

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department Nursing College Christine E. Lynn College of Nursing		
Current Course Prefix and Number NGR 7853		Current Course Title Innovations in Inquiry	
Syllabus must be attached for ANY changes to current course details. See <u>Template</u> . Please consult and list departments that may be affected by the changes; attach documentation.			
Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Academic Service Learning (ASL) ** Add <input type="checkbox"/> Remove <input type="checkbox"/>		Change description to: Change prerequisites/minimum grades to: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> Delete NGR 7822, Delete NGR 7817 Delete NGR: 7818 Delete NGR 7815 Add 7816 </div> Ch _____ trols to: _____ Ch _____	
* See <u>Definition of a Credit Hour</u> . ** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Term/Year for Changes: FALL 2025		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Howard K. Butcher, RN; PhD; FAAN /hbutcher@health.fau.edu/561-297-0095			
Approved by Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">9-28-2024</div> _____ 01/13/2025 11/14/25 02/05/2025 02/05/2025 02/06/2025 _____ _____	

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE SYLLABUS FOR INFERENCE STATISTICS**

<u>SEMESTER:</u>	Spring 2022
<u>COURSE NUMBER:</u>	NGR 7853
<u>COURSE TITLE:</u>	Innovations in Inquiry
<u>COURSE FORMAT:</u>	Hybrid: Live and Canvas
<u>CREDIT HOURS:</u>	3 Credits Hours
<u>COURSE SCHEDULE:</u>	Class meets the following Sunday: January 9th, February 13 th , March 20 th , & April 17 th from 8:00am-1:00pm 2022
<u>PLACEMENT IN CURRICULUM:</u>	Research core course; Second semester of year two
<u>PREREQUISITES:</u>	NGR 7815; NGR 7818; NGR 7822; NGR 7817
<u>COREQUISITES:</u>	None
<u>FACULTY:</u>	David Newman, Ph.D. Associate Professor and Biostatistician Christine E College of Nursing, Room 215E Office Phone: (561) 297-2670 Cell Phone: (330) 607-3799 E-mail: dnewma14@health.fau.edu
<u>OFFICE HOURS:</u>	Immediately Following Class each Month; 2-4pm Tuesday's; & By Appointment

COURSE DESCRIPTION: This course explores innovative approaches to scientific inquiry including implementation science, community-based participatory research, pragmatic and adaptive trial designs, mixed methods and meta-analysis/synthesis. It will address challenges of designing and conducting studies with innovative inquiry approaches and translation of research findings to enable adoption of evidence-based change.

COURSE OBJECTIVES: 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.

¹Roach, 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/Canvas Assignments
- ❖ Written Assignments, critique of literature, research proposal
- ❖ Class discussion/Group work
- ❖ Application of class materials
- ❖ Problem-solving and critical thinking
- ❖ Specific behavioral objectives given to students and tied directly to course goals and test items
- ❖ Self learning

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

Criteria Used in Grading Written Work

- See Rubric for each of the above course assignments

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 TEXTBOOKS: *See Required Reading List on Class Schedule.

Creswell, J.W., & Plano-Clark, V.L. (2016). *Designing and conducting mixed methods research* (3rd Ed.). NY: Sage. ISBN: 9781483344379.

Tappen, R.M. (2016). *Advanced nursing research: From theory to practice*. Sudbury, MA: Jones and Bartlett LLC. ISBN 978-1-284-04830-8.

RECOMMENDED TEXTBOOKS:

American Psychological Association. (2012). *Publication manual of the American Psychological Association*. (6th Ed.). Washington, DC: American Psychological Association. ISBN-13: 978-1433805615

Borenstein, M., Hedges, L.V., Higgins, J.P.T., & Rothstein, H.R. (2009). *Introduction to meta-analysis*. UK: Wiley.

Campbell, D.T. & Stanley, J. (1966). *Experimental and quasi experimental designs for research*. Boston, MA: Houghton Mifflin.

