

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number NURS 380 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

NURS 380: Nursing Research is currently being offered as a three-hour course. Course faculty have recognized the need to decrease the course to a two-hour offering for several reasons. The majority of other nursing programs explored offer Nursing Research as a two-hour course if it is offered at all. The workload and assignments for this course have been evaluated, and we believe that students will be able to successfully fulfill the Student Learning Objectives and complete the course workload in two credit hours.

In addition, we are proposing to add NURS 326: Experiential Learning in Nursing to our degree Plan. This will be a one-hour course offered in the summers either between the J2/S1 semester or between the S1/S2 semester. To allow for the addition of this new required course, we will need to adjust hours from another course to accommodate the change to our degree plan.

The Texas Board of Nursing approved the above changes in February 2020 (document attached).

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G or G to U	A	A	A	A				A	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

		COUNCIL ³								Board of Trustees
Provost-Proposed Change		Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	
1.	Major/Graduate Program — Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor — Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree — Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	10/5/2020 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	10-5-20 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date



Texas Board of Nursing

333 Guadalupe Street, Ste. 3-460, Austin, Texas 78701
Phone: (512) 305-7400 Fax: (512) 305-7401 www.bon.texas.gov

Katherine A. Thomas, MN, RN, FAAN
Executive Director

February 18, 2020

Marcia R. Straughn, PhD, R, CNE, Dean
Director, Baccalaureate Degree Nursing Education Program
Abilene Christian University
ACU Box 28035
Abilene TX 79699-9103

Dear Dr. Straughn:

This will acknowledge receipt of a Major Curriculum Change Plan for the BSN Program at Abilene Christian University. We understand that the change will reduce the credit hours for the Nursing Research course and add a 1 credit nursing elective to the program.

This proposed change is approved. Thank you for seeking Board Staff approval in order to facilitate other approvals. Best wishes.

Sincerely,

Janice I. Hooper, PhD, RN, FRE, CNE, FAAN, ANEF
Nursing Consultant for Education

Kathleen Shipp, MSN, RN, FNP
Lubbock, *President*

David Saucedo, II
El Paso, *Vice-President*

Nursing Research for Evidence-Based Practice
Abilene Christian University
Fall 2020

Course:	NURS 380	Credit hours: 3
Class Day/Time:	Tuesdays 1400-1650 (variable; see course calendar) <i>Hybrid course</i>	Location: MBB 201

Faculty: Marcia R. Straughn PhD, RN, CNE
Office: 205B
Office Phone: 325-674-2681

Email: marcia.straughn@acu.edu
Office hours: *By appointment as needed*

Faculty: Theresa Naldoza PhD, RN, CNE
Office: 201B
Office Phone: 325-674-2716

Email: tmn05a@acu.edu
Office hours: *Posted on Canvas*
Other times by appointment as needed

ACU Mission

To educate students for Christian service and leadership throughout the world.

School of Nursing Mission

To inspire and educate students for excellence in professional practice in preparation for Christian leadership and service as professional nurses throughout the world.

Course Description

This course exposes students to the knowledge, judgments, skills, and behaviors to initiate, analyze, and apply nursing research and evidence-based standards to nursing practice in health care environments.

Course Purpose and Audience

This course is required for Junior Level II nursing students. The purpose of the course is to prepare future nurse graduates in research methodology and translation for the improvement of patient health outcomes with evidence-based safe and quality care and treatment.

Student Learning Objectives

After successful completion of this course and as a novice to an advanced beginner, the student will understand and explore the application to nursing practice:

1. Identify the role of the professional nurse in research activities that seek to establish evidence based nursing competencies and holistically address patient preferences, values, and needs.
2. Describe evidence-based nursing practice in the application and adaptation of basic clinical nursing competencies in the engagement of patients in their own care decisions, and in interdisciplinary health care for the achievement safe patient health outcomes.
3. Explain steps and methodologies used in the research process and the interrelationships among theory, practice, and research.
4. Demonstrate proficiency in the use of information resources and technology and evaluate the credibility of information related to the acquisition of knowledge for professional, legal, ethical, and regulatory standards for safe nursing competencies.
5. Examine nursing research findings that have potential application to clinical nursing practice and evaluate the implementation of evidence-based practice standards related to safety, quality care improvement, legal issues and patient advocacy.

