

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

1. Submitted by College of Nursing Date September 7, 2001

Department/Division offering course Nursing

Changes proposed:

a) Present prefix & number NUR 872 Proposed prefix & number No Change

b) Present Title Clinical Reasoning: Quantitative, Qualitative & Epidemiological Approaches

New Title No Change

If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:

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d) Present credits: \_\_\_\_\_3\_\_\_\_\_ Proposed credits: No Change

e) Current lecture: laboratory ratio 3 Proposed: No Change

f) Effective Date of Change: (Semester & Year) Fall, 2002

3. To be Cross-listed as: \_\_\_\_\_No\_\_\_\_\_

\_\_\_\_Dorothy Brockopp\_\_\_\_\_

Prefix and Number

Signature: Department Chair

4, Proposed change in Bulletin description:

a) Present description (including prerequisite(s):  
No Change

b) New description:  
No Change

c) Prerequisite(s) for course as changed:

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5. What has prompted this proposal?

Faculty will be able to utilize a more distributed learning approach to this course with in class instruction combined with technologically enhanced learning activities.

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:

None

What other departments could be affected by the proposed change?

None

8. Will changing this course change the degree requirements in one or more programs? \* Yes ( No

If yes, please attach an explanation of the change.\*

9. Is this course currently included in the University Studies Program?

Yes ( No

If yes, please attach corresponding indicating concurrence of the University Studies Committee.

If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

\*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.

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Is this a minor change? Yes ( No

(NOTE: See the description on this form of what constitutes a minor change.

Minor changes are sent directly

from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to appropriate Council for normal processing.)

Within the Department, who should be consulted for further information on the proposed course change?

Name: Dr. Debra Hampton  
9336

Phone Extension: 7-

Signatures of Approval:

\_\_\_\_\_  
Dorothy Brockopp  
\_\_\_\_\_  
10/11/01  
Department Chair Date

\_\_\_\_\_  
Carolyn Williams  
\_\_\_\_\_  
10/13/01  
Dean of the College Date

Date of Notice to the Faculty

\_\_\_\_\_  
\_\_\_\_\_  
\*\*Undergraduate Council Date

\_\_\_\_\_  
\_\_\_\_\_  
\*\*Graduate Council Date

\_\_\_\_\_  
\_\_\_\_\_  
\*\*Academic Council for the Medical Center  
Date

\_\_\_\_\_  
\_\_\_\_\_

\*\*Senate Council  
of Notice to University Senate

Date

\*\*If applicable, as provided by the Rules of the University Senate.

ACTION OTHER THAN APPROVAL

\*\*\*\*\*

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

- change in number within the same hundred series;
- editorial change in description which does not imply change in content or emphasis;
- editorial change in title which does not imply change in content or emphasis;
- change in prerequisite which does not imply change in content or emphasis
- cross-listing of courses under conditions set forth in item 3.0;
- correction of typographical errors. [University Senate Rules, Section III – 3.1]

Rev 11/98

Questions to be Answered for the Medical Center Academic Council Regarding Multi-Media or Distance Learning Courses

College of Nursing

Proposal for Converting NUR 872, Clinical Reasoning: Quantitative, Qualitative, and Epidemiological Approaches (RN course section) to Distributed Learning Format  
September 9, 2001

Describe the plan for administering and monitoring examinations for the multi-media course.

Plan:

One of the two examinations for the class will be administered in the traditional manner during in-class time. The final examination will be web-based. Students will be provided with passwords and a limited time frame in which to access the on-line examination. Students will also be presented with print copies of honor statements related to the examinations in their course syllabi. Honor statements will be repeated when students log on to the course examination and enter their passwords. They will be instructed that by completing the login procedure, they are agreeing with the honor statement.

These procedures have been used successfully by the Biology Department in one of the web-based courses taught out of that department. Describe the availability of related services such as laboratories, library service, research, and supplemental information.

Availability:

Students will be provided with instruction on how to access course information on the web

during the first in-class session. They will also receive printed information in syllabi that will be mailed to them in hard copy format prior to the beginning of the course. Finally, the course web page will include supplemental instructional and trouble-shooting information.

The College employs a Manager of Instructional Technology, who has been a team member in the development of each of these courses. She also works with the course groups once the courses have been initiated to provide ongoing problem-solving assistance. The College has several distributed learning courses underway at this time and the MIT has successfully fielded questions and solved problems with students and faculty. The College has also employed a second part-time instructional design specialist to provide assistance to faculty and students. Students have extensive access to electronic journals and participate in an orientation to these resources by the Director of the Medical Center Library.

Students who do not have access to the computer equipment necessary to support the course may use computers located on-site at each campus (Lexington, Hazard, Morehead). The College employs one part-time faculty member in Hazard who is developing an electronic learning resource center in that site that will be used as a model for other outreach locations.

Describe the technical requirements for remote sites (ITV, computer hardware/software, special equipment).

#### Technical Requirements:

Ready computer access with high speed modem or network connection  
Internet browser -- either Netscape (4.0 or higher) or Internet Explorer (IE) (4.0 or higher)  
Active e-mail account with attachment capabilities  
Microsoft Office or MS PowerPoint Viewer

All students in each of the College of Nursing distributed learning courses receive standard information in their printed syllabi, and on the course homepage, regarding the technical requirements for the course. In this way, the College can ensure that the requirements are similar across courses, making it easier for students to acquire and maintain the equipment needed during their programs of study. This also helps students become accustomed to one set of requirements and procedures.

