

## University of Nevada, Las Vegas School of Nursing Quantitative Research in Nursing NURS 780

Prerequisites	Graduate standing in the Nursing PhD program
Credits	3
Faculty	Catherine Dingley PhD, RN, FNP
Contact information	<p><b>Phone:</b> 702-895-4062 (Office)</p> <p><b>Office Location:</b> BHS 430</p> <p><b>E-Mail:</b> please use the <b>e-mail in the course (i.e., WebCampus)</b> to contact me. If you are unable to use WebCampus email me at: Catherine.Dingley@unlv.edu.</p> <p><b>Messages received Monday through Friday, 9 AM - 5 PM</b> will typically receive a response within 24 hours with the exception of the weekend.</p> <p><b>Office Hours:</b> By appointment, individual or group skype or phone conference can be arranged</p>

### Course Description

The course examines quantitative approaches used in nursing research.

### Course Outcomes

At the completion of this course, the learner will be able to do the following:

1. Explain the foundations of nursing research and describe the application of quantitative approaches to study various aspects of nursing and engage in further study of these research methods.
2. Execute in-depth analyses of primary reports of completed research, understanding the difference in criteria for qualitative, quantitative and mixed-method studies.
3. Perform several major research activities such as recognizing and defining a research problem, reviewing the literature, stating a research question or hypothesis, and determining the appropriate design to investigate the question or hypothesis.

### Course Objectives and Related Program Outcomes

By the end of the semester the student will be able to:

Course Objectives	PhD In Nursing Program Outcomes
1. Compare and contrast the fundamental assumptions, goals and practices of quantitative and mixed-method approaches	<p>All Tracks</p> <p>1. Provide leadership in the advancement of</p>

<p>to research in nursing.</p> <ol style="list-style-type: none"> <li>2. Examine the ethical dilemmas unique to the conduct of nursing research.</li> <li>3. Evaluate the strengths and weaknesses of various research designs and determine the types of questions most appropriately investigated by each design.</li> <li>4. Analyze the meaning of concepts such as validity, reliability, sampling, generalizability, subjectivity and objectivity and data analysis as they relate to quantitative and mixed-method research then compare and contrast the concepts in relation to various research designs.</li> <li>5. Analyze the information sources available for the explication and solution of nursing problems.</li> <li>6. Perform analysis and critique of a variety of primary reports of completed research.</li> <li>7. Prepare a mini-proposal for a research problem in nursing that is of compelling interest individually but also of professional importance in nursing.</li> </ol>	<p>nursing as an academic and practice discipline and in political processes that affect nursing and healthcare.</p> <ol style="list-style-type: none"> <li>2. Conduct original research that generates new knowledge.</li> <li>3. Develop, implement, and evaluate innovative approaches to teaching and learning.</li> </ol>
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## Required Texts

Remler, D. K., & Van Ryzin, G. G. (2014). *Research methods in practice - Strategies for description and causation*, 2nd ed. Thousand Oaks, CA: Sage Publication.

Additional readings may be assigned and listed per module

## Recommended (OPTIONAL) Texts

Burns, N. & Grove, S. (2009). *The Practice of Nursing Research* (6th ed.). St Louis: Elsevier Saunders. Used in many MSN research courses and focused on nursing research.

Hulley, S. B., Cummings, S. R., Browner, W. S., Grady, D., Hearst, N., & Newman, T. B. (2006). *Designing Clinical Research* (3rd ed). New York: Lippincott Williams and Wilkins. A simple easy-to-read book addressing issues specific to clinical research but can be easily applied to educational research.

Portney, L. & Watkins, M. (2008). *Foundations of clinical research: Applications to practice* (3rd ed). New Jersey: Prentice Hall. This is a great reference for research in general and especially applications related to clinical research with easy application to educational research.

## **Course Requirements/Procedures**

All students are expected to have access to the Internet and UNLV's WebCampus and to have access to MS Excel 2000 or higher. Please be advised that ALL TIMES for submission of assignments are in Pacific (Daylight) Time; thus, be aware of time differences if you are not in the Pacific Time Zone. For the purpose of structure, each module begins on Monday of each week and ends on Sunday; thus the Course Schedule is arranged accordingly.