6. Discuss ethical concerns related to the use of human subjects in research and demonstrate professional values such as caring, advocacy, altruism, the preservation of human dignity, truth, justice, freedom, equality, ethics, integrity, civility, respect, and cultural competence in the pursuit of excellence of the Christian leadership and service of professional nursing.

Topical Outline

1. Ethics in nursing research
 - a. Ethics training for researchers
 - b. Role of IRB in research
2. Plagiarism
 - a. Avoiding plagiarism
3. Writing in APA
4. Introduction to Quantitative Research
 - a. Study Designs
 - b. Sampling
5. Introduction to Qualitative Research
6. The PICOT method (Problem, Intervention, Comparison, Outcome, Time)
7. Theoretical Models/Frameworks

Learning Resources

This course does not require students to purchase a textbook or resources. Students will access required course resources in several ways.

- Required course materials may be posted directly in Canvas.
- Links to required course materials may be posted in Canvas
- Required APA resources are found in the [Purdue Online Writing Lab](#)

Professional Behavior Expectations

Baccalaureate educated nurses are prepared to function within an interdisciplinary team to lead and serve diverse patients (individuals, families, groups, communities, populations) across the life span in a variety of settings along the continuum of care. Since nurses assume the responsibility of the care of others, professional attitudes, behaviors, judgments and skills must be learned and applied in all communication and interactions to provide safe and quality practice. The faculty at the School of Nursing believe that the classroom, simulation labs, and clinical experiences all provide settings for professional learning. Students are asked to engage actively in all settings as preparation for professional expectations encountered in their careers. Active engagement assumes attention to the topics, activities, speakers, faculty, peers, and patients involved in any given setting. Distractions should be for emergencies only, and faculty notified if potential phone or other issues are anticipated.

Civility is expected and required in the professional environment and in this pre-professional educational setting. Therefore, incivility is not acceptable and will not be tolerated. "Incivility in nursing education is defined as rude or disruptive behaviors which often result in physiological or psychological distress for people involved and if left unaddressed, may progress into a threatening situation" (Clark, Farnsworth & Landrom, 2008). Civility is a critical component of a learning environment that is conducive to learning for all students and is expected in all interactions related to NURS 380 both in and out of class, in person and by phone or email, and in both written and verbal communication. Behaviors that are NOT considered to be civil include but are not limited to the following: arriving late, coming in noisily after class has begun, packing up and leaving noisily before class is over, texting during class, using a computer/mobile device for activities other than the current session's course material/activities, leaving early, talking during class presentations, coming to class unprepared, eye-rolling in response to comments or questions by the instructor or other students, rude verbal or nonverbal responses to comments or questions by the instructor or other students, making sarcastic remarks or gestures, sleeping in class, sending inappropriate emails to faculty,

Course faculty will attempt to address behaviors that are concerning through individual meetings with the student; however, some behaviors may generate a learning contract and/or a meeting with the dean/director. Repeated incivility, violations of the ACU Standards of Student Conduct, and/or serious occurrences of incivility may lead to removal from the course, disciplinary actions described in the SON handbook, referral to the Office of Student Life, and/or removal from the course/program.

Use of ACU faculty email is the preferred method of contact, and emails should be sent from the student's ACU email or through the Inbox in Canvas. Please be aware that it is customary to allow at least 24 hours for a response to an email that is sent on a business day (Monday-Friday), but we will strive to reply to your emails as soon as possible and often before 24 hours has elapsed. Emails that are sent over the weekend may not be answered until the following Monday. The ACU SON office phone is the preferred alternative method. In the event that we are unavailable or are out of the office, please leave a voicemail.

S	Situation	Hi, Dr. Naldoza. My name is Donald Duck. I'm a student in NURS 380 Nursing Research for Evidence-Based Practice. I need to go to the doctor and will be absent from class today.
B	Background	I am very sick to my stomach after eating so many <i>quackers</i> last night.
A	Assessment	Because I will be at the doctor, I will not be able to take today's quiz or complete in-class assignments. I understand that I must provide a doctor's note in order for this to be an excused absence.
R	Recommendation/Request	Since this is an excused absence, I will need to meet with you to give you the doctor's excuse, discuss makeup work, and take the makeup quiz. Thank you, Donald

When attaching documents to an email **and/or submitting work** in Canvas it is also mandatory that your last name appear first in the file name, followed by the course number and some identifier of the content. This will prevent your assignments from getting mixed up with that of other students. This is a required part of directions for assignment submission and reflects the importance of following policies and procedures for the best patient outcomes in professional nursing practice. In this course, any variations from these instructions will result in points lost on an assignment.

