

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department Nursing College Christine E. Lynn College of Nursing		
<b>Current Course</b> Prefix and Number NGR 7853		<b>Current Course Title</b> Innovations in Inquiry	
Syllabus must be attached for <b>ANY</b> changes to current course details. See <u>Template</u> . Please consult and list departments that may be affected by the changes; attach documentation.			
<b>Change title to:</b>  <b>Change prefix</b> From: _____ To: _____ <b>Change course number</b> From: _____ To: _____ <b>Change credits*</b> From: _____ To: _____ <b>Change grading</b> From: _____ To: _____ <b>Academic Service Learning (ASL) **</b> Add <input type="checkbox"/> Remove <input type="checkbox"/>		<b>Change description to:</b>  <b>Change prerequisites/minimum grades to:</b> Delete NGR 7815, Delete NGR7818, Delete NGR7822, Delete NGR7817 <b>ADD 7816</b> <b>Change corequisites to:</b>  <b>Change registration controls to:</b>  Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
<b>Effective Term/Year for Changes:</b> FALL 2025		<b>Terminate course? Effective Term/Year for Termination:</b>	
<b>Faculty Contact/Email/Phone</b> Howard K. Butcher, RN; PhD; FAAN /hbutcher@health.fau.edu/561-297-0095			
<b>Approved by</b> Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		<b>Date</b> 9-28-24 2/10/25 2/10/25	

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) 10 days before the UGPC meeting.

## Course Catalog Descriptions

### NGR7853

#### **Innovations in Inquiry (NGR 7853) 3 credits**

*Prerequisites: NGR 7815, NGR 7818, NGR 7822, NGR 7817*

This course explores innovative approaches to inquiry, including implementation science, community-based participatory research, mixed methods, and meta-analysis/synthesis. Additional information includes challenges of designing and conducting studies with innovative inquiry approaches and translation of research findings to enable adoption of evidence-based change.

## **Revised Course Description**

#### **Innovations in Inquiry (NGR 7853) 3 credits**

*Prerequisites: ~~NGR 7815, NGR 7818, NGR 7822, NGR 7817~~ NGR 7816*

This course explores innovative for inquiry including implementation science, community-based participatory research, mixed methods and meta-analysis/synthesis. Additional information includes challenges of designing and conducting studies with innovative inquiry approaches and translation of research findings to enable adoption of evidence-based change.



## FLORIDA ATLANTIC UNIVERSITY

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**NGR 7853-001 11496**

**Innovations in Inquiry**

**Date:** Saturday 8:00 AM - 1:00 PM

**Building:** C E Lynn Coll of Nursing Boca **Room:** 202

**3 Credit(s)**

**Spring 2025 - 1 Full Term**

### Instructor Information

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Andre Williams

**Email:** andrewilliams@health.fau.edu

David Newman

**Email:** dnewma14@health.fau.edu

**Office:**

**Office Hours:** Immediately Following Class each Month; 2-4pm Tuesday's; & By Appointment

**Phone:** (561) 297-2670

### Course Description

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Innovations in Inquiry

Prerequisites: **NGR7816** ~~NGR 7815, NGR 7818, NGR 7822, NGR 7817~~

This course explores innovative approaches to inquiry, including implementation science, community-based participatory research, mixed methods, and meta-analysis/synthesis. Additional information includes challenges of designing and conducting studies with innovative inquiry approaches and translation of research findings to enable adoption of evidence-based change.

### Prerequisites/Corequisites

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**Prerequisite(s):** One of the following:

- NGR 7815 Graduate / Undergraduate (Minimum Grade of B)  
and  
NGR 7818 Graduate / Undergraduate (Minimum Grade of B)  
and  
NGR 7822 Graduate / Undergraduate (Minimum Grade of B)  
and  
NGR 7817 Graduate / Undergraduate (Minimum Grade of B)
- TRNS (Minimum Grade of 0001)

## **Instructional Method**

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### **Mixed Online and Classroom**

50%-79% of the course is delivered online. (Hybrid)

## **Required Texts/Materials**

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### **Publication Manual of APA**

