



**JOHN FELICE
ROME CENTER**

GNUR 360 A02 – Nursing Research for Evidence-Based Practice

Credit hours: 3 Semester hours

John Felice Rome Center

Fall 2026

Mondays | 9:00 am-12:00 Noon/Room # Sala Felice

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Office Hours: Mondays, 12:30 – 1:30 pm and by appointment

Course Description

This course provides basic knowledge regarding the research process and the importance of evidence-based nursing practice. Students learn to analyze how evidence is generated to make clinical judgments that inform practice in a variety of settings. Students learn to evaluate research-based evidence for planning, implementing, and evaluating outcomes of care. Students also learn to apply the principles of ethics when advocating for the protection of human subjects in the conduct of research.

Learning Outcomes

On completion of the course, students should be able to:

1. Explain the research process and evidence-based models for applying evidence to clinical practice.
2. Articulate the relationship among theory, nursing practice, and research.
3. Explain evidence-generation approaches for practice problems.
4. Explain the principles of ethics and accountability in the research process.
5. Evaluate selected research studies conducted in a variety of settings.
6. Apply evidence search and retrieval strategies for nursing practice issues.

Required Text / Materials/Equipments

Faculty will teach by using the 11th edition of the book. Students are allowed to use either the 10th or 11th edition of the book. Please arrange to carry the book with you to JFRC or have access to the e-book. JFRC library will keep a few desk copies of the book for students to use. Here are the book details:

LoBiondo-Wood, G. & Haber, J. (2025). *Nursing research: Methods and critical appraisal for evidence-based practice (11th ed.)*. St. Louis, MO: Elsevier. ISBN: **978-0-4432446180**

OR

LoBiondo-Wood, G. & Haber, J. (2022). *Nursing research: Methods and critical appraisal for evidence-based practice (10th ed.)*. St. Louis, MO: Elsevier. ISBN: **978-0-32376291-5**

- Assigned readings posted on the Sakai course site
- An electronic device (e.g., a laptop), fully charged to complete proctored exams in class



Attendance Policy

In accordance with the Rome Center's mission to promote a higher level of academic rigor and in compliance with full-time student visa status, all courses adhere to the following attendance policy.

Prompt attendance, preparation, and active participation in course discussions are expected from every student and are synonymous with academic success. Attendance is mandatory at every class meeting for each course. Lateness or leaving class early will impact the course grade at the professor's discretion. All absences, including medical absences, will be treated the same, unless they are documented as long-term conditions or emergencies. Such situations will be evaluated on a case-by-case basis by the Academic Affairs office.

Once-a-week classes:

- After 1 absence, a 2% final grade reduction will be applied for each missed class.
- Missing 3 classes or more will result in an automatic failure (F).

Assessment Components

Exam 1	20%
Exam 2	20%
Exam 3	20%
Critical Thinking Exercises (CTEx10)	10%
Group Discussion: Unethical Research	5%
Group EBP Poster Project: (EBPPx10, QUAN research article appraisal, Poster preparation presentation, Peer evaluation)	25%
Total	100%

Grading

A	94-100
A-	92-93
B+	89-91
B	86-88
B-	84-85
C+	80-83
C	77-79
C-	75-76
D+	72-74
D	69-71
F	68 and Below

Students must achieve a C- (75%) or greater to pass this course. Students will be evaluated by grades on presentations and assignments.

Rounding and Reporting of Scores/Grades:



- All exam scores are reported to 2 decimal places (when appropriate). Scores for individual and final examinations are not rounded up or down.
- All non-examination assignments, such as papers, are reported in whole numbers, unless the rubric for the assignment specifically includes point allocations other than whole numbers.

The final course grade, which includes all evaluation elements for the course, is rounded based on the following guidelines:

- If the decimal is 0.50 or greater, the score is rounded up to the next whole number (e.g., 84.52 is rounded to 85.0)
- If the decimal is less than or equal to .49, the score is rounded down to the next lowest whole number (e.g., 84.40 is rounded to 84.0). The letter grade corresponding to the numeric final course grade is entered into LOCUS

Academic Integrity

Plagiarism and other forms of academic misconduct are unacceptable at the Rome Center and will be dealt with in accordance with Loyola University Chicago's guidelines. Please familiarize yourself with Loyola's standards here: <https://catalog.luc.edu/academic-standards-regulations/undergraduate/>. You are responsible to comply with the LUC University Catalog.