Teaching Philosophy and Christian Perspective

Faculty are responsible to facilitate the learning of students in preparation for professional careers in nursing. The faculty are responsible for modeling Christian character, authenticity, service and leadership in nursing education and practice, and want to engage students by discussion in the faculty successes and failure of this responsibility. The faculty at the SON believe that nursing curriculum should reflect the current practice environment in compliance with evidence based professional standards and rules of regulatory organizations. The curriculum integrates the mission of the university. Concepts will reflect the knowledge, judgment, behaviors, skills, attitudes, and values required of a professional nurse. The faculty believe that active participatory student-centered learning is required in baccalaureate generalist education to develop the professional competencies required of the graduate.

Faith and learning resources as a background for this course: The faculty invite the students to bring further resources in the semester discussion of faith in nursing practice.

Course Content

Content will include core concepts such as an overview of nursing research, translation of research to professional practice, role of research in evidence-based practice, quantitative and qualitative methodologies, ethics and informed consent in nursing research, problems, purposes, hypotheses, literature review, theory and research frameworks, study designs, sampling, data collection, use of statistics, critical appraisal of research evidence, and introduction of outcomes research. The student will be assigned weekly readings which are reinforced by reflection and discussion. Class preparation of assigned readings will be required for active participation within the class time frame. Class time will be spent in faculty and guest lecture, discussion, in class projects, demonstrations, and practice. Student mastery of content will be assessed by a variety of assignments and activities including but not limited to written assignments, quizzes, exams, a group project, and research critiques.

Course Competencies

Cognitive Competency Statements	Measurement Instruments	Performance Indicators/Criteria
The student retains core concepts of research methodology and translation to practice, qualitative research, quantitative research, and the application of evidence-based best practices. (Objectives 1-6)	Application exercises of concepts in class	Application exercises averages greater than or equal to 75%.
The student explains concepts related implementing evidence-based practice in health care environments. (Objectives 1-6)	Projects, written assignments	Exams and written assignment averages greater than or equal to 75%.
Psychomotor Competency Statements		
The student demonstrates proficiency in the use of information technologies for research purposes. (Objectives 3-4)	Projects, written assignments, database searching	Score greater than or equal to 75%.
The student demonstrates proficiency in the appraisal of research studies. (Objective 5)	Projects, written critiques	Score greater than or equal to 75%.
Affective Competency Statements		
The student expresses a personal view of the Christian perspectives of questioning and problem solving. (Objective 6)	Projects, written assignments, presentations	Score greater than or equal to 75%.
The student describes philosophies of the professional values of caring, advocacy, altruism, the preservation of human dignity, truth, justice, freedom, equality, ethics, integrity, civility, respect, cultural competence and ethical considerations in nursing research. (Objectives 5-6)	Projects, written assignments, presentations	Score greater than or equal to 75%.

Final Course Grading Scale

90 to 100	A
80 to 89	B
75 to 79	C
Below 75	Not passing

A final course grade of 75% (C) or higher is required for progression in the School of Nursing.

Graded Course Elements

Ethics Assignments	10%
APA Assignments	30%
Research Methods Assignments	35%
Weekly assignment/quizzes	10%
<u>Theory Presentation</u>	<u>15%</u>
Total	100%

Ethics assignments include the Human Subjects Research Training (5%) and Avoiding Plagiarism module/quiz (5%).

APA assignments are designed to help nursing students learn to write professionally in the format that is used widely in the nursing research. Included are modules in learning to create in-text citations (7.5%), creating a reference list (7.5%), and APA quizzes (15%).

Research Methods Assignments includes *Searching the Literature* (5%), *Learning about PICOT* (5%) and the PICOT annotated bibliography project and digital poster (25%). The PICOT annotated bibliography project/poster will be divided into a series of assignment milestones on a timeline that moves the student to project completion. This project is one in which the student demonstrates the ability to identify a research need, form a research question, identify appropriate sources to provide a rationale for studying the problem, and suggest methods for exploring a solution. The final product of this project is a professional, digital poster and presentation experience. This is a summative assignment that requires the students to synthesize course concepts and replaces a traditional final examination.

Weekly Assignments/ Quizzes includes 3 assignments/quizzes designed to help the student demonstrate understanding of concepts and meet course outcomes (total 10%).

Theory Presentation requires that students work in small groups to create a creative educational presentation about a nurse theorist (15%).

