

SAM HOUSTON STATE UNIVERSITY
Department of Nursing

NURS 3360: Introduction to Nursing Research

Course description: This course focuses on fundamental concepts and processes of nursing research and emphasizes nursing research as a basis for evidence-based practice. Students will examine major steps in the research process, formulate research questions relevant to clinical nursing practice, and critique nursing research reports. This course is writing enhanced.

Semester/Year: Spring 2018

Class meeting times: Online

Faculty:

Marianne Moore, PhD, CMN, RN

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Office: TWC 440B

Phone: 713-299-8148 (text preferred)

Office Hrs: Monday 1100-1200 Huntsville;

Thurs 0900-1200 TWC or by appointment.

Course Credit: 3 hours

Pre/co-requisites: Undergraduate/prelicensure pre-requisites: NURS 3410, 3530, 3320, 3321. RN to BSN pre-requisites: NURS 3370; undergraduate statistics.

Course Objectives

Upon successful completion of NURS 3360, the learner will:

1. Use peer reviewed sources to evaluate patient care. **Outcome 6; TX DEC IIA; BSN Essentials III.**
2. Critique published research studies for use in nursing practice. **Outcome 6; TX DEC IIA, IIC; BSN Essentials III.**
3. Compare qualitative and quantitative research. **Outcome 6; TX DEC IIA; BSN Essentials III.**
4. Formulate a clinical research question. **Outcome 6; TX DEC IIC; BSN Essentials III.**
5. Identify and appraise research studies that pertain to specific topics in clinical nursing from electronic data bases. **Outcome 6; TX DEC IIB; BSN Essentials III.**
6. Describe the process for developing evidence-based clinical guidelines. **Outcome 6; TX DEC IIA; BSN Essentials III.**

Instructional Strategies:

Instructional strategies will include lecture, discussion, and weekly/final assignments.

Learning Activities:

Learning activities will include discussion, quizzes, and a final exam, weekly and final writing assignments.

Evaluation Methods:

Quizzes (5 Quizzes)	20%
CITI/Global Health Ethics-Research (includes quizzes)	10%
Comprehensive Final Exam	15%
Weekly writing – 6 Discussion boards	15%
Research appraisals using tool (3 per group)	20%
<u>EBP group clinical guidelines paper</u>	<u>20%</u>
Total	100%

Department of Nursing Grading Scale:

	Percentage	
A	89.5-100	Passing
B	79.5-89.4	
C	74.5-79.4	
D	69.5-74.4	Not Passing
F	69.4 and below	

Calculation of Course Grade

- Undergraduate prelicensure students must obtain minimum of 74.5% average on all tests in order to pass the Course.
- The 74.5% exam average is weighted and includes the quiz average, CITI or Global Health Initiative work with quizzes, and the final exam
- For undergraduate prelicensure students, if the minimum 74.5% exam grade is achieved, final course grade must be a minimum of a ‘C’ in order to pass the course.
- RN to BSN students must achieve a grade of ‘C’ or better to pass the course.

First Alert Program

Students who are in academic jeopardy (e.g., demonstrate poor academic performance, poor clinical performance, have frequent or unexcused absences) will be referred to the First Alert team in Academic Support Services. First Alert is a referral system that enables Sam Houston State University faculty and staff to refer students whose in- or out-of-class performance demonstrates a need for academic support to the academic mentors at the SAM Center. Additional information on the First Alert Program can be accessed from <http://www.shsu.edu/centers/sam-center/mentoring/firstalert>.