If the course is or has been offered in a standard delivery mode, provide a brief statement that provides supporting evidence that the multi-media or off-campus course is enhanced or equivalent when compared to the standard delivery version of the course in the following four areas: 1) delivery time/schedule; 2) interaction (faculty-to-faculty; student-to-student); 3) evaluation; 4) other (explain). Please provide this information in table format (example below).

Standard Format	Multi-Media Format	Delivery Time/Schedule
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	Friday, 4pm to 6:50 pm each week	One day per month for four hours per day, supplemented by web-enhanced and experiential learning activities.
		Interaction (faculty-to-faculty; student-to-student)

	Lecture and group activities	Lecture and group activities during the monthly class meetings.
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	Threaded discussions and electronic mail interaction on a weekly basis. Instructor will also be available to meet with students as needed on a weekly basis.	Content
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	As described by the course description and objectives	Same – no change in course content, course description, or course objectives. The only change is one of pedagogy.
		Evaluation

	Examinations, integrative literature review, critical analysis activities, scholarly writing, presentation	Same
		Other (explain):

	N/A	N/A
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Provide an electronic syllabus for the course using multi-media or off-campus mode (syllabus should include: a. a statement of learning objectives and, b. a description of evaluation methods).

Syllabus attached

Provide an electronic copy of the syllabus, if the course is being or was taught using traditional delivery formats.

Syllabus attached

I:\aadata\council\OutlineforOffCampusCourses.doc



Consultative group work      Writing assignments  
Clinical research applications Literature search and analysis

**REQUIRED TEXTS:**

Burns, N., & Grove, S.K. (1999). *Understanding Nursing Research* (2nd ed.). Philadelphia: W.B. Saunders.

Friedman, G.D. (1994). *Primer of Epidemiology* (4th ed.). New York: McGraw-Hill, Inc.

Other required readings will be assigned from reference list.

**OPTIONAL TEXT:**

Burns, N., & Grove, S.K. (1999). *Study Guide for Understanding Nursing Research* (2nd ed.). Philadelphia: W.B. Saunders.

**EVALUATION:** Evaluation will be based on student achievement of the objectives as demonstrated by performance on:

Exam	=	20%
Cumulative Final Exam	=	20%
Research Assignment/Presentation	=	30%
Critical Analysis and Research Applications Activities (6 activities at 5 points each)	=	30%

<b>GRADING SCALE:</b>	92-100	=	A
84-91	=	B	
76-83	=	C	
68-75	=	D	
< 67	=	F	

**EXAM AND CUMULATIVE FINAL:**

Examination questions may include multiple choice, short answer, and research application information (i.e., review a practice scenario and identify research problem and question, etc.).

**RESEARCH ASSIGNMENT/PRESENTATION:**

Research Assignment (20%)

The research assignment is designed to help the student understand the process the researcher experiences in putting together a research proposal. The exercise provides an understanding of the various parts of a study and their relationships.

Identify a subject/topic that will be applicable for a research study.

Write a mini-quantitative research proposal related to the selected area (no more than 10 pages double-spaced) following the outline described below. Write your proposal in the third person, future tense and use the headings given. You are expected to use the APA format for this project and the assignment must be typed. One point will be taken off for each **HEADING** not used and each mistake relative to APA. The assignment is expected on the due date and if submitted beyond that date will be graded at a loss of five points per day. In addition, you must attach the articles you use for your literature review. For each article that is not attached to the assignment, five points will be deducted from the grade given. This is a critical thinking experience designed to integrate information learned in the course.

**The Problem:** Identify the problem you have selected to study (10 pts.). (The problem must be related to nursing.)

**The Purpose:** Describe the purpose or objectives of the study (10 pts.).

**Research Question/Statement:** Write your research question/statement and identify the dependent and independent variables if appropriate. State how the variables are defined conceptually and operationally. (8 pts.)

**Review of Literature:** Write a review of literature using the 3 best articles you can find about your topic. Articles must be "data based". Provide a list of those 3 references (in APA format) and any others cited in the body of your project. Attach copies of the articles to your assignment. Write a concluding paragraph summarizing and critically analyzing the findings reported in the review. (10 points)

**Conceptual Framework:** Identify a theory/conceptual framework that would be applicable to this study and explain how your problem relates to that theory/conceptual framework. Use primary source. (10 pts.)

**Research Design:** Give the characteristics of your research design and explain why it is appropriate for the study you have designed. Include hypothesis on hypotheses if study is experimental or quasi experimental. (10 pts.)

**Sample:** Identify your population and sample. Describe your method for selecting your sample (8 pts.)

**Instrument:** Identify all instruments you will use in your study. Include one instrument with your assignment. Describe the reliability and validity of each instrument (8 pts.).

**Procedure:** Identify steps you will take in collecting your data and describe how you will protect human subjects. (8 pts.)

**Data Analysis:** Identify the method of data analysis that would be used in the study. Repeat the research question and state how it will be answered by the data analysis (e.g., describe what the results would indicate) (8 pts.).

