

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: NURSING	COLLEGE: NURSING
COURSE PREFIX AND NUMBER: NGR 6930	CURRENT COURSE TITLE: QUANTITATIVE METHODS FOR ADVANCEMENT OF HEALTH SCIENCES AND NURSING PRACTICE²
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM) SPRING 2014	TERMINATE COURSE (LIST FINAL ACTIVE TERM)
CHANGE TITLE TO: CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: NGR 6930 TO: NGR 6814 CHANGE CREDITS² FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO: .	CHANGE PREREQUISITES/MINIMUM GRADES TO*: CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Attach syllabus for ANY changes to current course information	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here. N/A	Please consult and list departments that might be affected by the change(s) and attach comments. ³

Faculty contact, email and complete phone number:
 Marguerite J. Purnell, mpurnell@fau.edu, 7-3262

Approved by: Department Chair: <u>Susan Bullfin</u> College Curriculum Chair: <u>M. DeRube</u> College Dean: <u>Kareth Edwards</u> UGPC Chair: <u>[Signature]</u> Graduate College Dean: <u>[Signature]</u> UFS President: _____ Provost: _____	Date: <u>9/24/13</u> <u>9/24/2013</u> <u>9/24/2013</u> <u>10/2/13</u> <u>10/6/13</u> _____ _____	<ol style="list-style-type: none"> 1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. Consent from affected departments (attach if necessary)
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FAU
FLORIDA ATLANTIC
UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING

**COURSE SYLLABUS FOR INFERENTIAL STATISTICS
Fall 2013**

- COURSE NUMBER:** NGR 6930
- COURSE TITLE:** Quantitative Methods for Advancement of Health Sciences and Nursing Practice
- COURSE FORMAT:** Hybrid Live and Blackboard
- CREDIT HOURS:** 3 Credits Hours
- COURSE SCHEDULE:** Class meet Sat 8:00am-1:00pm, Aug 25, Sep 22, Oct, 20, Nov 17 2013
NU 202
- PLACEMENT IN CURRICULUM:** Required course offered every year.
- PREREQUISITE/S:** None
- COREQUISITES:** None
- FACULTY:** David Newman Ph.D.
Assistant Professor, Statistician
Christine E College of Nursing Room 215 E:
Office (561) 297-2670 Cell (330) 607-3799
dnewma14@fau.edu
- OFFICE HOURS:** Tuesday & Thursday from 1-4PM
& by appointment

COURSE DESCRIPTION:

This course builds on the basic statistical concepts and fundamental research strategies that apply to nursing research and practice. Students design clinical questions that investigate problems in nursing and health systems evaluation.

COURSE OBJECTIVES:

1. Becoming competent

- a. Select appropriate statistics for analyzing practice data to develop an evidence base guiding effective approaches for advanced nursing practice.
- b. Read and critically evaluate quantitative research articles critiquing appropriate use of study design, methods, statistical analysis and conclusions.

2. Becoming compassionate

- a. Design evaluation studies that integrate patient uniqueness with appropriate statistical methods to guide advanced practice nursing.

3. Demonstrating comportment

- a. Demonstrate caring behaviors in collaborative work on data-based projects with other students.
- b. Describe interprofessional collaboration to accomplish data analysis for evaluation studies.

4. Becoming confident

- a. Demonstrate essential statistical expertise, including use of descriptive and inferential statistics.

5. Attending to conscience

- a. Demonstrate understanding of guidelines for the protection of human subjects
- b. Integrate protection of human subjects into studies designed to advance nursing practice
- c. Assume responsibility for dissemination of evidence based findings

6. Affirming commitment

- a. Facilitating the development and completion of evidence based projects using the appropriate study design and statistical techniques

TEACHING LEARNING STRATEGIES:

Lecture/discussion

Application of class materials

Problem solving situations

Examples of critiques

Example research proposals

Example Tests

Videotaped material

Internet Assignments

Specific behavioral objectives given to students and tied directly to course goals and test items

Blackboard

GRADING AND EVALUATION METHODS:

3 SPSS Assignments= 30 points of course grade (6%)

There will be three SPSS assignments covering the areas of writing advanced regression models, PCA, MANOVA, HLM, Logistic Regression, and Survival Analysis (Cox Regression)

2- Tests = 200 points of course grade each (20% each)

The two tests will focus on practical application of the material covered in class.

Collaborative Group Project = 200 points of course grade (40%)

The collaborative group project is a simulated research project where students select a group based on similar interests. They then write a small purpose, problem and methods section, create a simulated data set, run the analysis, and write-up the results and conclusions. The goal is to align the purpose problem, research questions, and research design with the correct statistical models. Check the project rubric for the section to include in the project. There is no review of the literature except of justification of statistical techniques.

