

# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—COURSE CHANGE REQUEST<sup>1</sup>

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

DEPARTMENT: NURSING	COLLEGE: CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE PREFIX AND NUMBER: NGR 7818	CURRENT COURSE TITLE: ADVANCED NURSING RESEARCH: APPLIED QUANTITATIVE DESIGN AND METHODS
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SPRING, 2015	_____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO:  CHANGE PREFIX FROM:            TO:  CHANGE COURSE NO. FROM:        TO:  CHANGE CREDITS <sup>2</sup> FROM:            TO:  CHANGE GRADING FROM:            TO:  CHANGE DESCRIPTION TO:	CHANGE PREREQUISITES/MINIMUM GRADES TO*:  OLD: PH.D. COURSES SEMESTER 1 NEW: NGR 7846, NGR 7115, NGR 7116, NGR 7121, NGR 7932, NGR 7934   CHANGE COREQUISITES TO*:    CHANGE REGISTRATION CONTROLS TO:    *Please list both existing and new pre/corequisites, specifv AND or
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Please consult and list departments that might be affected by the change(s) and attach comments. <sup>3</sup>

Faculty contact, email and complete phone number:  
 Joy Longo, [jlongo5@fau.edu](mailto:jlongo5@fau.edu), 561-297-2457

<b>Approved by:</b> Department Chair: <u>Christine Williams</u> College Curriculum Chair: <u>John</u> College Dean: <u>Karethy Edwards</u> UGPC Chair: <u>[Signature]</u> Graduate College Dean: <u>[Signature]</u> UFS President: <u>[Signature]</u> Provost: _____	<b>Date:</b> <u>8-19-2014</u> <u>8/19/14</u> <u>8/19/14</u> <u>9/3/14</u> <u>9/4/14</u> _____ _____	<b>1. Syllabus must be attached;</b> see guidelines for requirements: <a href="http://www.fau.edu/provost/files/course_syllabus.2011.pdf">www.fau.edu/provost/files/course_syllabus.2011.pdf</a>  <b>2. Review Provost Memorandum:</b> <b>Definition of a Credit Hour</b> <a href="http://www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf">www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf</a>  <b>3. Consent from affected departments (attach if necessary)</b>
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) **one week before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

**GRADING SCALE:**     **A grade below C is not considered passing in the doctoral 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

**COURSE ASSIGNMENTS:**

**Web Postings 25% - Minimum one substantive discussion board posting expected for each discussion board with citations (see course schedule).** Ten assignments consist of progressive scaffolding to the development of a full proposal. Students will post assignments on each discussion board on Blackboard according to the course schedule and will respond to two peers' postings per discussion. We will take turns leading the discussion. The leader will prepare an opening statement to frame the dialogue related to one of the weekly topics and will pose some questions for discussion.

**Quantitative Research Proposal Draft (submit under assignments tab on Blackboard) Due June 14**  
Prepare and post your full research proposal by the scheduled due date using the table of contents provided to organize your proposal in APA format. Grades will be determined by completeness, organization and accuracy of proposal.

**Peer Review (submit under assignments tab on Blackboard) Due July 21**  
Review the assigned research proposal by the scheduled due date using the rubric provided and post on discussion board. Grade will be determined by completeness, organization, comprehensiveness and accuracy of review.

**Quantitative Research Proposal Final Version (submit under assignments tab on Blackboard) Due August 1**  
Revise your research proposal by the scheduled due date using the feedback received from faculty and peer review. Grade will be determined by responsiveness to reviews and completeness, organization and accuracy of proposal.

**Attendance and Participation**  
Grade will be determined by class attendance, evidence of preparation and active participation in live classes.

**Quizzes**

There will be a quiz on research terminology in classes 2-4. Students must achieve 80% to pass. One retake will be allowed. See course content on Blackboard for research terms.

## **TOPICAL OUTLINE:**

Foundations of quantitative research

- a. Develop testable hypotheses and select appropriate quantitative designs
- b. Compare aims, assumptions, strengths and limitations of quantitative research designs including non-experimental and experimental
- c. Apply research design, sampling, data collection, and data analysis methods to appropriate clinical questions
- d. Analyze criteria for selection, adaptation, and development of measures for data collection
- e. Critique quantitative research for application to advanced nursing practice

Philosophic and scientific perspectives and their relationship to quantitative methods

Ethical considerations: vulnerable populations, risk/benefit, informed consent, ethics in data management and reporting

Problem identification and research questions/hypotheses

Conceptual and theoretical bases

Caring and quantitative research

Quantitative research designs

Differences and relationships

Quantitative descriptive research and surveys

Ex post facto correlation research and causal comparative studies

True experiments and quasi-experiments

Quantitative methods and clinical outcomes; emerging evidence-based practice

Techniques for quantitative data collection

Sampling plans and sampling error

Probability and non-probability samples

Sample size related to power

Measurement tools, reliability, validity, accuracy, and sensitivity

Levels of measurement

Measurement error

Culture and gender issues related to sampling and measurement

Quantitative data analysis

Descriptive analysis

Inferential analysis: parametric and non-parametric, significance

Multivariate analysis

Appropriateness of data to analysis method

Use of computer software for data analysis

Secondary analysis and the use of existing databases

Clinical applications and evidence-based practice

### **REQUIRED TEXTS:**

Plichta, S., Kelvin, E. (2013). *Munro's statistical methods for healthcare research* (6th ed.).