**Conclusion and Implications for Nursing Practice:** Write a brief statement identifying how the findings would have implications for clinical/nursing practice. (10 points)

**Research Presentation (10%)**

Give a brief 10-15 minute presentation to student colleagues related to the selected research subject. Describe:

Problem and importance/value of studying this area

Research question

Literature review (discuss availability of literature related to subject)

Conceptual framework (briefly describe framework)

Research design (describe design)

Sample (identify/describe)

Instrument and procedure (discuss)

## Conclusion and implications for practice

For each 5 minutes that presentation extends beyond 15 minutes, 1% will be deducted from 10% credit. Students need to dress professionally for presentation. Student should use audiovisual material (i.e., overheads) for presentation to get full 10% credit.

## CRITICAL ANALYSIS AND RESEARCH APPLICATION ACTIVITIES

### Assignment 1: Quantitative versus Qualitative Reasoning

#### Epidemiological Reasoning

- 2: Literature Review, Synthesis of Findings, and Application of Findings to Clinical Practice
- 3: Measuring Health and Illness, except “not required” to complete “final project example”
- 4: Research Design – Quantitative, Qualitative and Epidemiological
- 5: Data Analysis
- 6: Evaluating the Quantitative Research Report

## COLLEGE COURSE EXPECTATIONS

### Examinations

No make-up examination will be given without an excused absence and a verbal request to make up the examination. If an examination is not taken, the grade will be zero. The instructor and student will negotiate the exact time for the make up examination. A make up examination must be completed within two weeks from the time the examination was given unless otherwise agreed upon by instructor and student.

### Attendance

Students are expected to attend and actively participate in class. Those students with good attendance (defined as missing no more than one class) will be permitted to use notes/textbook when taking final examination.

### Cheating and Plagiarism

Academic integrity is a core value at the University of Kentucky and strongly supported by faculty, staff, and students within the College of Nursing. Neither cheating nor plagiarism is acceptable in any form. Please refer to pages 87 and 88 of the Student Rights and Responsibilities Handbook (6/6/2000) for a detailed description of the University policies related to what constitutes cheating and plagiarism and how both are handled at the University. The College of Nursing adheres to these policies.

UNIVERSITY OF KENTUCKY  
COLLEGE OF NURSING

NUR 872 - Clinical Reasoning: Quantitative, Qualitative,  
and Epidemiological Approaches (RN section)

A Distributed Learning Course

CREDITS: 3-credit hours

PLACEMENT: Fall Semester

FACULTY: Debra C. Hampton, RN, MSN, PhD

Phone: SJH 313-1868; UK 257-9336

E-mail: SJH - Debbie\_C\_Hampton@sjhlex.org

UK - hamp0@pop.uky.edu

Office: 416 College of Nursing

Office hours by appointment

**COURSE DESCRIPTION:**

Students develop the clinical reasoning skills needed to use quantitative, qualitative and epidemiological findings to solve clinical problems. Each of these three approaches is examined for its history, philosophy and relevance to health care. Legal and ethical issues inherent in each of the three approaches are discussed. Students learn to communicate findings from these clinical reasoning approaches to a variety of audiences. This course focuses on the skills and knowledge required for the BSN level course.

**COURSE OBJECTIVES:**

1. Describe the history, philosophical bases and relevance of quantitative, qualitative and epidemiological approaches to health care problems.
2. Use the findings of qualitative, quantitative and/or epidemiological approaches to address clinical problems.
3. Examine legal and ethical issues related to quantitative, qualitative and epidemiological approaches to clinical problems.
4. Communicate findings from quantitative, qualitative, and epidemiological studies to lay and professional audiences.

**REQUIRED TEXTS:**

Burns, N., & Grove, S.K. (1999). *Understanding Nursing Research* (2nd ed.). Philadelphia: W.B. Saunders.

Burns, N., & Grove, S.K. (1999). *Study Guide for Understanding Nursing Research* (2nd ed.). Philadelphia: W.B. Saunders.

Friedman, G.D. (1994). *Primer of Epidemiology* (4th ed.). New York: McGraw-Hill, Inc.

Other required readings will be assigned from reference list.

**CLASS MEETING TIMES:**

This course will use a distributed learning format. Using a block scheduling plan, we will have 5 class meetings. Class meeting dates are highlighted on the class schedule (see page 8 of syllabus). The remainder of the course will be taught via a web-enhanced format and alternative and experiential learning assignments. The on-line portion of the course will be facilitated using a course web page. Because no technology is ever completely fail-safe, we ask that students maintain back-up copies of all coursework.

Only approximately 1/3 of the course will consist of traditional face-to-face class meetings. The class will meet for a four hour block one day each month during the semester.

**TEACHING/LEARNING METHODS:**

- Lecture/In class discussion
- In class consultative group exercises
- Required reading
- Student presentations
- Literature search and analysis
- Clinical research applications activities
- Self-directed learning activities
- Individual papers/Writing assignments
- Web-based modules/Assignments
- Electronic threaded discussions
- Interviews with experts

**EVALUATION:** Evaluation will be based on student achievement of the objectives as demonstrated by performance involving:

Exam	=		15%
Cumulative Final Exam	=	=	20%
Class Participation/On-line Discussions	=		10%
Research Assignment (20%)/Presentation (5%)	=		25%
Critical Analysis and Research Applications Activities (8 activities at 3 to 5 points each)	=		30%

**GRADING SCALE:**

92-100	=	A
84-91	=	B
76-83	=	C
68-75	=	D
< 67	=	F

**EXAM AND CUMULATIVE FINAL:**

Examination questions may include multiple choice, short answer, and research application information (i.e., review a practice scenario and identify research problem and question, etc.).