Required Text(s)

American Psychological Association. (2010). *Publication manual of the American Psychological Association*, (6th ed.). Washington, DC: Author. ISBN: 978-1-4338-0561-5

Polit, D.F., & Beck, C.T. (2018). *Essentials of nursing research: Appraising evidence for nursing practice* (9th ed.). Philadelphia, PA: Wolters Kluwer. ISBN: 9781-4963-5129-0

NURS3360: Introduction to Nursing Research

Wk	2017	Course content outline	Chapters	Discussion Boards
1	1/22	Course and syllabus overview, APA, Intro to Nursing Research; Fundamentals of EBP	1, 2	Discussion Board Initial post by 1/24. Comments by 1/27.
2	1/29	Research Probs-Questions-Hypotheses; Finding research evidence in the literature QUIZ Chapters 1,2, & 6 20 items RESEARCH QUESTION & 3 REFERENCES DUE 2/2 @ 2200/ 10PM	6, 7	
3	2/5	Qualitative-quantitative overview; Read/critique research DRAFT OF FIRST APPRAISAL-INTRODUCTION-REVIEW OF LITERATURE DUE 2/9 @ 2200/ 10PM	3,4	Discussion Board Initial post by 2/7 Comments by 2/10.
4	2/12	Ethics in research CITI Training Course completion OR (for those who already completed it: https://globalhealthtrainingcentre.tghn.org/elearning/research-ethics/ All modules with transcript posted DRAFT OF FIRST APPRAISAL-METHODS DUE 2/16 @ 2200/ 10PM	5	
5	2/19	Theoretical and Conceptual Frameworks QUIZ Chapters 4, 5, & 7. 20 items DRAFT OF FIRST APPRAISAL-RESULTS-DISCUSSION DUE 2/23 @ 2200/ 10PM	8	
6	2/26	Quantitative design NURSING RESEARCH APPRAISAL 1 DUE 2/30 @ 2200/ 10PM	9	
7	3/5	Sampling & data collection QUIZ Chapters 8 & 9 20 items	10	Discussion Board Initial post by 3/7. Comments by 3/10.
8	3/12	HAPPY SPRING BREAK!		
9	3/19	Quantitative analysis NURSING RESEARCH APPRAISAL 2 DUE 3/23 @ 2200/ 10PM	14	
10	3/26	Interpretation and Clinical Significance in Quantitative Design QUIZ Chapters 10, 14 & 15 20 items	15	Discussion Board Initial post by 3/28. Comments by 3/31.
11	4/2	Qualitative design; Qualitative sampling and data collecting. 4/7 Last day to drop w/Q	11, 12	

		NURSING RESEARCH APPRAISAL 3 DUE 4/6 @ 2200/10PM		
12	4/9	Qualitative analysis; trustworthiness in qualitative QUIZ Chapters 11, 12 & 16, 17 at start of class. 20 items	16, 17	Discussion Board Initial post by 4/11. Comments by 4/14.
13	4/16	Mixed methods/other EBP CLINICAL GUIDELINE PAPER DUE 4/20 @ 2200/10PM	13	
14	4/23	Systematic reviews: meta-analysis and meta-synthesis; course review Disseminating research; journals, podium & poster presentations	18	Discussion Board Initial post by 4/25. Comments by 4/28.
15	4/30	COMPREHENSIVE FINAL EXAM 75 items, 1.5 hours		

IMPORTANT: During exams/quizzes, undergraduate prelicensure students will be required to store their belongings in open bins and/or shelving. These dates are clearly spelled out on the class schedule. Please plan accordingly in order to properly store your valuables. RN to BSN students will quiz online; they may take the final exam online or in class with the undergraduate prelicensure students.

Quizzes: Quizzes cover the material specified in the schedule and are given throughout the course of the semester. Pay attention to the key terms and the objectives listed at the beginning of each chapter.

Final exam: Exam covers chapters 1-18.

Discussion Boards

Weekly writing assignments: Students will be assigned into one of 2 Discussion Board groups. There are 6 discussion boards throughout the semester. Each student will post one initial thread, and one comment to someone else's thread. These posts should be thoughtful and show evidence of having read the chapter. **YOU MUST CITE THE TEXTBOOK IN ANY INITIAL THREADS OR COMMENTS. PLEASE ADD PAGE NUMBERS TO THE CITATION SO WE CAN IDENTIFY YOUR ACTUAL SOURCE FOR THE INFORMATION. You should include the textbook reference in APA format AS WELL.**

VERY IMPORTANT WARNING: Pay attention to the due dates.