Philadelphia: Lippincott. ISBN:  
1451187947

Tappen, R. (2011). *Advanced Nursing Research: From Theory to Practice*. Sudbury, MA: Jones & Bartlett.

ISBN: 978-0-7637-6568-2

Nicol, A. M., Pexman, P.M. (2010). *Presenting Your Findings: A Practical Guide for Creating Tables*, Sixth edition. American Psychological Association, ISBN-10: 143380705X, ISBN-13: 978-1433807053

### **RECOMMENDED TEXTS:**

Fields, A. (2009). *Discovering statistics using SPSS* (3rd ed.). Thousands Oak, California Sage

Publications ISBN: 9781412990769

Garrard, J. (2011). *Health sciences literature review made easy*. Sudbury, MA: Jones and Bartlett

<http://www.duluth.umn.edu/~hrallis/guides/researching/litreview.html>

### **COURSE POLICIES AND GUIDELINES:**

Writing assignments are due on the date specified by the faculty on the Course Schedule. Writing assignments must be in APA format. Include a title page for all assignments except web postings.

If the student is unable to submit an individual assignment on time, arrangements must be made with the course faculty in advance of the due date. No extensions are granted on or after the due date. No work will be accepted after the last class of the semester (see university calendar for the last day of classes).

There will be no alternative assignments.

Assignments should be submitted using the assignment tab on the course Blackboard site. Class information will be posted on Blackboard. It is the student's responsibility to check the Blackboard course site periodically for announcements and updates. All communications will be through FAU email.

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

Policies below may be found in:

- a). The Christine E. Lynn College of Nursing Graduate Handbook located at:  
<http://nursing.fau.edu/index.php?main=3&nav=457>

b). 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.

### **DISABILITY STATEMENT:**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton – SU 133 (561-297-3880), in Davie – MOD 1 (954-236-1222), in Jupiter – SR 117 (561-799-8585) or at the Treasure Coast – CO 128 (772-873-3305), and follow all OSD 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.

## **FLORIDA ATLANTIC UNIVERSITY POLICIES:**

*Complete information about these and other Academic regulations can be found in the FAU Graduate Catalogue available on-line. As a student enrolled at the university you are to be familiar with and in compliance with all policies as described in the university catalogue.*

**HONOR CODE:** The University policy regarding academic integrity is enforced in this course. For further information refer to the Student Handbook, Florida Administrative Code, Section 6C5-4.001 Honor Code, Academic Irregularities, and Students' Academic Grievances. Adherence to the Honor Code for academic honesty is a professional competency and an expectation of all students. The University has a contract with "Safe Assignment" a plagiarism and copyright violation detection program. Papers will be submitted to this service for review and analysis. If a paper is deemed to not be the student's original work the consequences may include but not be limited to a grade of F on the assignment or a grade of F in the course.

**Incomplete Policy:** 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). The grade of "I" is neither passing nor failing, and is not used in computing a student's grade point average: it indicates a grade deferral and 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.

The "I" grade is used only when exceptional circumstances prevent a student from completing some portion of the work assigned to all students as a regular part of the course. It is not to be used to allow students to do extra work in order to raise the grade earned during the regular term. The instructor is required to record on the appropriate form and file with the registrar, the work that must be completed for a final grade, the time frame for the completion and the grade that will be assigned if the work is not completed. It is the student's responsibility to make arrangements with the instructor for the timely completion of this work.

### **Students with disabilities:**

The Americans with Disabilities Act (ADA) of 1990 requires the provision of reasonable accommodations to any individual who advises faculty and the University of a documented physical or mental disability, to properly execute course work. You must register with the FAU Office for Students with Disabilities (OSD), Please arrange a meeting with your course faculty. All OSD procedures must be followed for you to receive the special accommodations

**FAU OWL CARD:** All students must obtain a FAU Owl card and have it with them while on campus and visible while in the clinical setting. You may obtain an OWL card on-line at: <http://itss.fau.edu/studentres.htm#owlcard> or by visiting the on-campus Owl Card Center.

The Christine E. Lynn College of Nursing requires that all registered students in its programs and courses have an official FAU e-mail address. All official information for students from faculty and the college will be provided via e-mail using your FAU.EDU address. You are responsible for checking your FAU e-mail at least once a week throughout the semester. You may obtain a FAU e-mail account at: <http://itss.fau.edu/DLreqEmail.htm>

**Safe Assignment Policy:** Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Safe Assignment for detection of plagiarism. All submitted papers will be included as source documents in the Safe Assignment reference database solely for the purpose of detecting plagiarism of such papers.

