lt;br&gt; EBP Project Part 2 due</td>
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<tr>
<td>May</td>
<td>Final Exam (See final schedule)</td>
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