**ISBN:** 9781433832161

**Publisher:** American Psychological Association

**Edition:** 7th

Recommended not Required

## **Recommended Readings and Materials**

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### **Introduction to meta-analysis**

**Authors:** Borenstein, M., Hedges, L.V., Higgins, J.P.T., & Rothstein, H.R.

**Publisher:** Wiley

**Publication Date:** 2009

### **Publication Manual (OFFICIAL) 7th Edition of the American Psychological Association**

**ISBN:** 9781433832185

### **Advanced Nursing Research: From Theory to Practice**

**ISBN:** 9781284231762

**Edition:** 3rd

### **Designing & Conducting Mixed Methods Research**

ISBN: 9781483344379

Edition: 3rd

## Essential Literature On Caring Science (Revised 2017)

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Barry, C. D., Gordon, S. C. & King, B. M. (2015). *Nursing Case Studies in Caring: Across the Practice Spectrum*. Springer. ISBN: 978-0-8261-7178-8

Boykin, A. & Schoenhofer, S. (2001). *Nursing as caring: A model for transforming practice*. Jones & Bartlett.

Boykin, A. & Schoenhofer, S. & Valentine, K. (2014). *Health care system transformation for nursing and health care leaders: Implementing a culture of caring*. Springer.

Buber, M. (1970). *I and thou*. Scribner.

Davidson, A., Ray, M. & Turkel, M. (Eds.). (2011). *Nursing, caring, and complexity science*. Springer.

Duffy, J.R. (2013). *Quality caring in nursing and health systems: Implications for clinicians, educators, and leaders*. Springer.

Locsin, R.C (2016). *Technological competency as caring in nursing: A model for practice (2nd ed.)*. Silliman University Press.

Mayeroff, M. (1971). *On caring*. HarperCollins.

McFarland, M.R. & Wehbe-Alamah, H. (2017). *Leininger's Culture Care diversity and universality: A worldwide theory of nursing (3rd Ed.)*. Jones & Bartlett.

Paterson, J. & Zderad, L.T. (1988). *Humanistic nursing*. National League for Nursing.

Ray, M.A. (2016). *Transcultural caring dynamics in nursing and health care (2nd ed.)*. FA Davis.

Roach, M.S. (1987). *The human act of caring: A blueprint for the health professions*. Canadian Hospital Association.

Rosa, W., Horton-Deutsch, S, & Watson, J. (2019). *A handbook for caring science: Expanding the paradigm*. Springer.

Smith, M.C., Turkel, M.C., & Wolf, Z.R. (2012). *Caring in nursing classics: An essential resource*. Springer.

Watson, J. (2009). *Assessing and measuring caring in nursing and health sciences*. Springer.

Watson, J. (2018). *Unitary caring science philosophy and praxis of nursing*.

University Press of Colorado.

Approved by CON Faculty Assembly, 9/25/2017; Revised Committee on Programs 10/ 8/2018;  
Presented for Action to CON Faculty Assembly 10/22/2018, Approved CON Faculty Assembly  
10/22/18

## **Course Objectives/Student Learning Outcomes**

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The course objectives are based on Simone Roaches (2002) attributes of caring. Upon completion of the course, the student will demonstrate evidence of:

Becoming Competent

1. Select appropriate innovative methodologies used to develop evidence base for caring science.
2. Critically evaluate research that employs innovative methods.

### Becoming Compassionate

3. Design research that integrates patient uniqueness with appropriate innovative research methodologies.

### Demonstrating Comportment

4. Demonstrate caring behaviors in collaborative work on data-based projects.
5. Describe interprofessional collaboration required to accomplish research studies.
6. Analyze the components necessary for application of innovative research methods

### Becoming Confident

7. Demonstrate essential methodological expertise, including use of meta-analysis, CBPR, Mixed Methods, and Implementation Sciences.

### Attending to Conscience

8. Integrate protection of human subjects into innovative designs to advance nursing science.

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

## Course Assignments

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### A. Two “Mini” Assignments:

Directions: Select 2 out of the 5 following brief ‘mini’ assignments. Those you select should NOT duplicate the approach you will use in your major final project paper.