Initial threads to discuss must be posted by 10PM on the Wednesday for that week. This gives those who comment adequate time to respond by Saturday at 10 PM.

Initial threads due **Wednesday by 10 PM**- 1/24, 2/7, 3/7, 3/28, 4/11, 4/25.

Comments due **Saturday by 10 PM**- 1/27, 2/10, 3/10, 3/31, 4/14, 4/28.

Discussion Board Grading Criteria

Criteria	Excellent: 90-100%	Good: 80-89%	Passing: 75-79%	No credit
Body of post (75%)	<i>Initial</i> answers question completely. <i>Comment</i> adds to, or corrects information.	<i>Initial</i> basically answers question. <i>Comment</i> adds limited information.	<i>Initial</i> answers to question is limited or incorrect. <i>Comment</i> adds little or no new information.	No post, comment, or grading.
APA Grammar Writing (25%)	Uses 6 th Edition APA to cites & reference text; grammar with 1-2 errors; college level writing	Uses 6 th Edition APA to cites & reference text; 3-4 grammar errors; college level writing with some informal or non-academic writing	Uses 6 th Edition APA to cites or reference text- not both; 5+ grammar errors; informal or non-academic writing	No post, comment, or grading.

NURSING RESEARCH APPRAISAL

Nursing research appraisal tool: There will be 3 research papers reviewed per group: the studies are then used for the group's paper. Groups work together to complete the appraisal tool on each referenced research article, and will turn them in per the above schedule. See the rubric & appraisal tool in this syllabus. Late work will have 10% deducted per day; after 2 days it will receive a zero.

NURSING RESEARCH APPRAISAL TOOL GRADING RUBRIC

Criteria	Excellent: 90-100%	Good: 80-89%	Fair: 75-79%	Poor: 0-60%
Introduction <i>20% possible</i>	Answered all 3 sections well	Basically answered 3 sections	Minimally answered all – or answered 1-2 sections	Not present
Literature Review <i>20% possible</i>	Answered all 3 sections well	Basically answered all 3 sections	Major parts of any sections missing	1 section or less present
Methods <i>20% possible</i>	Answered all 5 sections well; less than 2 errors	Basically answered 4-5 sections; 3-5 errors.	Answered 3 sections well, or all sections with 6+ errors.	2 or less sections.
Results <i>20% possible</i>	Answered 2 sections well; < 3 errors	Basically answered both sections; 3 errors	Completed both sections with 4 or more errors.	1 section or less present
Discussion <i>20% possible</i>	Answered 2 sections well; < 3 errors	Basically answered both sections	Skipped major parts of either/ both sections	Not present

**NURS 3360 – INTRODUCTION TO NURSING RESEARCH
NURSING RESEARCH APPRAISAL TOOL**

Name: _____ Date: _____

INTRODUCTION

Question 1	Score
Does the Introduction demonstrate the need for the study?	E.....G.....F.....P
Rationale for the score value:	
Question 2	Score
Is the problem presented clearly and concisely – and with enough background material to acquaint the reader with the importance of it?	E.....G.....F.....P
Rationale for the score value:	
Question 3	Score
Is the purpose of the study clearly stated? Are the terms, variables, and assumptions relevant to the study clearly identified and described?	E.....G.....F.....P
Rationale for the score value:	

REVIEW OF THE LITERATURE (ROL)

Question 1	Score
Is the ROL relevant to the problem? Is it adequate in terms of the range of ideas, opinions, and viewpoints relevant to the problem?	E.....G.....F.....P
Rationale for the score value:	
Question 2	Score
Is the ROL well organized and synthesized? Does it provide a critical appraisal of the contribution of each of the major references?	E.....G.....F.....P
Rationale for the score value:	