Late or Missed Assignments & Exam Policy

Late or missed assignments will not be accepted for grading without the authorization of the instructor. *As per the JFRC academic policies, students who miss any scheduled exam or quiz, including a final exam at the assigned hours, will not be permitted to sit for a make-up examination without approval of the Associate Dean of Academic Affairs. Permission is given rarely and only for grave reasons; travel is not considered a grave reason. Make-up exams will only be given for documented absences.*

Accessibility Accommodations

Students registered with the Student Accessibility Center (SAC) requiring academic accommodation should contact the Academic Affairs office at the John Felice Rome Center during the first week of classes.

Statement on Title IX

The Rome Center follows Loyola's [Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation](#), and will comply with those as indicated and instructed.

Policy on Correspondence

All students are required to use their Loyola email address for correspondence in this course. All course announcements will be sent only to Loyola email addresses. [Learn more](#) about Exchange Online Email for Loyola students.

Use of Generative AI Tools

- Students may not use generative artificial intelligence tools (such as ChatGPT or similar platforms) to complete or assist with assignments, quizzes, or exams unless explicitly permitted



by the instructor. This includes, but is not limited to, using AI to generate or revise any portion of a discussion post, paper, quiz, ATI remediation, exam, lab reports, or project.

- The use of AI tools without permission is a violation of the Loyola University Chicago (LUC) and Marcella Niehoff School of Nursing (MNSON) academic integrity policies.

According to these policies, using generative AI to produce academic work constitutes plagiarism and will be treated as such. Examples of violations include (but are not limited to):

- Submitting work that was partially or fully written by an AI tool.
- Using AI to generate exam or quiz responses.
- Having AI revise or rewrite your work for submission.
- Using AI without citation in any work where its use has been approved.

Violations of this policy will be addressed as academic misconduct. Consequences may include:

- A failing grade on the assignment.
- A failing grade in the course.
- Referral to the Academic Integrity Review process for further disciplinary action.

Students who are uncertain whether a specific tool or resource (including generative AI, tutoring platforms, or editing software) is appropriate for an assignment are responsible for consulting the instructor before proceeding. Misuse may result in a violation of academic integrity policies.

Technology Use in Classrooms

Use of cell phones is **not permitted** at any time during class. If you have an emergency and need to use your phone, please inform me and leave class to address it. Computers are permitted in class. However, computers must only be used for class purposes.

Recording Statement

This is a face-to-face class, and faculty will not be recording synchronous class activities and sessions. Students are to request permission from the faculty to record lectures/classes. The recordings are to be used only by the class member who has requested and received permission during the current term. The recordings are not to be forwarded to other students in the current or subsequent terms. Please read the link for LUC Guidelines for Recording Students

<https://www.luc.edu/ool/onlinecourseguidelines/guidelinesforrecordingstudentsduringonlineclasses/>

Course Evaluation Expectation

It is a professional expectation that all students participate in course evaluations to guide ongoing program improvement. The SMART eval course feedback system is based on students' ratings of their individual learning during a course. A key part of the evaluation system is students offering their rating on the progress they made on learning objectives, using a scale that ranges from "no apparent progress" to "exceptional progress." The decision to have the evaluation system open for student input during the last two weeks of the class is based, in part, on this foundation. In these last couple of weeks of a course, enough of the course has been completed so that students should be able to accurately gauge the progress they have made on the key learning objectives of the course.



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GNUR 360: Course Calendar

The course calendar is subject to change. If a change is required, this will be communicated to students via a course announcement. **LoBiondo Wood & Haber (L-W& H); **Critical Thinking Exercise (CTE); **Evidence-Based Poster Project (EBPP)