**ASSIGNMENTS:**

**Class Participation/On-line Discussions:** Students are required to participate in class discussions both during class and through the bulletin board of the course web page.

(In Class Participation)---Thorough preparation for class and active class participation through sharing what one has read in preparation for class are critical components of class participation. Prior to class, students will be expected to complete the MAKING CONNECTIONS review activities from the Study Guide for Understanding Nursing Research. Selected MAKING CONNECTIONS activities will be discussed in class, and students are expected to be able to offer thoughtful responses related to specific answers. Students also will work together in groups to complete various in-class activities.

As needed to assist in understanding or comprehending course information, students are encouraged to complete the: (1) RELEVANT TERMS, KEY IDEAS, and EXERCISES IN CRITIQUE from the Study Guide for Understanding Nursing Research and the (2) Review activities at the end of each assigned chapter in the in the Primer of Epidemiology text (see PROBLEMS),

(On-Line Discussions)---Questions or response scenarios will be placed on the bulletin board of the course web page each week when the class does not meet. One student will be assigned to answer the question or respond to the scenario. All other students will be expected to read the question/scenario and the assigned student's response, then respond with additional information that challenges the response, clarifies the response, or contributes additional content to the response. Students also may challenge comments of responding student colleagues. All students are expected to make a meaningful contribution to the on-line discussion during each of these weeks by providing thoughtful comments.

**Research Assignment (20%)**

The research assignment is designed to help the student understand the process the researcher experiences in putting together a research proposal. The exercise provides an understanding of the various parts of a study and their relationships.

Identify a subject/topic that will be applicable for a research study.

Write a mini-quantitative research proposal related to the selected area (no more than 10 pages double-spaced) following the outline described below. Write your proposal in the third person, future tense and use the headings given. You are expected to use the APA format for this project and the assignment must be typed. One point will be taken off for each HEADING not used and each mistake relative to APA. The assignment is expected on the due date and if submitted beyond that date will be graded at a loss of five points per day. In addition, you must attach the articles you use for your literature review. For each article that is not attached to the assignment, five points will be deducted from the grade given. This is a critical thinking experience designed to integrate information learned in the course.

**The Problem:** Identify the problem you have selected to study (10 pts.). (The problem must be related to nursing.)

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**Research Question/Statement:** Write your research question/statement and identify the dependent and independent variables if appropriate. State how the variables are defined conceptually and operationally. (8 pts.)

**Review of Literature:** Write a review of literature using the 3 best articles you can find about your topic. Articles must be "data based". Provide a list of those 3 references (in APA format) and any others cited in the body of your project. Attach copies of the articles to your assignment. Write a concluding paragraph summarizing and critically analyzing the findings reported in the review. (10 points)

**Conceptual Framework:** Identify a theory/conceptual framework that would be applicable to this study and explain how your problem relates to that theory/conceptual framework. Use primary source. (10 pts.)

**Research Design:** Give the characteristics of your research design and explain why it is appropriate for the study you have designed. Include hypothesis on hypotheses if study is experimental or quasiexperimental. (10 pts.)

**Sample:** Identify your population and sample. Describe your method for selecting your sample (8 pts.)

**Instrument:** Identify all instruments you will use in your study. Include one instrument with your assignment. Describe the reliability and validity of each instrument (8 pts.).

**Procedure:** Identify steps you will take in collecting your data and describe how you will protect human subjects. (8 pts.)

**Data Analysis:** Identify the method of data analysis that would be used in the study. Repeat the research question and state how it will be answered by the data analysis (e.g., describe what the results would indicate) (8 pts.).

**Conclusion and Implications for Nursing Practice:** Write a brief statement identifying how the findings would have implications for clinical/nursing practice. (10 points)

**Research Presentation (5%)**

Give a brief 10-15 minute presentation to student colleagues related to the selected research subject. Describe:

Problem and importance/value of studying this area

Research question/hypotheses

Literature review (discuss availability of literature related to subject)

Conceptual framework (briefly describe framework)

Research design (describe design)  
 Sample (identify/describe)  
 Instrument and procedure (discuss)  
 Conclusion and implications for practice

For each 5 minutes that presentation extends beyond 15 minutes, 1% will be deducted from 10% credit. Students need to dress professionally for presentation. Student should use audiovisual material (i.e., overheads) for presentation to get full presentation credit.

#### Critical Analysis and Research Applications Activities:

- Assignment 1: Quantitative versus Qualitative Reasoning and Epidemiological Reasoning
2. Problem/Purpose/Conceptual Framework/Research Questions/Hypotheses/Variables
- 3: Literature Review, Synthesis of Findings, and Application of Findings to Clinical Practice
4. Measuring Health and Illness, except “not required” to complete “final project example”
- 5: Research Design – Quantitative, Qualitative and Epidemiological
- 6: Data Analysis
- 7: Evaluating the Quantitative Research Report
8. Course Review Activity

Critical Analysis and Research Applications Activities are due on the date noted on the Fall 2002 Schedule for Nursing 872. Completed activities are to be e-mailed to the course instructor by 12 MN on the date each assignment is due. For each day the assignment is late, one/half point will be deducted from the available points for this activity.