REVIEW OF THE LITERATURE (ROL) *con't*

Question 3	Score
Does the ROL include a summary of the literature with implications for the study? Is it adequately and correctly documented?	E.....G.....F.....P
Rationale for the score value:	

METHODS

Question 1	Score
Is the study qualitative (words) or quantitative (numbers) What is the name/term for the study design?	E.....G.....F.....P
Rationale for the score value:	
Question 2	Score
Was the most rigorous possible design used, given the purpose of the research? Are the research traditions and methods used congruent for qualitative work?	E.....G.....F.....P
Rationale for the score value:	
Question 3	Score
Was data collection clearly described? Were there adequate data collection points? Was adequate time spent in the field or with participants, for qualitative studies?	E.....G.....F.....P
Rationale for the score value:	
Question 4	Score
Was the sample selection appropriate? The sample size adequate? For qualitative work, was the sample well described and was saturation achieved?	E.....G.....F.....P
Rationale for the score value:	

METHODS *con't*

Question 5	Score
Did the design minimize biases and threats to the internal, construct and external validity of the study? For qualitative, was reflexivity and triangulation shown, and was data trustworthy?	E.....G.....F.....P
Rationale for the score value:	

RESULTS

Question 1	Score
Are the tables, charts, and graphs pertinent? Was information about statistical significance provided? For qualitative, were findings effectively summarized? Were themes or patterns well-conceptualized?	E.....G.....F.....P
Rationale for the score value:	
Question 2	Score
Was the best analysis method selected? For qualitative, did the analysis fit with the selected research tradition?	E.....G.....F.....P
Rationale for the score value:	
Question 3	Score
Were Type I and Type II errors minimized? For qualitative, did the analytic procedures suggest the possibility of any biases?	E.....G.....F.....P
Rationale for the score value:	

DISCUSSION

Question 1	Score
Were results based on the data, sufficient to draw conclusions, and interpreted in the context of the purpose, hypothesis, framework, and literature review? For qualitative, did the analysis yield the appropriate product?	E.....G.....F.....P

DISCUSSION *con't*

Rationale for the score value:	
Question 2	Score
Are the conclusions, generalizations, and limitations clearly stated and within the scope of the findings? Does this study contribute to nursing science?	E.....G.....F.....P
Rationale for the score value:	

You will cite and reference the article that you evaluate, and the textbook for this tool, using APA format. Please submit a .pdf of the article you evaluate with the Research Appraisal Tool, and submit the tool as a Word document via the link posted under Assignments for the assignment.

Key: E is excellent- thorough work

G is good- basically complete

F is fair- partial but well or complete with numerous errors

P is poor- below expectations/inadequate/absent

See the grading rubric for details

Evidence-Based Practice (EBP) Clinical Guideline Paper

Students develop a research question related to nursing practice in the clinical area, search the research using existing databases, and use the three (3) research papers published in 2012 or later that they assessed with the Research Appraisal Tool to provide information about a research question. ***Literature reviews, meta-analyses or meta-syntheses are not to be used.*** Late work will have 10% deducted per day; after 2 days it will receive a zero. Groups will summarize each article, identify its place in the Evidence Hierarchy and note the key points; then describe clinical recommendations based on the research and the strength of the evidence to write a 5-8 page paper (not counting title or reference pages). **IMPORTANT: PAGES BEYOND PAGE 8 WILL NOT BE READ OR GRADED.**

Students are placed into groups of 2-3 students to complete this assignment. Each group will write one paper, using APA format. There will be NO changing of groups for the paper. As professionals you will be expected to work with other staff whom you may not know well, so you need to develop that skill. Each group member anonymously rates the participation of the other group members related to writing the papers and appraisal tools at the end of the semester. Each group member also evaluates their own participation as part of their grade. The evaluation form is found in the syllabus. The rubric is below.