## **Module Topics (Basic Outline)**

### Module 1, Foundations and Introduction to Nursing Research

1. Research in the Real World
2. Nature of Nursing/Educational/Behavioral/Social Research
3. Theory, Models, and Research Questions
4. The Ethics of Research

### Module 2, Strategies for Description

1. Measurement
2. Reliability and Validity
3. Sampling
4. Collecting Research Data

### Module 3, Quantitative Research Design - Strategies for Causation

1. Causation
2. Observational Studies
3. Descriptive and Causal-Comparative Designs
4. Correlational Designs
5. Randomization and Experimental Designs
6. Quasi-Experimental Designs

### Module 4, Statistical Tools and Their Interpretation

1. Making sense of the Numbers
2. Making sense of Inferential Statistics
3. Review of Statistical Techniques
4. Sample Size Determination

### Module 5, Context and Communication; Planning a Study

1. The Politics and Production of Research
2. How to Find, Review, and Present Research
3. Developing a Research Proposal

## Teaching Strategies

Teaching strategies include audio presentations, interactive discussion, group work, and narrative module overviews.

## Course Assignments

### Training on Conducting Research Using Human Subjects (10 points)

The CITI training, a training required by the Institutional Review Board (IRB) for conducting research using human subjects, will be completed by students by the end of Module 1.

### Literature Review / Synthesis (Evidence table and narrative synthesis) (30 points)

An important part of the research process requires critical examination of the literature through a systematic search of multiple databases and information sources. Synthesis of the research evidence involves thorough analysis and review, critical appraisal, and decisions involving knowledge sources and strength of the scientific evidence.

The paper must include the following for *each* piece of literature / source you include in your review that is relevant to your phenomenon of interest / research problem. For each article (or other work) you must include:

Citation (title / source)

Purpose / aim

Sample / Setting

Conceptual framework / theoretical foundation

Design / Method

Major variables studied

Data Collection Methods / Measurement

Findings

The above should be outlined in a table format. A template table is provided for this assignment. A minimum of 15 articles should be included.

This assignment also includes a narrative synthesis (no more than 7 double-spaced pages) of the literature that was outlined in the table. While some summary may be necessary, the narrative should reflect analysis and critical appraisal of the literature to determine the current state of the science of the selected topic.

### Presentation of the Research Plan / Proposal (30 points)

Develop a research plan and present it at the mandatory WebEx session. Use the required template PowerPoint file for your presentation.

This “mini” research proposal includes the following:

- Recognize and define a relevant phenomenon and research problem
- Review the literature, state a research question or hypothesis, and determine the sample and appropriate design to investigate the question or hypothesis.
- Discuss proposed data collection methods and type of analysis.

- Describe potential barriers and facilitators to your study

**Quizzes (3\*5=15 points)**

The successful completion of three open-book quizzes will be required. The quizzes will cover material from the course prior to each quiz; the quizzes are non-cumulative. Each small group is required to discuss quiz questions, come to consensus, and complete the online quizzes. One quiz will be submitted for the small group.

**Discussion Participation (15 points)**

Participation in group discussion focused on various course related topics throughout the semester.

**Evaluation Methods**

Assignment of grades is based on course points:

<b>Evaluation Criteria</b>	<b>Points (%)</b>
CITI training	10 (10%)
Evidence table with synthesis paragraphs	30 (30%)
Research Proposal Outline	30 (30%)
Quizzes	5*3=15 points (15%)
Discussion participation	15 (15%)
<b>TOTAL</b>	<b>100 (100%)</b>

Students may earn up to 100 points equivalent to 100% of the grade for the course. The letter grade assigned is according to the grading scale listed below. For example, if a student earns 93 points in the course, an "A" is awarded. A student who earns 85 points is awarded a "B."

**Grading Scale**

The grading scale follows the basic scale of the School of Nursing. There is no rounding up of scores.

93-100	A
90-92	A-
88-89	B+
83-87	B (Passing grade)
80-82	B-
78-79	C+
75-77	C
70-74	C-

68-69	D+
63-67	D
60-62	D-
59- below	F

A "B" is the minimum grade necessary to pass the course

## **Lateness of Assignments**

Late submission of assignments will only be accepted when arrangements have been made with the course instructor, and **ONLY** under extreme/extraordinary circumstances. It is the student's responsibility to notify course faculty if an emergency has occurred and to request a time extension

## **Learning Online**

This is an online doctoral course with a progressive structured timeframe. As such, students are expected to be self-regulated as they learn the material and participate in the course. The student's responsibility is to read all of the material assigned, to log into Web Campus regularly and review and study the material (e.g., lecture notes/materials and videos associated with each lecture) presented for each topic area, to complete and submit work as assigned (e.g., homework assignments, responses to weekly discussions), and to contact course faculty with any questions / concerns. Your success in this course depends on your active participation.