**ATTENDANCE:** Each class member's preparation and contribution is vital to the quality of both his/her own individual learning and that of the other class members. Therefore, attendance is required and will be included in the Class Participation Grade. Tardiness will also be considered in computation of the Class Participation Grade. University policies related to excused and unexcused absences are found in the University of Kentucky Student Rights and Responsibilities Handbook. Each of these features (attendance, promptness, preparation, and thoughtful, active discussion) will be considered in computation of the Class Participation Grade.

Remember, by missing even one of the class meetings, you will miss 20% of the class time and will lower your participation grade!

#### OFFICE OF SERVICES FOR STUDENTS WITH DISABILITIES:

If there is any student in this class who is in need of academic accommodations and who is

registered with the Office of Services for Students with Disabilities, please make an individual appointment with us to discuss accommodations. Upon request, this syllabus can be made available in alternative forms.

**CHEATING AND PLAGIARISM:** Academic integrity is a core value at the University of Kentucky and is strongly supported by faculty, staff, and students within the College of Nursing. Neither cheating nor plagiarism are acceptable in any form. Please refer to pages 87 and 88 of the Student Rights and Responsibilities Handbook (6/6/2000) for a detailed description of the University policies related to what constitutes cheating and plagiarism and how both are handled at the University. The College of Nursing adheres to these policies.

**MAKEUP EXAMINATIONS:** No make-up examination will be given without an excused absence and a verbal request to make up the examination. If an examination is not taken, the grade will be zero. The instructor and student will negotiate the exact time for the make up examination. A make up examination must be completed within two weeks from the time the examination was given unless otherwise agreed upon by instructor and student.

#### CONTENT OUTLINE:

- Introduction to research
- Overview of the research process
- Application of research to practice
- Evidence-based practice
- Problem and Purpose
- Review of literature
- Conceptual/Theoretical framework
- Formatting research questions
- Writing hypotheses
- Defining variables
- Selecting type of research design
- Quantitative designs
- Epidemiological methods
- Qualitative designs
- Sample and settings
- Data collection methods
- Instruments
- Measurement
- Legal and ethical issues
- Data analysis
- Interpreting findings
- Another look at significance of research to practice
- Evaluating research reports

What does a distributed learning course mean?

First:

This means that some of the course materials are available to you on the web. In-class meetings are scheduled once each month. This does not mean, however, that the course is not interactive. For example, you will participate in several on-line threaded discussions with other class members.

Computer Requirements: This web-based course requires the following computer hardware and software:

Ready computer access with a high speed modem or network connection

Internet browser -- either Netscape (4.0 or higher) or Internet Explorer (IE) (4.0 or higher)

Active e-mail account with attachment capabilities

An account will be set up for you on the Blackboard server. Online course material will be available to you through your Blackboard account. The web address you will use to access your account is: \_\_\_\_\_

You will need to login to gain access to your online course materials.

Your Blackboard Username is your last name followed by the first letter of your first name. For example, my name is Brenda Ghaelian. My Blackboard username is ghaelianb.

Your Blackboard Password is the letter u followed by the last seven digits of your social security number. For example, if my social security number was 123-45-6789. My password would be u3456789.

Your Username and Password will be mailed to you.

Second:

It is important to have a basic understanding of how to use the World Wide Web. If you are not comfortable with using the web, please complete the Internet Tutorial at [HYPERLINK](http://www2.widener.edu/Wolfgram-Memorial-Library/pyramid.htm)

<http://www2.widener.edu/Wolfgram-Memorial-Library/pyramid.htm>

<http://www2.widener.edu/Wolfgram-Memorial-Library/pyramid.htm> .

Third:

The University of Kentucky has standardized on the Microsoft Office suite of products. If you email a paper to your instructor, the paper will have to be in Microsoft Word format or your instructor may not be able to open the document. You may need to be able to open Word documents and/or PowerPoint documents.

If you have any problems or questions, please contact Brenda Ghaelian by e-mail ( [HYPERLINK](mailto:brenda@pop.uky.edu) "mailto:brenda@pop.uky.edu" [brenda@pop.uky.edu](mailto:brenda@pop.uky.edu) ) or the course instructor.

## Class Schedule

Class meetings will occur once each month, Friday 4pm to 8pm, and are highlighted by shading.

DATE

TOPIC

ACTIVITY August in class meeting

Week 1 Introduction to Course and Student Colleagues

Why research?

What does research involve?

Overview of the Research Process

Quantitative, Qualitative, Epidemiological Methods

Application of Research to Practice Readings

(1) Burns & Grove, Chapter 1

(2) Friedman, Chapter 1

Lecture/Discussion

Overview of the Research Process/Application of Research to Practice

Group Activity

(3) Activity: Application of Research to Practice Week 2 Introduction to Quantitative Research Designs

Evidence-based Practice

Readings

(1) Burns & Grove, Chapter 2

(2) Phillips (1991)

(3) Stetler et al (1998)

(4) King & Teo (2000)

On-line Discussion

Complete On-line Response

Assignment Due

Critical Analysis Assignment One Due Week 3 Problem and Purpose

Formatting Research Questions

Writing Hypotheses

Defining Variables Readings

Burns & Grove, Ch 3

Lewis et al, 2001.

