

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____	
	<b>Department</b> Nursing  <b>College</b> Nursing <i>(To obtain a course number, contact erudolph@fau.edu)</i>			
<b>Prefix</b> NGR  <b>Number</b> 7816	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> <b>Lab Code</b> C	<b>Type of Course</b> Lecture/	<b>Course Title</b> Mixed Methods in Practice-Based Research	
<b>Credits</b> <i>(Review Provost Memorandum)</i> 3	<b>Grading</b> <i>(Select One Option)</i>  <b>Regular</b> <input checked="" type="radio"/> <b>Sat/UnSat</b> <input type="radio"/>	<b>Course Description</b> <i>(Syllabus must be attached; see Guidelines)</i> Focuses on examination of mixed methods approach for practice-based research encompassing the evolution of mixed methods, designs, rigor, data collection, analysis, interpretation and presentation of the results.		
<b>Effective Date</b> <i>(TERM &amp; YEAR)</i> Summer, 2019	<b>Prerequisites</b> NGR 7815; NGR 7818/or permission of department		<b>Corequisites</b> None	<b>Registration Controls</b> <i>(Major, College, Level)</i>
<i>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course</i>				
<b>Minimum qualifications needed to teach course:</b> Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		<b>List textbook information in syllabus or here</b> see syllabus		
<b>Faculty Contact/Email/Phone</b> Christine Williams cwill154@health.fau.edu 561 297 0005		<b>List/Attach comments from departments affected by new course</b>		

<b>Approved by</b> Department Chair <u>Christine Williams</u> College Curriculum Chair <u>[Signature]</u> College Dean <u>[Signature]</u> UGPC Chair <u>[Signature]</u> UGC Chair _____ Graduate College Dean <u>[Signature]</u> UFS President _____ Provost _____	<b>Date</b> _____ <u>10/29/18</u> _____ <u>11.14.18</u> <u>11/14/18</u> <u>11/13/18</u> _____ _____
--	---

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting.

GRADUATE COLLEGE

OCT 29 2018

Received

**FLORIDA ATLANTIC UNIVERSITY  
CHRISTINE E. LYNN COLLEGE OF NURSING  
COURSE--SYLLABUS  
FALL 2020**

**COURSE NUMBER:** NGR 7816

**COURSE TITLE:** Mixed Methods in Practice-Based Research

**COURSE FORMAT:** Hybrid: once/monthly in-person meetings and canvas online

**CREDIT HOURS:** 3

**COURSE SCHEDULE:** Saturday or Sunday monthly meetings supplemented by online instruction on canvas

**PLACEMENT IN CURRICULUM:** Fall, Second year in PhD in Nursing Program

**PREREQUISITE/S:** NGR 7818; NGR 7815

**FACULTY:** Ruth M. Tappen, EdD, RN, FAAN  
Christine E. Lynn Eminent Scholar and Professor  
Christine E. Lynn College of Nursing, NU84, Room 307  
Phone: 561-297-3188/2613 (Ms. Neimark)  
E-mail: [rtappen@health.fau.edu](mailto:rtappen@health.fau.edu)

**OFFICE HOURS:** Following class or weekdays by appointment

**COURSE DESCRIPTION:** Focuses on examination of mixed methods approach for practice-based research encompassing the evolution of mixed methods, designs, rigor, data collection, analysis, interpretation and presentation of the results.

**COURSE OBJECTIVES:**

The six subjectives based on Roach's (2002) work serve as themes that organize the course objectives.<sup>1</sup> Upon completion of NGR 7816 the student will be able to be:

1. Being competent  
Advance the professional discipline through practice and research by designing and implementing mixed methods practice-based research.
2. Being compassionate  
Actualize a practice of nurturing the wholeness of others through caring through the conduct of mixed methods practice-based research.
3. Becoming confident  
Delivers and accepts constructive critiques of mixed methods research

GRADUATE COLLEGE

NOV 09 2018

Received

proposals and results.

4. Demonstrating comportment

Assume the role of researcher through demonstration of ability to discuss, evaluate and present mixed methods practice-based research.