1. Pragmatic and Adaptive Trial Designs (Limit: 3 pages) Briefly describe your research topic (phenomenon) of interest (maximum of 1 paragraph)
  - a. Describe the principles and assumptions for the selected adaptive/pragmatic trial design
  - b. Describe how an adaptive or pragmatic trial design would be used to guide your proposed dissertation study
  - c. Describe the benefits and challenges in selecting this method as it relates to your developing dissertation topic/proposal
  - d. Describe how this method may inform your qualifying examination and/or dissertation work as well as the next steps for your dissertation
2. Qualitative Meta-Synthesis (Limit: 3 pages)

- a. Briefly describe your research topic of interest (maximum 1 paragraph)
- b. Describe the principles and assumptions for conducting a qualitative meta-synthesis
- c. Outline how you would conduct a qualitative meta-analysis of the existing research on this topic
- d. Describe the benefits and challenges in selecting this method as it relates to your developing dissertation topic/proposal
- e. Describe how this meta-synthesis will inform your qualifying examination and/or dissertation work as well as the next steps for your dissertation

### 3. Quantitative Meta-Analysis (Limit: 3 pages)

- a. Briefly describe your research topic of interest (maximum 1 paragraph)
- b. Describe the principles and assumptions for conducting a quantitative meta-analysis
- c. Outline the technique you would use to conduct a quantitative meta-analysis of the existing research on your topic  
Using three results from different articles calculate the quantitative meta-analysis
- d. Describe the benefits and challenges in selecting this method as it relates to your developing dissertation topic/proposal
- e. Describe how this meta-analysis will inform your qualifying examination and/or dissertation work as well as the next steps for your dissertation

### 4. Community Engagement (Limit: 3 pages)

- a. Briefly describe your research topic of interest (maximum 1 paragraph)
- b. Describe how you could employ a community engagement approach to your dissertation topic or measurement work.
- c. Describe the community engagement method selected as well as basic principles and assumptions
- d. Describe the benefits & challenges in selecting this method as it relates to your developing dissertation topic/proposal
- e. Describe how the community engagement approach will inform your qualifying examination and/or dissertation work as well as the next steps for your dissertation

### 5. Mixed Methods (Limit: 3 pages)

- a. Briefly describe your research topic of interest (maximum 1 paragraph)
- b. Describe how you could utilize one of the primary mixed method designs to conduct research on your dissertation topic or measure.
- c. Describe the mixed method selected – principles and assumptions for the method



- d. Describe the benefits and challenges in selecting this method as it relates to your developing dissertation topic/proposal
- e. Describe how this meta-analysis will inform your qualifying examination and/or dissertation work as well as the next steps for your dissertation

**B. Major Final Project Paper: See Rubric as posted on Canvas**

**C. Presentation of Major Final Project; See Rubric as posted on Canvas**

**D. Peer Review of Major Final Project Presentation: See Rubric as posted on Canvas**

Weekly Topical Outline, Required Readings, and Class Assignments: Tentative

(Note: This course is an iterative learning experience. It is expected that you contribute to the discussion of the published literature and how it pertains to your specific area of interest. You will be responsible for critiquing the contributions of the assigned readings for each class. Guest speakers will be invited as appropriate. The assigned course readings (chapters and published literature) and lecture handouts are used to support your foundational understanding of the course topics. Assigned readings and course provided materials should be read prior to coming to class so that you are prepared to actively participate in as well as lead class discussions. Students are expected to download, bring to class, and have read posted Powerpoint presentations prior to each class.