Presentation of Project = 30 points of course grade (6%)

All groups will give a presentation of their collaborative projects in a 15 minute conference format (probably PowerPoint). Question sessions from students and the professor will follow directly after the presentation.

Critique of Quantitative Study = 20 points of course grade (4%)

A critique of a quantitative research study will be completed. Each student has to find an appropriate peer reviewed journal article and report on the purpose, methods, statistical technique, design, and whether or not all aspects were aligned. Students will complete the Journal Critique Sheet in its entirety, score it, and report on the article's potential for acceptance as if the student were a reviewer.

Instructor & Group participation score = 20 points of course grade (4%)

Learning is a collaborative and interactive activity. Therefore, come to class prepared to participate. You are a vital aspect of the learning environment and students learn for other student's questions, comments and experiences. BE PREPARED TO SHARE

TOTAL = 500 Points

Criteria Used in Grading Written Work

- See Rubric for projects

GRADING SCALE:

Percentage	Points
93-100 = A	461-500 = A
90-92 = A-	446-460 = A-
87-89 = B+	431-445 = B+
83-86 = B	411-430 = B
80-82 = B-	396-410 = B-
77-79 = C+	381-395 = C+
73-76 = C	361-380 = C
70-72 = C-	346-360 = C-
67-69 = D+	331-345 = D+
63-66 = D	311-330 = D
60-62 = D-	296-310 = D-
0-59 = F	

0-295 = F

REQUIRED TEXTS:

Fields, A. (2009). *Discovering statistics using SPSS (3rd ed.)*. Thousands Oak, California Sage Publications ISBN: 9781412990769

Plichta S. B.; Kelvin, E. (2012). *Munro's Statistical methods for health care research (6th ed.)*. Philadelphia, PA: Lippincott Williams & Wilkins. ISBN : 978-1-4511-1561-1

RECOMMENDED TEXTS

Newman, I., Newman, C., Brown, R. & McNeeley, S. (2006). *Conceptual statistics for beginners (3rd Ed.)*. Lanham, MD: University Press of America, Inc.

Techniques of Research. Newman. Video tape study guide (Will be up on Black Board)

TOPIC OUTLINE

- Key principles of research in the health sciences
- Current statistical evaluation and quality improvement techniques in health sciences
- Statistic basics (Measures of central tendency and variability)
- Descriptive Statistics
- Test of significance, power, effect size
- T-test
- ANOVA
- Repeated Measures ANOVA and Regression review
- Correlations
- Regression and the General linear model
- Nonparametric statistics

COURSE ASSIGNMENTS: Rubrics Are up On Blackboard

Aug 24th

- Chapters 1-4(Munro)
- Chapters 1-4 (Field)
- SPSS Work Assignment 1 Due: Sep 7th
- Research Project Chapter 1: Due: Sep 15th
 - Intro
 - Purpose
 - Problem
 - Research Questions
 - Delimitations
 - Operational Definitions
 - Summary

Sep 21st

- SPSS Work Assignment 2: Due: Oct 6th
- Chapters 5-10 (Munro)
- Chapters 9-13, 15 (Field)
- Research Critique 1 Due: Oct 6th
- Test 1
- Research Project Chapter 3 Due Oct 13th
 - Intro
 - Research Design
 - Derivations of General Research Hypotheses and Specifics
 - Research Hypotheses
 - General Research hypotheses
 - Specific Research hypotheses
 - Participants
 - Sampling Procedures
 - Instruments
 - Variable Lists
 - Data Collection
 - Statistical Treatment
 - Summary

Oct 19th

- SPSS Work Assignment 3 Due: Oct 26th
- Research Critique 2 Due: Oct 26th
- Test 2
- Project Chapter 4 Due: Nov 2nd
 - Data Setup & Entering Data
 - Run Statistical Analysis
 - Table Results
 - Write Results

Nov 16th

- Project: Chapter 5 Due: Nov 23
 - Summary of the Study
 - Conclusions
 - Limitations
 - Implications
 - Suggestions for Future Research
 - Summary
- Presentation (15 Min Power Point Presentation) Due: Nov 16th
- Final Project Due Nov 30th

BIBLIOGRAPHY

See required and optional text requirement as well as:

- Ary, D., Jacobs, L.C. & Razavieh, A. (2002). *Introduction to research in education*, 6th ed. Belmont, CA: Wadsworth/Thompson Learning.
- Bogdan, R.C. & Biklen, S.K. (1998) *Qualitative research for education: An introduction to theory and methods*. 3rd. ed. Boston. MA: Allyn and Bacon.
- Campbell, D.T. & Stanley, J. (1966). *Experimental and quasi experimental designs for research*. Boston, MA: Houghton Mifflin.
- Hitchcock, J. H., & Newman, I. (2013). Applying an Interactive Quantitative-Qualitative Framework How Identifying Common Intent Can Enhance Inquiry. *Human Resource Development Review*, 12(1), 36-52.
- Kerlinger, F.N. (1986). *Foundations of educational research*. 3rd ed, New York, NY: Holt, Rinehart and Winston.
- McNeil, K., Newman, I., & Kelly, F.J. (1996). Testing the research hypothesis using the general linear model: Carbondale, IL: Southern Illinois University Press.
- McNeil, K. A, Newman, I. and Fraas, J. W. (2011). *Designing general linear models to test research hypotheses*. University Press of America, Lanham, Md, 2012.
- Miller, D.K. (2001). Measurement by the physical educator: Why and How (4th Edition). Boston, MA: WCB/ McGraw-Hill.
- Munhall, P. (2012). *Nursing research: A qualitative perspective*. Jones & Bartlett: Sudbury, MA.
- Newman, I.& Benz, C.R. (1998). *Qualitative-quantitative research methods: Exploring the interactive continuum*: Carbondale, IL: Southern Illinois University Press.
- Newman, I. , Benz, C., Weis, D., & McNeil, K. (1997) *Theses and Dissertation: A Guide to Writing in the Social and Physical Sciences*. Lanham, MD: University Press of America.
- Newman, I., & Newman, C. (1994). *Conceptual statistics for beginners*, Lanham, MD: University Press of America.
- Newman, I., & Hitchcock, J. H. (2011). Underlying Agreements Between Quantitative and Qualitative Research The Short and Tall of It All. *Human Resource Development Review*, 10(4), 381-398.
- Newman, I., Newman, D. & Newman, C. (2010). Writing research articles using mixed methods. In T.S. Rocco & T. Hatcher, *The handbook of scholarly writing and publishing* (pp. 191-208). San Francisco, CA: Jossey-Bass.
- Newman, D., & Newman, I. (2012). Multilevel modeling: Clarifying issues of concern. *Multiple Linear Regression Viewpoints*, 38(1) 26-33.

- Pedhazur, E.J and Schmelkin, L.P. (1991) *Measurement design and analysis: An Integrated approach*. Hillsdale, NJ: Lawrence Erlbaum Associates Inc. Publishers.
- Polit, D. (2010). *Statistics and data analysis for nursing research*. Pearson: Upper Saddle River, NJ.
- Raudenbush, S. W. & Bryk, A.S., (2002) *Hierarchical Linear Models: Application and data analysis methods (2nd ed.)*. Newbury Park, CA: Sage.
- Stevens, J. P. (2009). *Applied multivariate statistics for the social sciences (5th ed.)*. Hillsdale, NJ: Erlbaum. 292-294.
- Wiersma, W. (2000). *Research methods in education: An introduction*. 7th ed. Needham Heights, MA: Allyn and Bacon.

COURSE POLICIES AND GUIDELINES

1. **Attendance:**

Absence from class: Although things occasionally cause one to miss class greater than 4 absences will result in the lowering of one letter grade unless already cleared with the professor.

Habitual lateness will not be tolerated since it is distracting to other students and will also result in the lowering of a letter grade unless cleared with the professor.

Responsibility for missed content rests with the student

2. **Exams, Quizzes**

Presence for Scheduled Examinations is required unless cleared with the professor.

Makeup exams are possible if there are prior arrangements with the professor. If you receive less than an 80% on any exam you are required to take a makeup exam. Anyone is allowed to take a makeup exam at any time regardless of their grade, but the last grade is the one that is recorded

3. **Assignments:**

All assignments are to be submitted by the due date on the Course Schedule.

4. Use of Electronic and Personal Communication Devices in the classroom can be disruptive. Therefore, please turn them to silent. Thank You

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/index.php?main=3&nav=457>
- c). Florida Atlantic University's Academic Policies and Regulations
<http://www.fau.edu/academic/registrar/catalogRevs/academics.php>
and <http://www.fau.edu/regulations>

CODE OF ACADEMIC INTEGRITY

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

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

DISABILITY STATEMENT:

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

INCOMPLETE POLICY:

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

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

RELIGIOUS ACCOMMODATION

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

USE OF STUDENT COURSE MATERIAL

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



CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the

evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

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

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

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

Revised April 2012