- Ask any questions you have.
- Master our learning management system, WebCampus. Notice that Blackboard Help is available in the navigation (on the left side). If you have any technical questions, contact the IT help desk at 702-895-0777. Phone support is available from 7am – 11pm, seven days a week, including holidays. You may leave voice mails 24 hours a day or submit help requests at [ithelp@unlv.edu](mailto:ithelp@unlv.edu).
- Make sure you have your computer set up for optimum use. Take the time now to prepare for course content and activities:
  - create a strong Internet connection, preferably a wired connection, not a wireless connection
  - use Mozilla Firefox, which is the preferred browser for WebCampus
  - install a video player, preferably [Quicktime](#)
  - update your [Flash player](#)
  - turn your speakers on
- Check out the Office of Online Education's website for helpful information at <http://online.unlv.edu/students/index.html>. It offers tips on using WebCampus and for thriving as an online student.
- You may need to refine strategies that have helped you succeed in classroom-based courses: schedule your time for reading, writing and participation, try to plan ahead and avoid procrastination; use the world's greatest research tool already at your fingertips to

seek additional information and perspectives; take breaks; and maintain your computer and connectivity. For more ideas on succeeding as an online student, see [Tips for Success Online](#).

## **Guidelines for Assignments and Online Teaching/Learning**

1. All assignments, assignment materials, including mini lectures with slides, are located in the Learning Modules.
2. All assignments are expected on the date and time they are due. If it is necessary for you to turn in a late assignment, you must make prior arrangements with the faculty.
3. Faculty will reply to emails, questions, comments or other issues communicated via WebCampus or email within 24 hours under normal circumstances. Communications received after noon on Fridays may not receive a response until Monday.

## **Schedule of Course Activities and Other Course Information**

1. The Course will be run on Pacific Time for assignment deadlines; thus, be aware of time differences if you are not in the Pacific Time Zone. Assignments are due before midnight of the due date.
2. Your written assignments should be formatted appropriately such as in Microsoft Word for text / narrative documents or Power point for slide presentations. Assignments should be submitted to the faculty using the Assignments tool.
3. Feedback from faculty on your assignments will be provided within your assignment text using "insert comment" and "track changes" formats available in Microsoft Word.

## **UNLV Academic Policies**

All School of Nursing and University academic standards apply. These are described in both the School of Nursing Student Handbook and the University Student Handbook.

**Academic Misconduct** – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <http://studentconduct.unlv.edu/misconduct/policy.html>.

**Copyright** – The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of**

**fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

**Disability Resource Center (DRC)** – The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Religious Holidays Policy** – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, **September 18, 2015**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

**Incomplete Grades** - The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the “I” grade.

**Tutoring** – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling 702-895-3177 or visiting the tutoring web site at: <http://academicsuccess.unlv.edu/tutoring/>.

**UNLV Writing Center** – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The

student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at:

<http://writingcenter.unlv.edu/>

**Rebelmail** – By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:@unlv.nevada.edu). **Emailing within WebCampus is acceptable.**

**Library Resources** –Students may consult with a librarian ([www.library.unlv.edu/consultation](http://www.library.unlv.edu/consultation)) about research needs. For this class, the subject librarian is Xan Goodman. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at [www.library.unlv.edu/](http://www.library.unlv.edu/)

## School of Nursing Policies

### Evaluation

Your evaluation of instruction is a vital part of maintaining and improving the nursing program's quality and a professional responsibility as well. Your instructors give great weight to your assessments and suggestions for course improvement. Each semester, we modify the courses based on these evaluations so that the courses are improved for the incoming class of students, a type of continuous quality improvement. Finally, the Commission on Collegiate Nursing Education bases part of its accreditation of our program on whether we make course improvements responsive to student evaluations. We appreciate your assistance with this important part of your student career.

#### Evaluation of Instruction Questions

Delivered on-line by the UNLV Evaluation & Assessment Center

1. *This course increased my knowledge.*
2. *The course provided sufficient opportunity for me to learn.*
3. *The course challenged me intellectually.*
4. *The instructor made a significant impact on my understanding of course content.*
5. **THE COURSE OBJECTIVES WERE CLEAR.**
6. **MY GRADES ADEQUATELY REFLECTED THE QUALITY OF MY PERFORMANCE IN THIS COURSE.**
7. **THE INSTRUCTOR'S EXPECTATIONS FOR ASSIGNMENTS WERE CLEAR.**
8. **THE INSTRUCTOR'S ASSESSMENTS REFLECTED WHAT WAS COVERED IN THE COURSE.**
9. The instructor was well prepared for each session.
10. The instructor's explanations were clear.
11. The instructor was concerned with whether or not the students learned the material.
12. The instructor was available for consultation with students.

Key-- color or font:

*Learning Ratings*

**ASSESSMENT RATINGS**

Instruction Ratings