Class Dates	Topical Outline	Class Sub Objectives	Assignments/Readings	Class
1/11/2025	<ol style="list-style-type: none"> <li>1. Introduction to Course</li> <li>2. Student brief introduction to their research area</li> <li>3. Role of nursing in national research</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the importance of systematic inquiry in Nursing Science</li> <li>2. Differentiate between prominent qualitative and quantitative methods</li> </ol>	<ol style="list-style-type: none"> <li>1. Go to: National Institutes of Health (NIH) (<a href="http://www.nih.gov/">http://www.nih.gov/</a>) and the National Institute of Nursing Research (NINR) (<a href="http://www.ninr.nih.gov">http://www.ninr.nih.gov</a>) homepages and spend</li> </ol>	♦

	<p>agenda</p> <p>4. Role and importance of Systematic Inquiry</p> <p>1. Introduction and Why Evidence Based Practice?</p> <p>2. Discuss your Research Worthy Question.</p> <p>5. Revisiting Quantitative and Qualitative Research</p> <p>6. Ethics in Research: Applied to Advanced Research Methodologies (e.g., Big Data)</p>	<p>3. Describe and Interpret the role of ethics in research</p> <p>4. Describe a methodologic approach to guide your emerging research question(s)</p> <p>5. Review the import of Big Data and Data Analytics</p>	<p>30 minutes on each homepage browsing their mission(s) and funding opportunities relevant to your phenomenon of study.</p> <p>2. Download and Review this sessions PowerPoint Presentation(s)</p> <p>3. Background Readings:</p> <p>1. Tappen (2016), Chs. 4, 5, 6, &amp; 24</p> <p>2. Ellis &amp; Levy (2008)</p> <p>3. Heitkemper (2007)</p> <p>4. Leon et al., (2011)</p> <p>5. Schulz, et al., (2010)</p> <p>6. Thabane et al., (2010)</p> <p>Research Ethics:</p> <p>1. Tappen (2016), Ch. 12</p> <p>Big Data:</p> <p>1. Brennan &amp; Bakken (2015)</p>	•
	February 5-10, 2025: Begin Scheduling Individual Appointments RE: Major Project Design a Implementation			
2/15/2025	1. Mixed Methods Research: Challenges and Designs	1. Discuss the philosophical assumptions foundational in	<p>Readings for Mixed Methods</p> <p>1. Creswell &amp; Clark; Chs. 2, 3, 7</p> <p>2. Freshwater (2014)</p>	•

5		<p>addressing the research problem</p> <p>2. Describe the principles of mixed method designs</p> <p>3. Apply mixed method design(s) methods to own developing research</p>	<p>3. Freshwater &amp; Cahill (2014)</p> <p>1. Hitchcock &amp; Newman (2012)</p> <p>2. Tashakkori &amp; Newman (2010)</p>
	<p>1. Introduction to Pragmatic and Adaptive Trial Designs</p>	<p>1. Discuss the philosophical assumptions foundational in addressing the research problem</p> <p>2. Describe the principles of pragmatic and adaptive trial designs</p> <p>3. Apply the principles of pragmatic and adaptive trial design methods to published literature and own developing research</p>	<p>Readings for Pragmatic Trial Designs</p> <p>1. Chow (2014)</p> <p>2. Chow &amp; Chang (2008)</p> <p>3. MacPherson (2004)</p> <p>4. Maclure (2009)</p> <p>5. Patsopoulos (2011)</p>

Mini Assignment 1 Due: March 2, 2025

3/15/2025	<p>1. Introduction to Community Engagement Methods</p>	<p>1. Discuss the philosophical assumptions and foundational in addressing the research problem</p> <p>2. Describe the principles of community engagement designs</p> <p>3. Applies community engagement design(s) methods to own developing research</p>	<p>Readings for Community Engagement</p> <p>1. Israel, Eng, Schulz &amp; Parker (2013), Ch 1 (pgs 5-18) and Chs 2-4</p> <p>2. Brenner &amp; Manice (2011)</p> <p>3. Cashman, et al., (2008).</p> <p>4. Lowe et al., (2011)</p> <p>5. Strong et al., (2009)</p> <p>6. Van der Velde et al., (2009)</p>	•
	<p>1. Translational and Implementation Science</p>	<p>1. Describe the purpose, principles and techniques of translational and implementation science</p> <p>2. Apply translational techniques/approaches to published literature and own developing research questions</p>	<p>Readings for Translational and Implementation Science</p> <p>1. Chesla (2008)</p> <p>2. Collins (2011)</p> <p>3. Hastings et al., (2012)</p> <p>4. Mitchell et al., (2010)</p> <p>5. Woolf (2008)</p>	•