Each group turns in a research question and the references for this paper with abstracts early. This, plus the completion of the research appraisals, also helps in writing this paper.

Each student group must attach .pdfs of their research articles within the assignment. The paper must be submitted electronically as Microsoft Word document (.docx), using the posted assignment location, by 5 PM on the specified date. All 4 documents (the paper itself plus the 3 articles as .pdfs) make one submission.

Evidence-Based Practice (EBP) Clinical Guideline Paper Grading Rubric

Criterion	Excellent: 90-100%	Good: 80-89%	Passing: 75-79%	0-60%
Writing <i>10% possible</i>	≤3 errors in grammar, syntax, spelling etc.	4-5 errors in grammar, syntax, spelling, etc.	≥6 errors in grammar, syntax, spelling	Difficult to read
APA (6th Edition) <i>10% possible</i>	1-2 errors -APA writing citation and referencing	3-4 errors -APA writing, citation and referencing	≥5 errors - APA writing, citation, &/or referencing.	Did not follow APA style
Introduction, background, & significance <i>10% possible</i>	Thoroughly introduces problem, significance & relevance to nursing practice.	Basically introduces problem, significance. Relevance to nursing practice present.	Unclear description of problem or significance. Relevance to nursing unclear.	Inadequate background.
Clinical research question <i>10% possible</i>	Thorough description of the research question & variables.	Clear description of the research question & variables	Unclear description of the research question & variables.	Inadequate research question.
Three (3) research studies (2012) or newer summarized <i>20% possible</i>	Study type, study design, sample, methods, results, validity are discussed. 1-2 errors or less	Study type, study design, sample, methods, results, validity present; 3-4 errors.	Study type, study design, sample, methods, results, validity; missing 1-2 areas.	Summaries missing 3 or more areas.
Evidence Hierarchy (Fig 2-1) <i>10% possible</i>	Clear description of how each paper fits Evidence Hierarchy; 1-2 errors	Limited description of how each paper fits Evidence Hierarchy; 3-4 errors	Inadequate description of how each paper fits the Evidence Hierarchy, or 5-6 errors.	No mention of the Evidence Hierarchy.
Conclusion <i>10% possible</i>	Thorough summary of main points; describes recommendation(s) for best evidence-based practice.	Summarizes main points and identifies at least one correct recommendation for best evidence-based	Incomplete summary, and/or minimally correct recommendation(s) for best evidence-based practice.	Recommendation absent or grossly incorrect; no conclusion
Participation <i>20% possible</i>	Peers & faculty consider the student to participate in a valuable manner.	Peers & faculty consider student's participation adequate	Peers & faculty consider student's participation poor.	Minimal to absent participation.

NURS 3360 – Introduction to Nursing Research
Evidence-Based Practice (EBP) Clinical Guideline Paper
Group Participation Peer Evaluation

Date: _____ **Name of Peer Being Evaluated:** _____

This is a self-evaluation (circle one): **YES** or **NO**

	Criterion	Rating
1	I / this peer (circle one) was responsible for this section or aspect of the paper/presentation : _____	*must be completed or no participation points given
2	Reliable: Peer was on time every time for all group activities. I was very satisfied with the quality of his/her work. I was very satisfied with the amount of work s/he provided during the group activity.	0...1...2...3...4...5
3	Respectful: Peer was respectful of the thoughts and feelings of others during group discussions. S/he communicated with everyone in a constructive and helpful manner.	0...1...2...3...4...5
4	Problem-Solver: Peer showed initiative and was innovative in his/her approach to the group assignment.	0...1...2...3...4...5
5	Shows Commitment: Peer was present and engaged in the group activity every time we met to complete this assignment.	0...1...2...3...4...5
6	Cooperative: Peer cooperated and pitched in to assist with completing the assignment. S/he exhibited flexibility	0...1...2...3...4...5