Week	Dates	Topics and Projects	Assigned Reading	Class Activities and Assignments
Week 1	8/31	Course Overview Introduction to Nursing Research, Evidence-Based Practice & Quality Improvement	** (L-W& H): Chapter 1	In-class Activity: **EBPP #1: EBP group project discussion, forming teams, selecting topics Submit: **CTE #1 @ 9/7 @ 5 PM
Week 2	9/7	Research Questions, Hypotheses for Research, and Clinical Questions Gathering and Appraising Literature	L-W& H: Chapters 2 & 4	In-class Activity: EBPP #2: Literature search for EBP group project article and approval Submit: CTE #2 @ 9/14 @ 5 PM
Week 3	9/14	Qualitative Research Appraisal	L-W& H: Chapters 6,7,8	In-Class Activity: Reflective Journaling (social media use) & deriving qualitative themes EBPP #2: Literature search for EBP group project article and approval Submit: CTE #3 (Complete it in class)
Week 4	9/21	Exam 1 (In class, online, using your computer)		
		Appraising Legal and Ethical Issues	L-W& H: Chapter 3	In-Class Activity: EBPP#3: Write the background, purpose, and PICO question
Week 5	9/28	Quantitative Research Appraisal Mixed Methods Research	L-W& H: Chapters 9,10, &11	In-Class Activity: EBPP #4: Complete sections 1 and 2 of the EBP poster Submit: CTE # 4 @ 10/5 @ 5 PM

	Dates	Topics and Projects	Assigned Reading	Class Activities and Assignments
Week 6 JOHN FELICE ROME CENTER	10/5	Theoretical Frameworks Sampling in Research	L-W& H: Chapters 5 & 13 Models and Theories Gallery Search	In-class Activity: Unethical Research Reporting Submit: <u>CTE # 5 @ 10/19 @ 5 PM</u> <u>CTE # 6: (Journal Club: Breakthrough Research/" What is in the News")</u> . Submit the report and a PowerPoint slide by <u>Monday,10/19 @5PM</u>
Week 6- 7	October 9- 18 Fall semester Break			
Week 8	10/19	Measurement and Data Collection Methods Validity and Reliability of Data Collection Tools	L-W& H: Chapters 14&15	In-class Activity: <u>EBPP #5: Research Article Appraisal</u> . Refer to the checklist Submit: <u>CTE #7 (Complete it in Class)</u>
Week 9	10/26	Exam 2 (In class, online, using your computer)		
		Data Analysis: Quantitative Research (Descriptive Statistics)	L-W& H: Chapters 16	In-class Activity: <u>EBPP #5: Complete Research Article Appraisal</u> . Refer to the checklist <u>CTE # 6: (Journal Club Reporting: Breakthrough Research/" What is in the News")</u> .
Week 10	11/2	Data Analysis: Quantitative Research (Inferential Statistics) Data analysis: Qualitative Research Understanding Research Findings & Dissemination	L-W& H: Chapters 16,17,18 & 7	In-class Activity: <u>EBPP #6: Develop the Results (Evidence summary table) section</u> <u>CTE # 6: (Journal Club Reporting: Breakthrough Research/" What is in the News")</u> Submit: <u>Research Article Critical Appraisal Paper by Nov 2 @ 5 PM</u> <u>CTE # 8 @ 11/9 by 5 PM</u>

 Week	Dates	Topics and Projects	Assigned Reading	Class Activities and Assignments
Week 11 JOHN FELICE ROME CENTER	11/9	Developing Evidence-Based Practice Guest Lecturing Session	L-W& H: Chapters 12,19,20	In-class Activity: <u>EBPP # 7:</u> Prepare Implementation Plan Section <u>CTE # 6:</u> (Journal Club Reporting: Breakthrough Research/What is in the News)
Week 12	11/16	Exam 3 (In class, online, using your computer)		
				In-class Activity: <u>EBPP # 8:</u> EBP Poster Preparation Submit: EBP final poster by Wednesday, Nov 18th, 5 PM. Submit revised poster by Sunday,11/22 @ 5 PM) <u>CTE # 9</u> (Evidence-Based Practice) 11/23, 5 PM
Week 13	11/23	EBP Poster Presentation and Display (Groups 1,2,3,4,5)		In-class Activity: <u>EBPP #9:</u> Attend and participate in presentations! Submit peer evaluation during class! <u>EBPP #10:</u> Reflection of key learning outcomes from the EBP project
Week 13	Thanksgiving Break (November 26-29)			
Week 14	11/30	Quality Improvement (Online)	L-W& H: Chapter 21	Submit: <u>CTE #10</u> (Submit by Wednesday, December 2 at 5 PM)
Week 15	Dec 7-10 (Final exam week! No final exam associated with this course)			