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Mini Assignment 2 Due: March 30, 2025				
4/12/2025	<p>1. Synthesizing Research Findings</p> <ol style="list-style-type: none"> <li>1. Meta-analysis</li> <li>2. Meta-synthesis</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss the philosophical assumptions foundational in addressing the research problem</li> <li>2. Describe the principles of meta-synthesis or analysis designs</li> <li>3. Apply principals and steps for meta-synthesis or analysis to own developing research</li> </ol>	<p>Readings for Synthesizing Research Findings: Systematic Reviews</p> <ol style="list-style-type: none"> <li>1. Finfgeld-Connett (2008)</li> <li>2. McNeil &amp; Newman</li> <li>3. Moher et al. (2011)</li> <li>4. Pinquart &amp; Sorensen (2006)</li> <li>5. Xu (2007)</li> <li>6. Yarcheski et al., (2009)</li> <li>7. Search the Cochrane database for publication in your area of interest</li> </ol>	♦
	<p>1. Student Presentations of Major Final Project</p>		<p>Last Day of Class:</p> <ul style="list-style-type: none"> <li>♦ See Rubrics for Paper, Presentation, and Peer Evaluations</li> </ul>	1
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Final Presentations Due Last Day of Class. April 12, 2024 (See Pitfalls of PowerPoint)

Final Papers Due: April 28, 2024 (Grades Due: May 5, 2025)

\*See Reference list below for full citations.

## Faculty Rights and Responsibilities

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Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).

## Disability Policy

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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) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).

## Course Evaluation Method

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**GRADING AND EVALUATION METHODS: Students are required to complete all course assignments. All assignments are due on the designated due date.**

**Active Participation in Class = 50 points of the course grade**

Active participation in class and discussions is expected (see guidelines for participation, page 10).

## **2-Mini-Assignments = 100 Points of the course grade**

Students will select 2 of the course presented advanced research methods to complete mini-methods papers, including: Pragmatic or Adaptive Trial, Quantitative Meta-Analysis, Qualitative Meta-Synthesis, Community Engagement Research Methods, or Mixed Methods. Mini projects will assess the student's grasp of the underlying principals and concepts surrounding the primary research methodologies.

## **Major Final Project Paper = 200 Points of the course grade**

Students will develop an in-depth project in the form of a proposal, using one of the following methodologic approaches: Quantitative Meta-Analysis, Qualitative Meta-Synthesis, Community Engagement Research Methods, Mixed Methods, Pragmatic or Adaptive Trial Design or any other currently new innovative methods, to inform the study design for their developing phenomenon of study (or to address their research questions) for their dissertation. The Outline and Rubric can be found on Canvas under the information tab.

## **Presentation of Project = 50 Points of course grade**

Students are expected to provide a scholarly presentation that gives an overview of their Major Final Project in form of a PowerPoint presentation on the last day of class. The presentation will model podium presentation guidelines similar to those at a professional conference/meeting.

## **Peer Evaluation of Final Presentation = 50 Points of course grade**

Students are expected to participate in objective summative peer evaluation of scholarly overview of the major final project using the form provided. Critiquing skills are applied to assist fellow classmates in improving their presentation skills.

## **Discussion Canvas = 50 Points of course grade**

Students are expected to respond to and participate in, using their own original ideas, posted Canvas discussion boards.

**TOTAL= 500 Points**

## **Code of Academic Integrity**

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Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic 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. Academic 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 [University Regulation 4.001](#).

## **Attendance Policy Statement**

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Students are expected to attend all 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 non-attendance. 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 absences 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 Policy Statement**

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In accordance with the 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 regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at [www.fau.edu/regulations](http://www.fau.edu/regulations).