Instructions: Read each criterion carefully and rate your peer on a scale of 0-5 as to the quality of their participation with you in this activity, 0 is poor, 1 is very low, 2 is low, 3 is moderate, 4 is good, and 5 is excellent. Keep this page private and do not share this with anyone in your class. When you are finished filling out the page, do the following:

1. Do NOT put your name on it unless you are evaluating yourself.
2. On your self-evaluation, indicate that you are evaluating yourself by circling YES above.
3. Makes enough copies to evaluate ALL peers in your group, including yourself.
4. Candidly evaluate everyone in your group; use one page per person. Justify any grades that are 3 or less.
5. Submit these documents to faculty at the start of class on 7-26-17

Comments:

Course Policies/Expectations

Classroom Conduct and Civility: The instructor will conduct this course in an atmosphere of mutual respect. The instructor encourages active participation in online discussions. We may have strongly differing opinions on the various topics of course discussions. Conflicting ideas are encouraged and welcome. The orderly questioning of the ideas of others, including the instructor, is similarly welcome. You should expect that if your conduct during online discussions seriously disrupts the atmosphere of mutual respect, you will not be permitted to participate further.

Cell Phones:

Use in Classroom Environment

Use of laptop computers and cell phones is encouraged when related to classroom activities **only**. When students are participating in didactic (in-class) activities, mobile devices may **ONLY** be used for educational purposes (i.e.: e-book, healthcare websites, medical/nursing mobile applications). Uses of mobile devices for non-educational activities are a distraction for the student and their peers, and are considered incivility. Students found using mobile devices for non-educational purposes (i.e.: Facebook, games, shopping, etc.) will receive a verbal warning for their first offense. Subsequent offenses will result in faculty completing the Unprofessional/Unsafe Conduct form found in Appendix C of the SHSU SON Student Handbook. Faculty have the right to ask students to leave the classroom for any actions of incivility or students who are a distraction to the learning environment. Students asked to leave will be subject to loss of class participation or relevant assignment points. Students with multiple violations may be subject to course failure. Faculty may ask students violating this policy to complete additional activities (i.e.: written paper, presentation, etc.).

Faculty/Student Communication: Course faculty often communicate important course updates using the SHSU email system. Students are expected to check their SHSU email account daily and reply, as appropriate, to faculty, using their SHSU email account. Students may text faculty when the faculty member has indicated that this as an acceptable means of communication. Students must include their name in the text message. In addition, students are to abide by texting guidelines set forth by the faculty member (ie: no phone calls/texts after 9pm or on the weekend).

Refer to the *Faculty/Student Communication Policy* in the Student Handbook for further guidance.

Group Assignments: Group dynamics and the group process are important learning outcomes for the School of Nursing graduates. Many opportunities for learning these skills are integrated into the curriculum. Characteristics of successful groups are:

1. Members identify goals and objectives.
2. Members set deadlines for completion of tasks.
3. Members distribute equitable assignments and complete them in a timely fashion.
4. Members report back at scheduled meeting times.

5. If problems arise in a group, members attempt to resolve the problems internally.
6. If unable to resolve group dynamic problems, consult course faculty for direction in problem resolution.

Late Work: All assignments will be assigned a due date which is considered the last day it will be accepted. Any assignment submitted after the assigned deadline will generally receive a “0”. There may be circumstances in which the instructor may allow a student to hand in an assignment and still receive up to full credit. This remains at the discretion of the instructor.

School of Nursing Policies

Examination Policies: When possible, test grades will be posted within 48 hours of the exam. Written exams and written assignments must be completed as scheduled. If a student is unable to complete a written (clinical or class) assignment, arrangements must be made with the instructor(s).

See *Absence from Scheduled Examinations Policy in the SON Student Handbook for guidelines regarding absence from exams.*

Cell phones must be turned off during the exam. Both cell phones and laptops not being used to test cannot be visible during testing and exam reviews. If a student has a cell phone visible, his or her test will be taken away and the student will receive a grade of zero on the test. There will be no sharing of calculators during exams.