Demonstrates ability to discuss, evaluate and present mixed methods practice-based research

5. Attending to conscience

Examine practice-based mixed methods research within an ethical, caring practice philosophy.

6. Affirming commitment

Establish a foundation for conducting mixed methods research grounded in caring science.

<sup>1</sup>Roach, M.S. (2002). *Caring, the human mode of being: A blueprint for the health professions*. Ottawa, ONT: CHA Press. ISBN-10 1896151422.

**TEACHING LEARNING STRATEGIES:**

Lecture, discussion during seminar, student presentations, Canvas assignments.

**GRADING AND EVALUATION METHODS:**

Class participation, discussion of readings	20%
Student presentations	20%
Canvas assignments	20%
Mini Mixed Methods Study paper	40%

**GRADING SCALE:**

**Please Note: A grade below C is not passing in the Graduate Program.**

93-100 = A
90-92 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
67-69 = D+
63-66 = D
60-62 = D-
0-59 = F

**REQUIRED TEXTS:**

Creswell, J. W. & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research (3rd ed.)*. Thousand Oaks, CA: Sage.

**RECOMMENDED TEXTS:**

Tashakkori, A. & Teddlie, C. (Eds.) (2010). *Handbook of mixed methods in social and behavioral research*. Thousand Oaks, CA: Sage.

Tappen, R.M. (2016). *Advanced nursing research: From theory to practice* (2<sup>nd</sup> Ed.). Burlington, MA: Jones and Bartlett LLC. ISBN 9781284048308. [For Review Purposes]

**TOPICAL OUTLINE:**

- Evolution of Mixed Methods Research [MMR]
- Paradigms and Philosophies Related to MMR
- Purposes/Uses of MMR
- Major Typologies fro:  
Creswell and Plano Clark  
Greene, Caracelli & Graham  
Tashakkori & Teddlie
- Designing an MMR Study:  
MMR Titles  
QUAN/QUAL Models  
Problem Statement  
Purpose or Aims  
Research Questions  
Sample size Considerations
- Implementing an MMR Study:  
Sampling and Recruitment Procedures  
Qualitative Data Collection Procedures  
Quantitative Data Collection Procedures
- Analytical Techniques for MMR
- Issues of Rigor in MMR
- Interpretation of MMR Results
- Presentation and Publication of MMR
- Critique of Mixed Methods Research

**COURSE ASSIGNMENTS:**

**Class Discussion:** **20%**  
It is expected that students will complete assigned readings before class and will be thoughtfully engaged in class discussion

**Presentations:** **20%**  
A. Each student will present a mixed methods study proposal to the class and offer constructive feedback on classmates’ proposals.  
B. Results of the Mini-Mixed Methods Study will be presented by each student who will also participate in discussion of classmates’ presentations.

**Canvas Assignments:** **20%**  
I. Upload study title, statement of the problem, conceptual foundation within caring science and aims of your mini-mixed methods study.  
Thoughtfully comment on classmates’ posts.

- II. Upload your proposed mini mixed-methods study. Be sure to include design, model diagram, sample description, qualitative and quantitative data collection procedures and address both rigor and ethical concerns (protection of human subjects).  
Thoughtfully comment on classmates' posts.
- III. Upload a detailed description of the analytical (QUAN + QUAL) approach you have selected. Be sure it matches the mixed methods design you are using.  
Provide feedback on your classmates' analytical approaches
- IV. Evaluate the rigor of the MMR approach you used. Prepare a PowerPoint presentation of your study and results.

**Mini MMR Study Report:**

**40%**

The purpose of this assignment is to demonstrate your ability to design and conduct mixed methods practice-based research grounded in caring science. Your Canvas assignments will help guide you through this process step by step. While you are expected to work through the entire process, it will not be a fully powered study. Instead, it will be done as a very small pilot study. Please note that unless you obtain IRB approval beforehand, you will not be able to publish these results.