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

## **Time Commitment Per Credit Hour**

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For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

## **Course Grading Scale**

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Letter Grade	Letter Grade
A	94 - 100%
A-	90 - 93%
B+	87 - 89%
B	84 - 86%
B-	80 - 83%
C+	77 - 79%
C	74 - 76%
C-	70 - 73%
D+	67 - 69%
D	64 - 66%
D-	61 - 63%
F	0 - 60%

## Grade Appeal Process

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You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

## Artificial Intelligence Preamble

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FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [\[Policy 12.16 Artificial Intelligence\]](#)

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course

entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the [Florida Atlantic Code of Academic Integrity, Regulation 4.001.](#)

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit <https://fau.edu/ai/citation>

## **Policy on Make-up Tests, Late work, and Incompletes**

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All project and work are due on the due date unless prior premission was given for late submissions.

## **Special Course Requirements**

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### **Literature: Assigned Journal Readings**

#### **Class #1: January 11,2025**

##### **Overview**

Ellis, T.J., & Levy, Y. (2008). Framework of problem-based research: A guide for novice researchers on the development of a research-worthy problem. *Informing Science: the International Journal of an Emerging Transdiscipline*, 11, 17-33.

Heitkemper, M. (2007). The past and future of nursing research: Invited commentary. *Asian Nursing Research*, 1(1), 4-10.

Leon, A.C., Davis, L.L., & Kraemer, H.C. (2011). The role and interpretation of pilot studies in clinical research. *Journal of Psychiatric Research*, 45(5), 626-629.  
doi:10.1016/j.jpsychires.2010.10.008.

Schulz, K.F., Altman, D.G., Moher, D. (2010). CONSORT 2010 statement: Updated guidelines for reporting parallel group randomized trials. *BioMed Central Medicine*, 8(18), <http://www.biomedcentral.com/1741-7015/8/18>.

Thabane, L., Ma, J., Chu, R., Ismaila, A., Rios, L.P., Robson, R., et al., (2010). A tutorial on pilot studies: the what, why and how. *BMC Medical Research Methodology*, 10(1), at: <http://www.biomedcentral.com/1471-2288/10/1>

## **Big Data**

Brennan, P.F., & Bakken, S. (2015). Nursing needs big data and big data needs nursing. *Journal of Nursing Scholarship*, 47(5), 477-484. doi: 10.1111/jnu.12159.

## **Class #2: February 15, 2025**

### **Mixed Methods**

Chiang-Hanisko, L., Newman, D., Dyess, S., Duangporn, P., & Liehr, P. (2016). Guidance for using mixed methods design in nursing practice research. *Applied Nursing Research*, 31, 1-5.

Freshwater, D. (2014). What counts in mixed methods research: Algorithmic thinking or inclusion leadership? *Journal of Mixed Methods Research*, 8(4), 327-329.

Freshwater, D., & Cahill, J. (2013). Paradigms lost and paradigms regained. *Journal of Mixed Methods Research*, 7(1), 3-5.

Hitchcock, J.H., & Newman, I. (2011). Applying an interactive quantitative-qualitative framework: How identifying common intent can enhance inquiry. *Human Resource Development Review*, XX(X), 1-17.

Ostlund, U., Kidd, L., Wengstrom, Y., & Rowa-Dewar, N. (2011). Combining qualitative and quantitative research within mixed method research designs: A methodological review. *International Journal of Nursing Studies*, 48, 369-383. Doi:10.1016/j.ijnurstu.2010.10.005.

Tashakkori, A., & Newman, I. (2010). Mixed methods. In: *Encyclopedia of Education* (3rd Ed.). Article No. 00287, pg. 514-520. doi:10.1016/B947-0-08-044894-7.00287-6.

### **Pragmatic Trial Designs**

Chow, S. (2014). Adaptive clinical trial design. *Annual Review Medicine*, 65, 405-415.

Chow, S. & Chang, M. (2008). Adaptive design methods in clinical trials – a review. *Orphanet Journal of Rare Diseases*, 3(11), doi:10.1186/1750-1172-3-11

MacLure, M. (2009). Explaining pragmatic trials to pragmatic policy-makers, *Canadian Medical Association Journal*, 180(10, 1001-1003.

MacPherson, H. (2004). Pragmatic clinical trials. *Complementary Therapies in Medicine*, 12, 136-140.