- Israel, B.A., Eng, E., Schulz, A.J., & Parker, E.A. (2013). *Methods in community-based participatory research for health*. (2nd Ed.). San Francisco, CA: Jossey-Bass.
- McCloskey, D.J., (2011). *Principals of community engagement: CTSA Community Engagement Key Function Committee Task Force on the Principles of community engagement*. (Second Edition). Washington D.C., National Institutes of Health Publication No. 11-7782. This document is a PDF downloadable document: http://www.atsdr.cdc.gov/communityengagement/pdf/PCE_Report_508_FINAL.pdf
- Nicole, A.A.M. & Pexman, P.M. (2013). *Displaying your findings: A practical guide for creating figures, posters, and presentations*. Washington, DC: American Psychological Association.
- Paterson, B.L., Thorne, S.E., & Canam, C. (2001). *Meta-study of qualitative health research: A practical guide to meta-analysis and meta-synthesis*. Thousand Oaks, CA: Sage.
- Roberts, C.M. (2010). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation*. (2nd Ed.). Thousand Oaks, CA: SAGE Company.
- Shadish, W.R., Cook, T.D., & Campbell, D.T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Boston, Houghton Mifflin Company.

TOPIC OUTLINE

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
 - i. Introduction and Why Evidence Based Practice?
 - ii. Identifying the Research Worthy Question
 - d. Revisiting Quantitative and Qualitative Research
 - e. Ethics in Research
 - i. Big Data Science
 - ii. Ethical issues in Big Data

Class 2:

- A. Introduction to Pragmatic and Adaptive Trial Designs**
- B. Introduction to Mixed Methods**
 - a. Worldview conflicts/consistencies/synthesis
 - b. Types of mixed method designs and associated challenges
 - c. Interpreting and disseminating mixed-methods findings

Class 3:

- A. Community Engagement Research**
 - a. Models guiding inquiry
 - b. Translational potential
 - c. Engagement with community collaborators
- B. Translational and Implementation Science**
 - Examples may include:
 - a. Rapid cycle innovation
 - b. Behavior therapies trials
 - c. Team Science
 - d. Diffusion of innovation theory

Class 4:

- A. Synthesizing Research Findings**

- a. Introduction to Meta-analysis
- b. Introduction to Meta-synthesis
- B. Presentations of Major Final Projects**

COURSE ASSIGNMENTS: Rubrics for each assignment are available on Canvas

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)
 - a. Briefly describe your research topic (phenomenon) of interest (maximum of 1 paragraph)
 - b. Describe the principles and assumptions for the selected adaptive/pragmatic trial design
 - c. Describe how an adaptive or pragmatic trial design would be used to guide your proposed dissertation study
 - d. Describe the benefits and challenges in selecting this method as it relates to your developing dissertation topic/proposal
 - e. 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
 - d. Using three results from different articles calculate the quantitative meta-analysis
 - e. Describe the benefits and challenges in selecting this method as it relates to your developing dissertation topic/proposal
 - f. 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 and 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 Activities
1/9/2022	<ol style="list-style-type: none"> 1. Introduction to Course 2. Student brief introduction to their research area 3. Role of nursing in national research agenda 4. Role and importance of Systematic Inquiry <ol style="list-style-type: none"> a. Introduction and Why Evidence Based Practice? b. Discuss your Research Worthy Question. 5. Revisiting Quantitative and Qualitative Research 6. Ethics in Research: Applied to Advanced Research Methodologies (e.g., Big Data) 	<ol style="list-style-type: none"> 1. Explain the importance of systematic inquiry in Nursing Science 2. Differentiate between prominent qualitative and quantitative methods 3. Describe and Interpret the role of ethics in research 4. Describe a methodologic approach to guide your emerging research question(s) 5. Review the import of Big Data and Data Analytics 	<ol style="list-style-type: none"> 1. Go to: National Institutes of Health (NIH) (http://www.nih.gov/) and the National Institute of Nursing Research (NINR) (http://www.ninr.nih.gov) homepages and spend 30 minutes on each homepage browsing their mission(s) and funding opportunities relevant to your phenomenon of study. 2. Download and Review this sessions PowerPoint Presentation(s) 3. Background Readings: <ol style="list-style-type: none"> a. Tappen (2016), Chs. 4, 5, 6, & 24 b. Ellis & Levy (2008) c. Heitkemper (2007) d. Leon et al., (2011) e. Schulz, et al., (2010) f. Thabane et al., (2010) 	<ul style="list-style-type: none"> ➤ Be prepared to describe your developing phenomenon of study – and your current planned methodologic approach to answer your research question(s) for dissertation. ➤ Be prepared to discuss the role of nurses in contributing to the national research agenda. ➤ Explore and review NIH/NINR's Website for Research Priorities.

[illegible]

	2. Translational and Implementation Science	<p>methods to own developing research</p> <ol style="list-style-type: none"> 1. Describe the purpose, principles and techniques of translational and implementation science 2. Apply translational techniques/approaches to published literature and own developing research questions 	<p>Readings for Translational and Implementation Science</p> <ol style="list-style-type: none"> 1. Chesla (2008) 2. Collins (2011) 3. Hastings et al., (2012) 4. Mitchell et al., (2010) 5. Woolf (2008) 	<ul style="list-style-type: none"> ➤ Review, critique, and be prepared to discuss the article in class ➤ Conduct a literature search (limit to last 3 years) and identify at least 1 published article using and describing translational or implementation science approaches. ➤ Review, critique, and be prepared to discuss the article in class
Mini Assignment 2 Due: March 15, 2021				
4/17/2021	<ol style="list-style-type: none"> 1. Synthesizing Research Findings <ol style="list-style-type: none"> a. Meta-analysis b. Meta-synthesis 	<ol style="list-style-type: none"> 1. Discuss the philosophical assumptions foundational in addressing the research problem 2. Describe the principles of meta-synthesis or analysis designs 3. Apply principals and steps for meta-synthesis or analysis to own developing research 	<p>Readings for Synthesizing Research Findings: Systematic Reviews</p> <ol style="list-style-type: none"> 1. Finfgeld-Connett (2008) 2. McNeil & Newman 3. Moher et al. (2011) 4. Pinquart & Sorensen (2006) 5. Xu (2007) 6. Yarcheski et al., (2009) 7. Search the Cochrane database for publication in your area of interest 	<ul style="list-style-type: none"> ➤ Select one published work of a review (meta-synthesis, analysis or Cochrane review) related to your research topic. ➤ Be prepared to present and discuss its application in class.
	2. Student Presentations of Major Final Project		<p>Last Day of Class:</p> <ul style="list-style-type: none"> • See Rubrics for Paper, Presentation, and Peer Evaluations 	<ol style="list-style-type: none"> 1. Individual Project Presentations (This is a scholarly 15-minute presentation using PowerPoint) 2. Submit a hard copy of your PowerPoint® presentation to all class members. 3. Submit an electronic copy

				to faculty prior to class.
Final Presentations Due Last Day of Class. April 17, 2022 (See Pitfalls of PowerPoint)				
Final Papers Due: April 24, 2022 (Grades Due: May 9, 2022)				

**See Reference list below for full citations.*

COURSE POLICIES AND GUIDELINES

1. ATTENDANCE:

- Absence from class: Although things occasionally cause one to miss class; more than 1 absence will result in the lowering of one letter grade unless previously approved with the professor.
- Habitual lateness does not demonstrate good professional behavior and is distracting to other students; habitual tardiness will result in the lowering of a letter grade.
- Responsibility for obtaining the missed content rests with the student.

2. COURSE ASSIGNMENTS:

- All assignments are to be submitted by the due date/time as noted in the syllabus.
- Late Assignments: Prior arrangements should be made with the professor when submitting assignments beyond the identified due date. Please communicate via email when requesting to submit a late assignment. Assignments submitted more than 24 hours beyond the due date, when prior arrangements have not been made with the professor, will receive a C- for that assignment.

3. USE OF ELECTRONIC AND PERSONAL COMMUNICATION DEVICES IN THE CLASSROOM:

Is disruptive. Therefore, please turn them to silent. Thank You.

4. GUIDELINES FOR PARTICIPATION IN CLASS: Each student is expected to make *substantive* contributions to class/course discussions. Contributions should reflect understanding of assigned readings and scholarly preparation for each class/seminar session. Appropriate participation would include but not be limited to the following behaviors:

- Discusses opinion other than own.
- Compares and contrasts implications of various aspects of research.
- Cites sources (literary or other) of ideas and concepts.
- Suggests references for different or more involved points, being ready to provide the necessary bibliographic data.
- Encourage others to share knowledge and experiences, i.e., does not monopolize discussions.
- Discusses recent developments in the field (Research).
- Clarifies thinking by identifying reasons for questions.

- Encourages others to ask questions, disagree, express own views, and/or act in the role of "devil's advocate" to help clarify own thinking.
- Acknowledges others' questions and responses, or pursues the responses toward clarification.
- Raises challenging questions and/or problems for discussion.