The paper should be in APA format. Use a scholarly writing style that is appropriate for technical writing. Consultation with course faculty, your future dissertation chair and others who are knowledgeable in your field of study as encouraged.

Please include the following in your paper:

- Mixed Method-style title
- Statement of the Problem
- Conceptual Foundation
- Aims (or Purpose) of the Study
- Research Questions
- Sample
- Mixed methods Design
- Data Collection Procedures, both Quantitative and Qualitative
- Analytic Procedures Used, both Quantitative and Qualitative
- Results
- Interpretation of Results:
  - Implications for practice
  - Caring Science
  - Research

The paper should be written in past tense and formatted as you would format a manuscript for submission to a research journal. Your paper should be no longer than 15 double spaced pages not including the reference list, data collection instruments, other appendices.

**SELECTED READINGS:**

- Bradt, J., Potvin, N., Kesslick, A., Shim, M., Radl, D., Schriver, E., & ... Komarnicky-Kocher, L. T. (2015). The impact of music therapy versus music medicine on psychological outcomes and pain in cancer patients: a mixed methods study. *Supportive Care In Cancer*, 23(5), 1261-1271. doi:10.1007/s00520-014-2478-7
- Bussing, R. r., Koro-Ljungberg, M., Gurnani, T., Garvan, C., Mason, D., Noguchi, K., & Albarracin, D. (2016). Willingness to Use ADHD Self-Management: Mixed Methods

- Study of Perceptions by Adolescents and Parents. *Journal Of Child & Family Studies*, 25(2), 562-573. doi:10.1007/s10826-015-0241-4
- Catallo, C., Jack, S. M., Ciliska, D., & Macmillan, H. L. (2013). Mixing a grounded theory approach with a randomized controlled trial related to intimate partner violence: what challenges arise for mixed methods research?. *Nursing Research And Practice*, 2013798213. doi:10.1155/2013/798213
- Dickson, V., Lee, C., Riegel, B. (April 1, 2011). How Do Cognitive Function and Knowledge Affect Heart Failure Self-Care? *Journal Of Mixed Methods Research[serial online]*, 5(2):167-189.
- Elliott, J., Gale, C. R., Parsons, S., Kuh, D., & HALCyon Study Team. (2014). Neighbourhood cohesion and mental wellbeing among older adults: A mixed methods approach. *Social Science & Medicine*, 107, 44-51.
- Guetterman, T. C., Fetters, M. D., & Creswell, J. W. (2015). Integrating Quantitative and Qualitative Results in Health Science Mixed Methods Research Through Joint Displays. *Annals Of Family Medicine*, 13(6), 554-561. doi:10.1370/afm.1865.
- Herlihey, T. A., Gelmi, S., Flewwelling, C. J., Hall, T. T., Bañez, C., Morita, P. P., & ... Hota, S. (2016). Personal Protective Equipment for Infectious Disease Preparedness: A Human Factors Evaluation. *Infection Control & Hospital Epidemiology*, 37(9), 1022-1028. doi:10.1017/ice.2016.124
- Meza, J. P., Provenzano, A., Fisc Hetti, L. R., & Laroche, E. (2017). Language complexity differs between doctors and patients during contraceptive counseling: A mixed-method study. *Communication & Medicine (Equinox Publishing Group)*, 14(1), 3. doi:10.1558/cam.29523
- Östlund, U., Kidd, L., Wengström, Y., & Rowa-Dewar, N. (2011). Combining qualitative and quantitative research within mixed method research designs: A methodological review. *International Journal Of Nursing Studies*, 48(3), 369-383. doi:10.1016/j.ijnurstu.2010.10.005
- Phillimore, J., Bradby, H., Knecht, M., Padilla, B., Brand, T., Cheung, S. Y., ... & Zeeb, H. (2015). Understanding healthcare practices in superdiverse neighbourhoods and developing the concept of welfare bricolage: Protocol of a cross-national mixed-methods study. *BMC International Health and Human Rights*, 15(1), 16.
- Rodríguez Almagro, J., Hernández Martínez, A., Solano Ruiz, M. C., & Siles González, J. (2017). Using mixed-methods research to study the quality of life of coeliac women. *Journal Of Clinical Nursing*, 26(7-8), 1119-1130. doi:10.1111/jocn.13584
- Sandelowski, M. (1996). Using qualitative methods in intervention studies. *Research in nursing & health*, 19(4), 359-364.
- Siddiqui, N., & Fitzgerald, J. A. (2014). Elaborated integration of qualitative and quantitative perspectives in mixed methods research: A profound enquiry into the nursing practice environment. *International Journal Of Multiple Research Approaches*, 8(2), 137-147. doi:10.5172/mra.2014.8.2.137