Progression Policy: In order to successfully pass a course with exams, students must achieve at least a 75% exam score. If your exam score at the end of the course is less than 75% (74.5% and higher rounds up; 74.49 does not) you will fail the course and will be required to retake the course including the clinical component, if applicable.

All clinical and classroom assignments must be completed in order to pass the course. Failure in any component will necessitate repeating the entire course. Didactic and clinical/laboratory components of nursing courses shall be taken concurrently.

In order to progress in the SHSU nursing program, students are expected to pass all nursing courses with at least a “C”.

Students are expected to abide by and will be held accountable to all policies within the most current SON Student Handbook, found on the SON Nursing Cohorts page within Blackboard.

University Policies

Academic Honesty/Plagiarism: Students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty

in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

The use of unauthorized material, communication with fellow students during an examination, use of unauthorized technology during an exam, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work is unacceptable to the University. Cheating on examinations, plagiarism, improper acknowledgment of sources in essays, the use of a single essay or paper in more than one course without permission, and falsification of records or documentation are considered serious offenses and shall be grounds for disciplinary action. Students will receive a zero on the test or assignment in question and will be reported to the Director of the School of Nursing and to the Dean of the College of Health Sciences. For more information, please refer to SHSU Academic Policy Statement #810213, *Procedures in Cases of Academic Dishonesty*.

<http://www.shsu.edu/dotAsset/728eec25-f780-4dcf-932c-03d68cade002.pdf>

Allegations of **student misconduct**, as defined in paragraph 5.2, Chapter VI of the *Rules and Regulations*, Board of Regents, The Texas State University System, and Sam Houston State University *Student Guidelines*, published by the Dean of Students' Office, will be referred to the Dean of Students' Office for necessary action.

Dean of Students: <http://www.shsu.edu/dept/dean-of-students/>.

Student Absences on Religious Holy Days (AP 861001)

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

<http://www.shsu.edu/dotAsset/0953c7d0-7c04-4b29-a3fc-3bf0738e87d8.pdf>

Academic Grievance Procedures for Students (AP 900823)

Academic grievances include disputes over course grades, unauthorized class absences/tardiness, suspension for academic deficiency, instructor's alleged unprofessional conduct related to academic matters, graduate comprehensive and oral exams, theses and dissertations, and withdrawal or suspension of privileges related to degree-required clinical rotation, internships, or other clinical service delivery in professional degree programs.

If the dispute is determined to be based upon professional judgment, the aggrieved student is entitled to have, as appropriate and in turn, the department/school chair, College Academic Review Panel, academic dean, Dean of Graduate Studies (for graduate student issues), and Provost and Vice President for Academic Affairs form an opinion about the dispute and so advise the individual(s) involved.

<http://www.shsu.edu/dotAsset/0bb1346f-b8d6-4486-9290-dba24123d0d8.pdf>

Students are expected to abide by and will be held accountable to all SHSU policies contained with the SHSU Student Guidelines available at <http://www.shsu.edu/students/guide/>. Please refer to this handbook for further information in regards to the following policies.

FERPA

Disruptive conduct under Dean of Students-General Conduct And Campus Regulations
Withdrawal/resignation

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then we encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how we can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy related to rights and responsibilities, see: <http://www.shsu.edu/dotAsset/187f9029-a4c6-4fb4-aea9-2d501f2a60f3.pdf>

Sample Paper Nursing Research

Names of students

Sam Houston State University

NURS 3360 Introduction to Nursing Research

Date

Sample Paper Nursing Research

Introduction

This document is an example of what we expect of you while writing your paper during the Introduction to Nursing Research course for the Spring 2018 semester. This paper is typewritten in the required format. “Title of paper” above is how the title would be formatted; “Introduction” above is a Level One heading.