All students enrolled in degree programs or registered for courses in the Christine E. Lynn College of Nursing are also to be familiar with and in compliance with all policies as described in the Christine E. Lynn College of Nursing Student Handbook which is available on-line.

## **BIBLIOGRAPHY:**

- Breitenstein, S.M., Fogg, S.L., Garvey, C., Hill, C., Resnick, B., Gross, D. (2010). Measuring implementation fidelity in a community-based parenting intervention. *Nursing Research*, 59(3), 00-00.
- Christie, J., O'Halloran, P., & Stevenson, M. (2009). Planning a cluster randomized controlled trial: Methodological issues. *Nursing Research*, 58, 128-134.
- Choi, M., Belyea, M., Phillips, L.R. Insel, K.L., Min, S. (2009). Testing women's propensities to leave their abusive husbands using structural equation modeling. *Nursing Research*, 58(6), 435-443.
- Lee, K.H., Algase, D.L., McConnell, E.S. (2013). Daytime observed emotional expressions of people with dementia. *Nursing Research*, 62(4), 218-225.
- Lu, M., Lin, S., C., Kuei-Min; C., Tsang, H., Su, S.(2013). Acupressure improves sleep quality of psychogeriatric inpatients. *Nursing Research*, 62(7), 130-7.
- Manojlovich, M., & Sidani, S. (2008). Nurse dose: What's in a concept. *Research in Nursing & Health*, 31, 310-319.
- Mantzoukas, S. (2008). The research evidence published in high impact nursing journals between 2000 and 2006: A quantitative content analysis. *International Journal of Nursing Studies*, 46, 470-489.
- Merrilees, J., Hubbard, E., Mastick, J., Miller, J. Dowling, G.A. (2014). Sleep in persons with frontotemporal dementia and their family caregivers. *Nursing Research*, 63(2), 129-136.
- Polit, D.F., & Beck, C.T. (2008). Is there gender bias in nursing research? *Research in Nursing & Health*, 31, 417-427.
- Polit, D.F. & Gillespie, B.F. (2009). The use of the intention-to-treat principle in nursing clinical trials. *Nursing Research*, 58(6), 391-399.
- Rogers, W., & Meek Lange, M. (2013). Rethinking the vulnerability of minority populations in research. *American Journal of Public Health*, 103(12), 2141-2146. doi:10.2105/AJPH.2012.301200
- Topp, R., Newman, J.L., & Jones, V.F. (2008). Including African Americans in health care research. *Western Journal of Nursing Research*, 30, 197-203. New York: Springer.
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**COURSE SCHEDULE:**

<b>Week</b>	<b>Topic</b>	<b>Readings/Assign</b>
<b>Class 1 May 17</b> 8AM – 1 PM	Course Overview  Descriptive and Correlational Designs	-Tappen: Chapter 1, 4, 6  -Munro: Chapters 1-3, TBA
<b>Class 2 June 14</b> 8AM – 1 PM	Measurement in Quantitative Designs  Rigor in quantitative research	-Tappen, Chapter 9, 10, 14, 15  -Munro: 4-7  -Review Measurement, instrument evaluation and rigor in a basic nursing research text
<b>Class 3 July 12</b> 8AM – 1 PM	Experimental Designs  Comparative Designs	Tappen: Chapter 5,7, 8,13,17  Munro: Chapters 8-11
<b>Class 4 July 26</b> 8 AM – 1 PM	Data analysis ] Student defense of proposal	Tappen: Chapter 18,19  Submit final proposal to Safe Assign by July 30 (under Assignments tab).
Blackboard assignment 1 May 18-25	Post Research Question	Review peer's postings and comment on Discussion Board
Blackboard assignment 2 May 25-June 1	Post framework (brief)	Review peer's postings and comment on Discussion Board
Blackboard assignment 3 June 1-8	Post proposed design  Statistical Exercise: Data analysis and interpretation	Review peer's postings and comment on Discussion Board
Blackboard assignment 4 June 15-22	Post description of measures for proposal  Statistical Exercise: Data analysis and interpretation	Review peer's postings and comment on Discussion Board
Blackboard assignment 5 June 22-29	Describe reliability and validity of chosen measures	Review peer's postings and comment on Discussion Board
Blackboard assignment 6 June 29-July 6	Post a) a proposed sample size based on a power analysis and b) sampling strategy  Statistical Exercise: Data analysis and interpretation	Review peer's postings and comment on Discussion Board
Blackboard assignment 7 July 6-13	Post data collection procedures	Review peer's postings and comment on Discussion Board
Blackboard assignment 8 July 13-20	Post data analysis section	Review peer's postings and comment on Discussion Board

Blackboard assignment 9 July 20-27	Peer review of proposals	Review peer's postings and comment on Discussion Board
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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 guides 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.'