Wagner, K. D., Davidson, P. J., Pollini, R. A., Strathdee, S. A., Washburn, R., & Palinkas, L. A. (2012). Reconciling incongruous qualitative and quantitative findings in mixed methods research: Exemplars from research with drug using populations. *International Journal of Drug Policy*, 23(1), 54-61.

#### **COURSE POLICIES & GUIDELINES:**

1. All course requirements and objectives must be met in order to obtain a passing grade.
2. The student is expected to attend each class. A student who misses a class is responsible for content presented during an absence.

#### **COLLEGE OF NURSING AND UNIVERSITY POLICIES:**

- a). The faculty reserves the right to make changes in course content and requirements.
- b). The Christine E. Lynn College of Nursing Graduate Handbook located at: <http://nursing.fau.edu/index.php?main=3&nav=457>
- c). Florida Atlantic University's Academic Policies and Regulations <http://www.fau.edu/academic/registrar/catalogRevs/academics.php> and <http://www.fau.edu/regulations>

#### **CODE OF ACADEMIC INTEGRITY**

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see: [http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. ANY act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

#### **COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

#### **DISABILITY STATEMENT:**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in



Davie, LA 131 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) —and follow all SAS procedures.

**INCOMPLETE POLICY:**

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of “F” from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of “I” (incomplete). This must be changed to a grade other than “I” within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

**ATTENDANCE POLICY:**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.

**RELIGIOUS ACCOMMODATION:**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University’s established grievance procedure regarding alleged discrimination.

**USE OF STUDENT COURSE MATERIAL:**

The Christine E. Lynn College of Nursing may use students’ course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.



**Course Calendar**  
**NGR XXXX-Mixed Methods in Practice Based Research**

Date	Discussion Topics	Assigned Reading
Class 1:	Evolution of Mixed Methods Research(MMR)  Major Typologies  Designing an MMR study	Textbook: Creswell & Plano Clark: Chapters 1, 2, 3, and 4 Articles: Bryman, A. (2006). Integrating quantitative and qualitative research: how is it done?. <i>Qualitative Research</i> , 6(1), 97-113. Farquhar, M. C., Ewing, G., & Booth, S. (2011). Using Mixed methods to develop and evaluate complex interventions in palliative care research. <i>Palliative Medicine</i> , 25(8), 748-757. Greysen, S. R., Allen, R., Lucas, G. I., Rosenthal, M. S., & Wang, E. A. (2012). Understanding Transitions in Care from Hospital to Homeless Shelter: a Mixed-Methods, Community-Based Participatory Approach. <i>Journal Of General Internal Medicine</i> , 27(11), 1484-1491. Johnson, B. & Gray, R. (2010). A history of philosophical and theoretical uses of mixed methods research. In Tashakkori, A. & Teddlie, C. <i>Sage handbook of mixed methods in social &amp; behavioral research</i> . Los Angeles : SAGE Publications, c2010. [Note: this is a chapter in a tbook] Wittink, M. N., Barg, F. K., & Gallo, J. J. (2006). Unwritten Rules of Talking to Doctors About Depression: Integrating Qualitative and Quantitative Methods. <i>Annals Of Family Medicine</i> , 4(4), 302-309. doi:10.1370/afm.558
Canvas 1:		a. Mini Mixed Methods Study Post your proposed study title, purpose, conceptual foundation within caring science, aims of the study and QUAN/QUAL model b. Thoughtfully and constructively comment on classmates' posts. c. Post modifications to your Mini MMR Study you will consider in response to the comments received.
Class 2:	Implementing an MMR Study  Human Subjects Considerations Sampling and Recruitment  Qualitative Data Collection  Quantitative Data Collection	Textbook: Creswell & Plano Clark: Chapters 5 and 6 Tappen (2016) [for review]: Chapters 12, 13, 14, and 15 Articles: Catallo, C., Jack, S. M., Ciliska, D., & Macmillan, H. L. (2013). Mixing a grounded theory approach with a randomized controlled trial related to intimate partner violence: what challenges arise for mixed methods research?. <i>Nursing Research And Practice</i> , 2013798213. doi:10.1155/2013/798213 Cohen, D. J., Gordon, L., Marino, M., Ono, S., Davis, M., Balasubramanian, B. A., & ... Creswell, J. (2015). A national evaluation of a dissemination and implementation initiative to enhance primary care practice capacity and improve cardiovascular disease care: the ESCALATES study protocol. <i>Implementation Science</i> , 11(1). doi: 10.1186/513012-016-0449-8 Östlund, U., Kidd, L., Wengström, Y., & Rowa-Dewar, N. (2011). Combining qualitative and quantitative research within mixed method research designs: A methodological review. <i>International Journal Of Nursing Studies</i> , 48(3), 369-383. doi:10.1016/j.ijnurstu.2010.10.005 Phillimore, J., Bradby, H., Knecht, M., Padilla, B., Brand, T., Cheung, S. Y., ... & Zeeb, H. (2015).