*****All assignments written for NURS 380 should be in APA 7th edition format.**

All assignments must be submitted through the appropriate assignment links in Canvas. Assignments that are sent digitally through email or other routes, and paper copies printed and submitted directly to faculty are not acceptable with will not be graded. Any exceptions to this requirement will be specifically noted in the assignment description. Additional details about each assignment will be provided in Canvas. Reminder – all assignment files are required to be named/labelled according to the instructions given in this syllabus.

Late Assignments Policy

Ten points per each day an assignment is late will be deducted from the assignment grade.

All assignments are due **by 2359 (1159 p.m.)** on the designated due date in the course calendar. Any exceptions to this will be specifically noted on the course calendar.

Technical/computer/internet difficulties **will not be accepted as a valid excuse** for late assignments. Ample notice is provided for all coursework, and student must plan ahead for completion of assignments and projects.

Policies

Attendance and Participations***

Attendance is expected and required. Absences will be excused for illness with a doctor's note, death in the family, school sanctioned trips, or other reasons approved by the faculty. See the university policy for school-sanctioned absences. If a student accumulates more than 2 absences, a Learning Contract will be initiated. After the 3rd unexcused absence, the student will be at risk for course failure and may face immediate course failure. Three tardies greater than 15 minutes will count as one unexcused absence. Professional behaviors described in the previous section are expected, and civility is required. If a student is disrupting the atmosphere of the learning setting, the faculty will ask the student to leave the group, and the student will be required to schedule an individual appointment with the faculty to discuss and correct the issues. A Learning Contract may be initiated at any time the faculty determines that it is appropriate to do so, and additional action may be taken as described in the section of Professional Behavior and Incivility.

If the student is an athlete and will be absent for school sanctioned trips, it is the responsibility of the student to collaborate with faculty on a weekly basis to coordinate missed assignments.

***For the fall 2020 semester, please see the Covid-19 Program Wide Policy Addendum to the Handbook.

Academic Integrity

ACU expects its students to practice absolute academic integrity. Plagiarism, cheating and other forms of academic dishonesty are not acceptable at ACU. Students should consult the university's Academic Integrity Policy for a fuller description of the expectations of students and procedures for dealing with violations of the policy. Cheating in courses in the SON is not acceptable. The School of Nursing policy for academic integrity and honesty follows the Academic Dishonesty Policy for the university. **The first instance of cheating will result in a 0 for the assignment. A second incident will result in an F in the course.**

Students are expected to do their own work unless the faculty has instructed that group activity is acceptable. In the class, seminars, and practice labs, students are expected to participate by sharing observations and impressions. Students may share notes and resources to facilitate one another's learning; however, it is considered unethical for one student to ask another for copies of papers, projects, old exams, or to show or exchange answers before, during or after exams, clinical validations or demonstrations. In addition, students are expected to do their own work on all graded material submitted for course requirements.

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive, mislead, or misrepresent, and therefore are a form of lying, and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the policy. While the university enforces the policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship, and research. The full policy is available for review at the Provost's office web site <http://www.acu.edu/campusoffices/provost> and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education, and academic departments. This policy is also available in the ACU SON Student Handbook along with a discussion of academic integrity within nursing school.

There is only one group assignment in the course (Theory presentation). For all remaining course assignments, working with others on assignments/quizzes is considered cheating.

Dress Code

The ACU School of Nursing is a professional school and may have members of the public visiting our facility; therefore, we require students to dress in an appropriate manner at all times. Clinical attire is not required for NURS 380.

In addition to the ACU BSN Program's uniform policy for clinical and laboratory settings and the ACU student dress code, general rules of dress will apply within the School of Nursing building. Revealing clothing should not be worn while in the ACU School of Nursing building. Revealing clothing consists of midriff-baring or strapless shirts, short-shorts or short skirts, low-rise pants that reveal skin, low-cut shirts that reveal "cleavage," and visible undergarments. Students are representing the ACU School of Nursing and the nursing profession and are expected to maintain an appropriate level of professionalism at all times.

As outlined by the university, facemasks are required in all indoor spaces and outdoors when physical distancing is not possible. A student will be asked to leave and be counted absent if they do not follow these guidelines. This applies not only to the classroom, but clinical and lab activities.

Special Needs

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha Scholars office directly at (325) 674-2667.

This syllabus may be modified at the discretion of the instructor. Students will be notified of changes accordingly.