On-line PP Lecture Presentation

Review On-Line PP lecture/discussion “Problem/Purpose/Formulating Research Questions/Hypotheses & Introduction to Quantitative Research Designs”

On-line Discussion

Complete on-line response

Assignment Due

Complete activity “Getting Started: What’s my Problem/Purpose/Questions/and Variables of Interest?” and e-mail to instructor. Week 4 Review of Literature

Conceptual/Theoretical Framework Readings

(1) Burns & Grove, Chs. 4 & 5

On-line PP Lecture Presentation

Review On-line PP lecture/discussion “Literature Review/Conceptual Framework/Defining Variables”

On-line Discussion

Complete on-line response

Assignment Due

Critical Analysis and Research Applications Assignment Two Due September In Class Meeting

Week 5 Selecting type of Research Design

Quantitative Designs

Introduction to Epidemiological Methods Readings

(1) Burns & Grove, Chapter 7

(2) Friedman, Ch. 4 & Quick Review Chapters 5-10

Lecture/Discussion

Research Designs—What Works Best When and Epidemiological Methods

Internet Content Review

Review content of Wimmer, Module One, “Determinants of Health and Illness”

Group Activities

Friedman, complete problems 4.1-4.4 and 8.1-8.5

Complete selected review activities from Burns & Grove Study Guide

Research article critique and discussion

Assignment Due

Critical Analysis and Research Applications Assignment Three due

Week 6 Measuring Health and Illness (Epidemiology focus) Readings

Friedman, Ch. 2

Smith & Ebrahim (2001)

Hebert et al., (2001)

On-Line Internet Content Review

Review content of Wimmer, Module Two, Measuring Health and Illness

On-Line Discussion

Complete on-line response

Assignment Due

Critical Analysis and Research Applications Assignment 4 due

Week 7 Qualitative Designs

Readings

Burns & Grove, Ch. 11

On-Line PP Lecture Presentation  
Qualitative Designs

On-Line Discussion

No threaded discussion Response Assignment; instead each student is to complete Qualitative Study Activity and e-mail completed assignment to instructor

Assignments Due

Critical Analysis and Research Applications Activity 5 Due

Week 8 Sample and Settings Readings

Burns & Grove Ch. 8

On-Line Powerpoint Presentation  
Selecting Sample and Settings

On-Line Discussion

No threaded Discussion Response Assignment; instead each student is to complete Friedman, Problem 6.1, pg. 106, and explain why the type of sample selected is the appropriate sample for each situation. E-mail answer to instructor.

Assignment Due

Complete Test Review activity and e-mail answers to instructor. Instructor will review answers and e-mail student evaluation response feedback.

October In Class Meeting Week 9 Measurement

Examination—In Class

Readings

Burns & Grove, Ch. 9 through page 265

Friedman Chapter 3

Lecture/Discussion

Measurement—Levels of Measurement/Validity & Reliability of Instruments

Group Activities

(1) Selected Review Activities from Burns and Grove

(2) Friedman, Complete problems 3.1-3.6

(3) Measurement and Sample Selection Activity

(4) Research article critique and discussion

(5) Discuss Research Assignment/presentation Week 10 Data Collection Methods

Instruments

Reading

1) Burns & Grove, Ch. 9, pages 266 through end of chapter

On-Line PP Lecture Presentation

Measurement: Data Collection Methods

On-Line Discussion/Assignment Due

- (1) Complete on-line response
- (2) Each student is to locate an instrument to be used for research assignment or is to develop an instrument to be used for research assignment. E-mail instructor information about instrument, to include a paragraph describing instrument or e-mail developed sample instrument.

Week 11 Legal and Ethical Issues Readings  
Burns & Grove Ch. 6

On-line PP Lecture Presentation  
Ethical and Legal Issues

On-Line Discussion/Assignment Due

Complete on-line response

Submit Draft One of Research Assignment Paper, to include problem, purpose, research questions/hypotheses, review of literature, conceptual framework, research design, sample, instrument, and procedure. Write at least a one paragraph summary related to legal/ethical aspects about research topic/design selected.

- (3) Instructor will review draft plan and provide student with feedback by next in-class meeting.

November in Class Meeting Week 12 Data Analysis/Interpreting Findings Readings  
(1) Burns & Grove Ch. 10  
(2) Friedman, Chapter 11

Lecture/Discussion  
Analyzing Research Data

Group Activities

- (1) Complete selected review activities from Burns and Grove Study Guide
  - (2) Statistics, Research Design, and Measurement Review activity
  - (3) Research article critique and discussion, with focus on data analysis and findings sections
- Week 13 Thanksgiving Academic Holidays Assignment Due  
Critical Analysis and Research Applications Assignment 6 due by MN Monday 11/\_\_\_\_ (Monday after TG week)

Week 14 Significance of Research to Practice  
Evaluating Research Reports Reading  
(1) Burns & Grove, Chs. 12 & 13

On-Line PP Lecture Discussion  
Interpreting and Reporting Research Results/Disseminating Findings

On-Line Discussion  
Complete On-line Response

Assignment Due

Critical Analysis and Research Applications Assignment 7 Due December In Class meeting  
Week 15 Review for Final

Presentations (Assignment Due

- (1) Critical Analysis and Research Assignment 8 Due—Bring to class
- (2) Research Assignment Paper due

(3) Students present research plans Week 16 Finals Week Final will be an on-line final.