NOTE: These are some of the basic rules of participation expected during professional meetings. As PhD graduate students you will be expected to be leaders. The classroom provides a realistic forum for practice. Practiced regularly, these guidelines generally help the learner to become comfortable with peer critique.

5. All course requirements and objectives must be met in order to earn a passing grade.

COLLEGE OF NURSING AND UNIVERSITY POLICIES:

Policies below may be found in:

- 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/academics/student-resources/graduate/index.php>
- c). Florida Atlantic University's Academic Policies and Regulations:
<http://www.fau.edu/academic/registrar/FAUcatalog/academics.php>

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

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. Any 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 & Assigned Readings
NGR 7853- Innovations in Inquiry
Spring 2022

Class	Date	Course Overview	Textbook and Journal Readings
I	Jan 9	Introduction to Innovative Approaches in Inquiry: Systematic Inquiry in Nsg. Science Revisiting quantitative and qualitative research Ethics in Research (PowerPoint provided as background material) Big Data	<i>Background Basics for Course</i> 1. Tappen (2016), Chs: 4, 5, 6, & 25 2. Ellis & Levy (2008) 3. Heitkemper (2007) 4. Leon et al., (2011) 5. Schulz, et al., (2010) 6. Thabane et al., (2010) <i>Research Ethics: Tappen (2016), Ch.12</i> <i>Big Data: Brennan & Bakken (2015)</i>
II	Feb 13	Mixed Methods Research: Challenges and Designs Introduction to Pragmatic and Adaptive Trial Designs	<i>Readings: Mixed Methods</i> 1. Creswell & Clark; Chs. 2, 3, 7 2. Chiang-Hanisko, et al., (2016) 3. Freshwater (2014) 4. Freshwater & Cahill (2014) 5. Hitchcock & Newman (2012) 6. Ostlund et al., (2011) 7. Tashakkori & Newman (2010) <i>Readings: Pragmatic Trial Designs</i> 1. Chow (2014) 2. Chow & Chang (2008) 3. MacPherson (2004) 4. Maclure (2009) 5. Patsopoulos (2011)
Mini Paper Assignment #1 Due: Sunday, March 1, 2022 @ 11:59pm			
Spring Break: No Classes			
Mini Paper Assignment #2 Due: Sunday March 29, 2022 @ 11:59pm			
III	March 20	Introduction to Community Engagement Research	<i>Readings: Community Engagement</i>

		Translation and Implementation Science	<ol style="list-style-type: none"> 1. Israel, Eng, Schulz & Parker (2013): Chs. 1 (pgs 5-18), Chs 2-4. 2. Brenner & Manice (2011) 3. Cashman, et al., (2008). 4. Lowe et al., (2011) 5. Strong et al., (2009) 6. van der Velde et al., (2009) <p><i>Readings for Translational and Implementation Science</i></p> <ol style="list-style-type: none"> 1. Chesla (2008) 2. Collins (2011) 3. Hastings et al., (2012) 4. Mitchell et al., (2010) 5. Woolf (2008)
IV	April 17	Synthesizing Research Findings Meta Analysis ** Meta Synthesis	<p><i>Readings for Synthesizing Research Findings: Systematic Reviews</i></p> <ol style="list-style-type: none"> 1. Finfgeld-Connett (2008) 2. McNeil & Newman (1994) 3. Moher et al. (2011) 4. Pinquart & Sorensen (2006) 5. Xu (2007) 6. Yarcheski et al., (2009) 7. **Search the Cochrane database for a review (try and find one related to your topic) and be prepared to discuss in class
	April 17	Major Project Presentations <ul style="list-style-type: none"> ➤ Prepare a 15 minute PowerPoint presentation focused on the results of your major paper. ➤ Provide handouts of your presentation to all class participants ➤ Submit presentation, via email to course professor, prior to day of class meeting ➤ Your presentation should be prepared and suitable for a national conference audience. 	<ul style="list-style-type: none"> ➤ In addition to faculty evaluation; Peer Evaluations will be included as part of your feedback and grade.
April 17: In Class Project Presentation & Peer Review of Others Presentations			
April 24th: Major Project Paper is DUE via Email by 11:59pm			

Literature: Assigned Journal Readings

Class #1: January 13, 2019

➤ 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.biomedcantral.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 16, 2019

➤ 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: Alogorithmic 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.
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Class #4: April 13, 2019

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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 wellbeing. 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.