		<p>Understanding healthcare practices in superdiverse neighbourhoods and developing the concept of welfare bricolage: Protocol of a cross-national mixed-methods study. <i>BMC International Health and Human Rights</i>, 15(1), 16.</p> <p>Robinson, K. M., &amp; VandeVusse, L. (2011). African American women's infant feeding choices: prenatal breast-feeding self-efficacy and narratives from a black feminist perspective. <i>The Journal Of Perinatal &amp; Neonatal Nursing</i>, 25(4), 320-328. doi:10.1097/JPN.0b013e31821072fb</p> <p>Sandelowski, M. (1996). Using qualitative methods in intervention studies. <i>Research in Nursing &amp; Health</i>, 19(4), 359-364.</p> <p>Sandelowski, M. (2000). Focus on research methods. Combining qualitative and quantitative sampling, data collection, and analysis techniques in mixed-method studies. <i>Research In Nursing &amp; Health</i>, 23(3), 246-255.</p> <p>Stenger, K. M., Ritter-Gooder, P. K., Perry, C., &amp; Albrecht, J. A. (2014). Research report: A mixed methods study of food safety knowledge, practices and beliefs in Hispanic families with young children. <i>Appetite</i>, 83194-201. doi:10.1016/j.appet.2014.08.034</p> <p>Trochim, William M. The Research Methods Knowledge Base, 2nd Edition. Available at <a href="http://www.socialresearchmethods.net/kb/">http://www.socialresearchmethods.net/kb/</a> (version current as of October 20, 2006).</p>
Canvas 2:		<p>a. Post your Mini MMR study proposal including design, model diagram, sampling, qualitative and quantitative data collection procedures. Be sure to address ethical concerns.</p> <p>b. Comment thoughtfully and constructively on your classmates' proposals.</p> <p>c. Share your experience so far in planning and beginning implementation of your Mini MMR study.</p>
Class 3:	<p>Analytical Techniques in MMR</p> <p>Issues of rigor and transparency</p> <p>Interpretation of MMR Results</p>	<p>Textbook: Creswell &amp; Plano Clark: Chapter 7 Tappen [review]: Chapters 18, 19, 20 and 21</p> <p>Articles: Bazeley, P. (2010). Computer-Assisted Integration of Mixed Methods Data Sources and Analyses. In Tashakkori, A. &amp; Teddlie, C. <i>Sage handbook of mixed methods in social &amp; behavioral research</i>. Los Angeles: SAGE Publications. [Note: this is a chapter in a book]</p> <p>Dickinson, W. B. (2010). Visual displays for mixed methods findings. In Tashakkori, A. &amp; Teddlie, C. <i>Sage handbook of mixed methods in social &amp; behavioral research</i>. Los Angeles: SAGE Publications. [Note: this is a chapter in a book]</p> <p>Guetterman, T. C., Fetters, M. D., &amp; Creswell, J. W. (2015). Integrating Quantitative and Qualitative Results in Health Science Mixed Methods Research Through Joint Displays. <i>Annals Of Family Medicine</i>, 13(6), 554-561. doi:10.1370/afm.1865.</p> <p>Meza, J. P., Provenzano, A., Fisc Hetti, L. R., &amp; Laroche, E. (2017). Language complexity differs between doctors and patients during contraceptive counseling: A mixed-method study. <i>Communication &amp; Medicine (Equinox Publishing Group)</i>, 14(1), 3. doi:10.1558/cam.29523</p> <p>Onwuegbuzie, A. J. &amp; Combs, J. P (2010). Emergent data analysis techniques in mixed methods research: A synthesis. In Tashakkori, A. &amp; Teddlie, C. <i>Sage handbook of mixed methods in social &amp; behavioral research</i>. Los Angeles: SAGE Publications. [Note: this is a chapter in a book]</p> <p>Rodríguez Almagro, J., Hernández Martínez, A., Solano Ruiz, M. C., &amp; Siles González, J. (2017). Using mixed-methods research to study the quality of life of coeliac women. <i>Journal Of Clinical</i></p>

Canvas 3:	<p>a. Post your preliminary data analysis plan and results.          b. Review and comment upon classmates' data analyses and results.          c. Post references you used to guide the conduct of your data analysis in addition to course readings. Include Internet sources.</p>	
Class 4:	<p>Integrating MMR results</p> <p>Completing the Circle: Relating Findings to Theoretical Propositions</p> <p>Presentation and Publication of MMR</p> <p>Securing Funding for MMR</p>	<p>Textbooks:          Creswell &amp; Plano Clark: Chapters 8 and 9          Tappen [review]: Chapters 22, 23, and 24</p> <p>Articles:          Dahlberg, B., Wittink, M. N., &amp; Gallo, J. J. (2010). Funding and publishing integrated studies: Writing effective mixed methods manuscripts and grant proposals. <i>In Tashakkori, A. &amp; Teddlie, C. Sage handbook of mixed methods in social &amp; behavioral research. Los Angeles: SAGE Publications.</i>  <i>[Note: this is a chapter in a book]</i>          Siddiqui, N., &amp; Fitzgerald, J. A. (2014). Elaborated integration of qualitative and quantitative perspectives in mixed methods research: A profound enquiry into the nursing practice environment. <i>International Journal Of Multiple Research Approaches</i>, 8(2), 137-147.          doi:10.5172/mra.2014.8.2.137          Wagner, K. D., Davidson, P. J., Pollini, R. A., Strathdee, S. A., Washburn, R., &amp; Palinkas, L. A. (2012). Reconciling incongruous qualitative and quantitative findings in mixed methods research: Exemplars from research with drug using populations. <i>International Journal of Drug Policy</i>, 23(1), 54-61.</p>
Canvas 4:	<p>a. Thoughtfully evaluate the rigor of the qualitative and quantitative methods you employed in your Mini MMR Study and post for discussion.          b. Post your PowerPoint presentation for the final class meeting.          c. Thinking ahead, where would you seek funding for continuing your MMR study? If it were a complete study (and not a class exercise), where would you publish it?          d. Comment thoughtfully and helpfully on your classmates' posts.</p>	
Dec 4	<p><b>FINAL PAPER DUE</b></p>	<p><i>Please email or submit hard copy.</i></p>



CHRISTINE E. LYNN COLLEGE OF NURSING

### **STATEMENT OF PHILOSOPHY**

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person, and Learning express our values and guide the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

Revised April, 2012