Students are to complete final examination and e-mail to instructor by MN on \_\_\_\_\_ of Finals

Week

## REFERENCE LIST

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Abrams, K.R. & Scragg, A.M. (1996). Quantitative methods in nursing research. *Journal of Advanced Nursing*, 23, 1008-1015.

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## Web References

<http://www.mc.uky.edu/medlibrary>

<http://www.mc.uky.edu/medlibrary/inforesrcs/ejournals.htm>

<http://webdev.mccs.uky.edu/nursing/nur872>

<http://www.vh.org> (virtual hospital home page)

<http://www.nih.gov/ninr> (National Institute of Nursing Research)

<http://www.nhgri.nih.gov> (National Human Genome Research Institute)

<http://www.mnrs.org> (Midwest Nursing Research Society)

<http://web.indstate.edu/nurs/mary/graduate.htm> (Indiana State University School of Nursing – information for nursing students)

<http://trochim.human.cornell.edu/kb/index.htm> (On-line Research Methods text by W. Trochim, Cornell University)

<http://www.Windsor.igs.net/~nhodgins> (Royal Windsor Society for Nursing Research)

Research Assignment

Student Name:

Section	Possible Points	Points Received	Comments	Problem (Describe clearly)
	10			Purpose (Describe clearly)
	10			Research ?/Statement (? Identified variables, defined variables)
	8			Review of Literature (3 Data based articles + reference page)
	10			Conceptual FW (Identified and explanation as to how relates to problem)
	10			Research Design (Described, why appropriate, and hypoth for Exp or QI study)
	10			Sample (Describe Pop, sample, method for selecting sample)
	8			Instrument (Describe one to use for study, include one with paper, address validity and reliability of instrument)
	8			Procedure (Steps to collect data and protect subjects)
	8			Data Analysis (What used and how answered related ?'s)
	8			Conclusions and Implications for Practice (How will study benefit nsg, etc.)
	10			Total Points 100 -----
used				Minus one pt for each heading not
paper				Minus one pt for each APA error
Score/Grade				Minus 5 pts per day for late
				Minus 5 pts for each article not attached
				Total Minus Points
				Final
				-----

Research Presentation Evaluation

Student Name (Presenter):

Scoring: 10 points (Excellent) 6 points (Average) 2 points (Unsatisfactory)

Professional Behaviors

1. Professional Attire; Professional manner and behaviors	10	6	2
2. Appropriate speaker characteristics (audible voice, good eye contact with audience, correct grammar and vocabulary, natural expressions and gestures, etc.)	10	6	2

Presentation Content

Clearly described problem/importance of study	10	6	2
4. Clearly stated research question with identification of study variables	10	6	2
5. Literature review and conceptual framework described	10	6	2
6. Appropriate research design for problem and question	10	6	2
7. Sample selection process appropriate and sample clearly described	10	6	2
8. Instrument and procedure for data collection/analysis described	10	6	2
9. Conclusions and implications for practice described	10	6	2

General

10. Audiovisual material used for presentation and AV content well organized and print size large enough for easy readability	10	6	2
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Total Points

Student Evaluator:

Note: 1% of 10% credit will be deducted for each 5 minutes that presentation exceeds 15 minutes (Note: This relates to presentation only – not questions and answers)

Presentation Grade:

## FALL 2001 Schedule

## DATE

## TOPIC

ASSIGNMENT 8/24/2001 Introduction to Course and Student Colleagues

Why research?

What does research involve? (1) Burns & Grove, Chapter 1

(2) Friedman, Chapter 1

8/31/2001 Overview of Research Process

Quantitative, Qualitative, Epidemiological Methods

Application of Research to Practice

Evidence-based Practice (1) Burns & Grove, Chapter 2

(2) Phillips (1991)

(3) Stetler et al (1998)

(4) King & Teo (2000)

(5) Activity: Application of Research to Practice 9/7/2001 Problem and Purpose

Review of Literature

Conceptual/Theoretical Framework

Formatting Research Questions

Writing Hypotheses

Defining Variables (1) Critical Analysis Assignment One Due

(2) Burns & Grove, Chp. 3, 4, & 5

(3) Activity: Problem/Purpose/ CF/Research ??/Variables/ Hypotheses 9/14/2001 Analysis

Activities (1) Complete Critical Analysis and Research Applications Assignment 2

(2) Finish Problem Purpose/CF etc. activity) 9/21/2001 Selecting type of Research Design

Quantitative Designs

Epidemiological Methods (1) Critical Analysis Assignment Two Due

(2) Burns & Grove, Chapter 7

(3) Friedman, Ch. 4 & Quick Review

Chapters 5-10 and complete problems 4.1-4.4 and 8.1-8.5 9/28/2001 Analysis Activities

Measuring Health and Illness (Epidemiology focus) (1) Friedman, Ch. 2

(2) Critical Analysis and Research Applications Assignment Three Due by 6 p.m.