Pay special attention to the detail in this formatting. First of all, this paper has one inch margins all around. Secondly, the paragraphs have no extra spaces between them. You can check to see if there are extra spaces by clicking on the *Line and Paragraph Spacing* button above and seeing that there is no *Space Added Before Paragraph* or *Space Added After Paragraph*. Moreover, the font is *Times New Roman* and a size 12 – and the sentences in this paragraph are double spaced. The APA 6th Edition textbook has a sample paper from pages 41-59 which is helpful to students, too.

Another thing to notice is the header at the top of the page. It has the APA features of running head and page number. Pay attention to detail while writing this assignment. In your nursing career, it is the detail that can often determine whether you have a good day on the job or not. The smallest detail might be a decimal point, but a decimal point can be life or death for a patient receiving a dangerous drug.

Discussion boards are 15% of your final grade in this class, so please do them carefully. Learn to use citation and references to support your ideas- this is how professionals respectfully disagree, and credit others’ work ethically. (Polit & Beck, 2018, p. 117)

Finally, we really want you to enjoy this course. There will be short lectures, group work, contests, and other things. The professors teaching this course really love nursing research – and we hope that you will love it, too, as you complete this course.

As an afterthought: the best way to learn from writing assignments like the discussion boards, paper and the reviews is to make them personal for you. Pick a clinical area that you are interested in or curious about, and respond to the questions on the *Discussion Boards* as if *you were in that situation*. You will be surprised at how long you will recall the assignment for years to come if you personalize it.

Let's have fun and learn a lot this semester. Dr. Moore is here to help you. Oh, and don't forget the Reference page. You will need to list all references that you use in APA format. An effective way to check how to format your references is the APA book, of course, but you may also use the Purdue Online Writing Lab (OWL) website online.

References

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical*, volume number (issue number), pages. <http://dx.doi.org/xx.xxx/yyyy>

McGillis Hall, L. & J. Kashin (2016). Public understanding of the role of nurses during Ebola. *Journal of Nursing Scholarship*, 48 (1), 91-97.

Polit D.F. & Beck, C.T. (2018) *Essentials of nursing research: Appraising evidence for nursing practice* (9th ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.

NURS 3360 Introduction to Nursing Research
Syllabus Acknowledgement Form
SP 2018

I have received and have read the course syllabus for NURS 3360 Introduction to Nursing Research. The SHSU University Policies, School of Nursing Policies and Course Policies have been discussed with me. I am responsible to be familiar with and to comply with these policies.

Course evaluation has been explained and I understand that NURS 3360 Introduction to Nursing Research has a comprehensive final exam worth 15% of my grade, completion of CITI Training for RN-BSN students or the Global Health Ethics-Research (includes quizzes) worth 10%, and 5 quizzes, with the quiz average worth 20% of my grade. I understand that the weighted average of these quizzes, activities with quizzes, and exam must be 74.5 or higher to pass the course if I am an undergraduate student. As an undergraduate student, 74.4999 will not be a passing average for exams and quizzes.

If I am an undergraduate prelicensure student, I understand that the cumulative Discussion Boards, average of the 3 Research Appraisals, and the Evidence-Based Practice Clinical Guidelines Paper will not be included in my final grade unless I have an unweighted 74.5 average or higher for the cumulative average of the comprehensive Final Exam , the CITI or global Health work, and Quiz average. I understand that my final course average, including all assignments, must also be 74.5 for passage of the course, to pass the course.

In the event that I do not have a 74.5 average on these exams, or in the course as a whole, I understand that I will fail the course. I understand that if I fail NURS 3360 Introduction to Nursing Research AND I do not have another failure in the nursing program, I will be required to retake the course in order to complete the nursing program.

As an RN to BSN student, I understand that I must achieve a course average of 74.5 or higher in order to pass the course with a grade of 'C' or better.

Printed Name

Signature

Date

Form to be completed, signed and turned in to Blackboard.