Patsopoulos, N.A. (2011). A pragmatic view on pragmatic trials. *Dialogues Clinical Neuroscience*, 13, 217-224.

### **Class #3: March 15, 2025**

#### **Community Engagement Research**

Brenner, B.L., & Manice, M.P. (2011). Community engagement in children's environmental health research. *Mount Sinai Journal of Medicine*, 78, 85-97.

Cashman, S.B., Adeky, S., Allen, A.J., Corburn, J., Israel, B.A. et al. (2008). The power and promise: Working with communities to analyze data, interpret findings, and get to outcomes. *American Journal of Public Health*, 98(8), 1407-1417.

Lowe, J., Riggs, C. & Henson, J. (2011). Principles for establishing trust when developing a substance abuse intervention with a Native American community. *Creative Nursing*, 17(2), 68-73.

Sadler, L. S., Newlin, K.H., Johnson-Spruill, A. Jenkins, C. (2011). Beyond the Medical Model: Interdisciplinary Programs of Community-Engaged Health Research, *Clinical and Translational Science*, 4, 4. (Recommended)

Strong, L.L., Israel, B.A., Schutz, A.J., Reyes, A., Rowe, Z., Weir, S.S. & Poe, C. (2009). Piloting interventions within a community-based participatory research framework: Lessons learned from the health environments partnership. *Program Community Health Partnership*, 3(4), 327-334. doi:10.1353/cpr.0.0094.

van der Velde, J., Williamson, D.L. & Ogilvie, L.D. (2009). Participatory action research: Practical strategies for actively engaging and maintaining participation in immigrant and refugee communities. *Qualitative Health Research*, 19(9), 1293-1302.

#### **Translational/Transformative Research**

Chesla, C.A. (2008). Translational research: Essential contributions from interpretive nursing science. *Research in Nursing & Health*, 31, 381-390.

Collins, F. S. (2011). Reengineering translational science: The time is right. *Science*, 3(90), 1-6.  
Downloaded at: [www.ScienceTranslationalMedicine.org](http://www.ScienceTranslationalMedicine.org)

Hastings, C.E., Fisher, C.A. McCabe, M.A., The National Clinical Research Nursing Consortium. (2012). Clinical research nursing: A critical response in the national research enterprise. *Nursing Outlook*, 60(3), 149-156.

Mitchell, S.A. Fisher, C.A., Hastings, C.E., Silverman, L.B., & Wallen, G.R. (2010). A thematic analysis of theoretical models for translational science in nursing: Mapping the field. *Nursing Outlook*, 58, 287-300.

Woolf, S.H. (2008). The meaning of translational research and why it matters. *Journal of the American Medical Association*, 299(2), 211-213.

#### **Class #4: April 12, 2025**

##### **Systematic Reviews**

Finfeld-Connett, D. (2008). Meta-synthesis of caring in nursing. *Journal of Clinical Nursing*, 17(2), 196-204

McNeil, K. & Newman, I. (1994). Summarizing the literature review with meta-analysis. *Mid-Western Educational Researcher*, 7(4), 26-29.

Moher, D., Liberti, A., Tetzlaff, J., Altman, D.G., PRISMA Group. (2009). Preferred reporting items for systematic reviews and meta-analyses; The PRISMA statement. *Plos Med*, 6(7), e1000097.doi:10.1371/journal.pmed.1000097.

Xu, Y. (2007). Strangers in strange lands: A metasynthesis of lived experiences of immigrant Asian nurses working in western countries. *Advances in Nursing Science*, 30(3), 246-265.

Yarcheski, A., Mahon, N.E., Yarcheski, T.J., Hanks, M.M. & U Cannel, B.L. (2009). A meta-analytic study of predictors of maternal-fetal attachment. *International Journal of Nursing Studies*, 46, 708-795.

#### **Policy on the Recording of Lectures**

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Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject.

Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited.

Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

## **Counseling and Psychological Services (CAPS) Center**

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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 therapy, group therapy, and crisis services, to name a few - offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

## **College of Nursing Policies**

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Policies below may be found in:

a). The Christine E. Lynn College of Nursing Undergraduate Handbook located at: <https://nursing.fau.edu/academics/student-resources/undergraduate/index.php>

b). Florida Atlantic University's Academic Policies and Regulations

<http://www.fau.edu/academic/registrar/FAUcatalog/academics.php> and <http://www.fau.edu/regulations>

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

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic 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. Academic 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 University Regulation 4.001. If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation. For more information, see:

<https://www.fau.edu/regulations/documents/chapter4/reg4-001-6-7-22.pdf>

CON Academic Integrity: <https://nursing.fau.edu/academics/student-resources/undergraduate/academic-integrity-policy.php>

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 Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at <http://www.fau.edu/sas/>

To apply for SAS accommodations: <http://www.fau.edu/sas/>

#### **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/>

#### **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.

## **POLICY ON THE RECORDING OF LECTURES (OPTIONAL)**

Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject.

Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited.

Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

## **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 non-attendance. 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 absences 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. For more information, see:

<https://www.fau.edu/provost/resources/files/religiousaccommodations-students-and-faculty-8-21-15.pdf>

**CON Religious Accommodation:** <http://www.fau.edu/sas/New.php>

## 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.

## Student Support Services and Online Resources

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- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Center for Global Engagement](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Science Learning Center](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)

- [Test Preparation](#)
- [University Academic Advising Services](#)
- [University Center for Excellence in Writing \(UCEW\)](#)
- [Writing Across the Curriculum \(WAC\)](#)

## Course Topical Outline

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### Class 1:

#### A. Course Introduction

- a. Brief introduction of research areas of focus
- b. Role of nurses in national research agenda
- c. Role and importance of Systematic Inquiry
  - 1. Introduction and Why Evidence Based Practice?
  - 2. Identifying the Research Worthy Question
- d. Revisiting Quantitative and Qualitative Research
- e. Ethics in Research
  - 1. Big Data Science
  - 2. Ethical issues in Big Data

### Class 2:

#### A. Introduction to Pragmatic and Adaptive Trial Designs

#### B. Introduction to Mixed Methods

- 1. Worldview conflicts/consistencies/synthesis
- 2. Types of mixed method designs and associated challenges
- 3. Interpreting and disseminating mixed-methods findings

### Class 3:

#### A. Community Engagement Research

- 1. Models guiding inquiry
- 2. Translational potential
- 3. Engagement with community collaborators

## B. Translational and Implementation Science

Examples may include:

1. Rapid cycle innovation
2. Behavior therapies trials
3. Team Science
4. Diffusion of innovation theory

Class 4:

### A. Synthesizing Research Findings

1. Introduction to Meta-analysis
2. Introduction to Meta-synthesis

### B. Presentations of Major Final Projects

## **Professional Statement**

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<http://nursing.fau.edu/academics/student-resources/undergraduate/policies-regulations/professional-statement.php>

When students of nursing begin their course of study, they enter into an implied professional agreement-agreeing to abide by the American Nurses Association (ANA) Code of Nursing Ethics and to conduct themselves in all aspects of their lives in a manner becoming a professional nurse. The College of Nursing faculty holds a professional ethic of caring and healing, recognizing that each person's environment includes everything that surrounds an individual. Similarly, the College creates an environment that preserves the wholeness and dignity of self and others. The faculty requires self and socially responsible behavior and will not accept actions that can be perceived as hostile, threatening or unsafe to others. It is the College's expectation that students promote a positive public image of nursing. It is the College's goal, as a professional college, to build an expanding community of nursing scholars and leaders within the context of its' caring-based philosophy. Safety of the person being nursed and accountability for individual actions are priorities and/or critical components/elements of a professional nursing education. Students who do not abide by this policy will be subject to appropriate academic sanctions which may include disciplinary action, dismissal from the College of Nursing, and/or suspension or expulsion from the University.

Approved in Faculty Assembly 11/28/2016

## **Christine E. Lynn College of Nursing - Statement of Philosophy**

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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.'

## Title IX Statement

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In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at <https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at [victimservices@fau.edu](mailto:victimservices@fau.edu) or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.