(3) Critical Analysis and Research Applications Assignment 4 (Quantitative and Epidemiology sections) 10/5/2001 Fall Break

Academic Holiday

10/12/2001 Qualitative Designs

Sample and Settings (1) Burns & Grove, Chp. 8 & 11

(2) Friedman, Problem 6.1, pg. 106

(3) Complete Qualitative Study Activity

(4) "Test Review" 10/19/2001 Test – Midterm Week



DATE

TOPIC

ASSIGNMENT 10/26/2001 Data Collection Methods  
Instruments

Measurement (1) Critical Analysis Assignment Four Due

(2) Burns & Grove, Ch. 9

(3) Friedman, Ch. 3 and complete problems 3.1-3.7

(4) Activity: Measurement and Sample Selection 11/2/2001 Legal and Ethical Issues

Data Analysis (1) Burns & Grove, Ch. 6 & 10

(2) Friedman, Ch. 11

(3) Activity: Research Design/ Measurement 11/9/2001 Analysis Activities (1) Critical  
Analysis Assignment Five (due by 6 p.m.)

(2) Critical Analysis Assignment 6

(3) Statistics, Research Design, and Measurement Review Activity 11/16/2001 Interpreting  
Findings

Significance of Research to Practice

Evaluating Research Reports (1) Burns & Grove, Chp. 12 & 13

(2) Discuss Critical Analysis Assignment 6 (due at end of class)

(3) Discuss Stats, Research Design, and Measurement Review

Activity 11/23/2001 Thanksgiving Academic Holidays 11/30/2001 Presentations (1)

Research Assignment Paper due

(2) Students present research plans 12/7/2001 Review for Final Review

Activities 12/10/2001

12/14/2001 Finals Week

## REFERENCE LIST

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Abrams, K.R. & Scragg, A.M. (1996). Quantitative methods in nursing research. *Journal of Advanced Nursing*, 23, 1008-1015.

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Web References

<http://www.mc.uky.edu/medlibrary>

<http://www.mc.uky.edu/medlibrary/inforesrcs/ejournals.htm>

<http://webdev.mccs.uky.edu/nursing/nur872>

<http://www.vh.org> (virtual hospital home page)

<http://www.nih.gov/ninr> (National Institute of Nursing Research)

<http://www.nhgri.nih.gov> (National Human Genome Research Institute)

<http://www.mnrs.org> (Midwest Nursing Research Society)

<http://web.indstate.edu/nurs/mary/graduate.htm> (Indiana State University School of Nursing – information for nursing students)

<http://trochim.human.cornell.edu/kb/index.htm> (On-line Research Methods text by W. Trochim, Cornell University)

<http://www.Windsor.igs.net/~nhodgins> (Royal Windsor Society for Nursing Research)  
Research Assignment

Student Name:

Section	Possible Points	Points Received	Comments	Problem (Describe clearly)
	10			Purpose (Describe clearly)
	10			Research ?/Statement (? Identified variables, defined variables)
	8			Review of Literature (3 Data based articles + reference page)
	10			Conceptual FW (Identified and explanation as to how relates to problem)
	10			Research Design (Described, why appropriate, and hypothesis for Exp. or QI study)
	10			Sample (Describe Pop, sample, method for selecting sample)
	8			Instrument (Describe one to use for study, include one with paper, address validity and reliability of instrument)
	8			Procedure (Steps to collect data and protect subjects)
	8			Data Analysis (What used and how answered related?)
	8			Conclusions and Implications for Practice (How will study benefit nursing, etc.)
	10			Total Points 100 ----- Minus one pt for each heading not used
				Minus one pt for each APA error Minus 5 pts per day for late

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paper  
Score/Grade

Minus 5 pts for each article not attached  
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Total Minus Points

Final

## Research Presentation Evaluation

Student Name (Presenter):

Scoring: 10 points (Excellent) 6 points (Average) 2 points (Unsatisfactory)

## Professional Behaviors

- |  |    |   |   |
|--|----|---|---|
| 1. Professional Attire; Professional manner and behaviors  | 10 | 6 | 2 |
| 2. Appropriate speaker characteristics (audible voice, good eye contact with audience, correct grammar and vocabulary, natural expressions and gestures, etc.) | 10 | 6 | 2 |

## Presentation Content

- |  |    |   |   |
|--|----|---|---|
| Clearly described problem/importance of study                              | 10 | 6 | 2 |
| 4. Clearly stated research question with identification of study variables | 10 | 6 | 2 |
| 5. Literature review and conceptual framework described                    | 10 | 6 | 2 |
| 6. Appropriate research design for problem and question                    | 10 | 6 | 2 |
| 7. Sample selection process appropriate and sample clearly described       | 10 | 6 | 2 |
| 8. Instrument and procedure for data collection/analysis described         | 10 | 6 | 2 |
| 9. Conclusions and implications for practice described                     | 10 | 6 | 2 |

## General

- |   |    |   |   |
|---|----|---|---|
| 10. Audiovisual material used for presentation and AV content well organized and print size large enough for easy readability | 10 | 6 | 2 |
|---|----|---|---|

Total Points

Student Evaluator:

Note: 1% of 10% credit will be deducted for each 5 minutes that presentation exceeds 15 minutes  
 (Note: This relates to presentation only – not questions and answers)

Presentation Grade: