NURS 6330: QUANTITATIVE RESEARCH DESIGN

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Welcome

Welcome to Quantitative Research Design! The purpose of this course is to build on your concept of interest and mid-range theoretical framework and move toward identifying gaps in knowledge and research designs that may eventually guide your independent research. The outcome of this semester will be a quantitative research proposal. Some of you have very clear ideas about your research question. Others of you may have decided that you want to do a qualitative study. Recall advice from orientation: the question drives the method! So, at least for this semester, we will all consider questions that may be answered using quantitative research methods. Who knows? It may be the question that develops into your dissertation! I am delighted to accompany you this semester on your journey of discovery, challenges to thinking, and creative progress toward your own research proposal.

The structure of this course has been arranged in four MODULES, each covering multiple weeks, to assist you in organizing your time and efforts. **Module 1** provides a foundation for research as we examine conceptualization of the study, including relating theory (yes, theory again!), synthesizing literature, critiquing rigor and threats to validity, and moving from concept to variable. During **Module 2**, we will review research designs, including non-experimental, quasi-experimental, and experimental designs. In **Module 3**, we roll up our sleeves and build a study, considering population and sample, instruments, interventions, data collection methods, analyses, and interpretation. Finally, in **Module 4**, we examine funding and dissemination of quantitative research. The best research idea in the world is meaningless if it can't be conducted for lack of funding or if the results are not shared to advance the science!

I will make every effort to be clear and concise about course expectations. Your job is to ask questions and seek consultation any time things are unclear. I want this semester to be inspiring and meaningful to both your educational endeavor as well as your future research.

Please refer to the information contained in this Syllabus anytime you have a question regarding the basic course information. You can access a printable version of course material by clicking the Printable Version link. You will need to download a free Adobe Reader to view PDFs.

Welcome to the class!

Introduction

Please refer to the brief power point introduction to the course.   I see myself as moving through this research building process with you, as your guide and colleague. My research has is in two primary substantive domains, professional values and disaster preparedness. I am excited and happy to be part of this semester.

Your faculty,

Danita Alfred, PhD, RN
Office: BRB 2340
Office Hours: online and by appointment
Email: dalfred@uttyler.edu
Phone: 903 566-7019 or 903 539-7019 (cell)
Fax: 903 565-5533

If you experience any problems that you are not able to resolve by accessing the UT Tyler Blackboard Campus Computing Services, you can contact one of us at the numbers listed above.

Course Title: NURS 6330 Quantitative Research Design

Course Description
Advanced quantitative research that integrates methodology, design, measurement, analysis and interpretation.

Prerequisites

Successful completion of NURS 6312 and NURS 6327 are prerequisites for this course.

Student Learning Outcomes

Upon successful completion of the course, the student should be able to:

1. Synthesize the state of the science relevant to a substantive transcultural health problem through critical analyses of the literature.
2. Develop a quantitative proposal to study of a substantive transcultural health problem.

Course Outline

Module 1 Conceptualizing the Study
      1-a. Evolution of concept
      1-b. Searching and synthesizing literature
      1-c. Critiquing rigor and threats to validity
      1-d. Framing the question: Relating theory
      1-e. From Concept to variable

Module 2 Research Designs
      2-a. Non-experimental
      2-b. Quasi-experimental and experimental

Module 3 Methodology
      3-a. Population and sample
      3-b. Interventions
      3-c. Instruments/Measurements
      3-d. Data collection
      3-e. Analysis and interpretation

Module 4 Dissemination
      4-a. Funding and dissemination
      4-b. Reviewing proposals

Course Calendar/Schedule

The course calendar and schedule may be viewed by accessing the documents located in the Getting Started folder titled Course Calendar and Weekly Content.

Textbook Information, Other Readings and Materials

The required textbooks for this course are:

Creswell, J.W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches.* 4th edition. ISBN 978-1-4522-2610-1. Thousand Oaks, CA: Sage Publications, Inc.

Portney, L.G., & Watkins, M.P. (2009). *Foundations of clinical research: Applications to practice*, 3rd edition. ISBN 0-13-17460-9. Upper Saddle River, NJ: Pearson Education, Inc.

Recommended (not required) texts and resources:

Waltz, C., Strickland, O.L., Lenz, E.R. (2010). *Measurement in nursing and health research. 4th edition.* ISBN 978-0-8261-0507. NY: Springer Publishing Co.

Garrard, J. (2014). *Health sciences literature review made easy: The matrix method. 4th edition.* ISBN 978-1-4496-9489-0. Sudbury, MA: Jones & Bartlett.

Booklists and bookstore links may be accessed at:
http://www.uttyler.edu/nursing/college/graduate/phd/index.php

Grading Information / Course Requirements

Assignment	Percentage
Review of Literature	20%
Quiz – Critiques (3 @ 10 each)	30%
Quantitative Research Proposal Draft	20%
Quantitative Research Proposal	20%
Research Proposal Outline	10%

1. *Review of Literature (Module 1): This assignment will build on the work you have done in previous courses. You will expand evaluation of the research included in previous semesters. You will add literature related to one or more of the concepts of your planned research and write a review of literature that is concept based and reflects synthesis of the critical studies that support your research topic and help you to identify the gap in research that your study will attempt to fill. Please refer to the "Guidelines and Grading Criteria for a Review of Literature" for a thorough discussion of how to successfully complete this assignment.*

2. *QUIZ CRITIQUE ASSIGNMENTS: These graded quiz critiques will help you apply the skills you are learning this semester through critique of published research. The quizzes are intended to improve your critique sills and begin your preparation for Doctoral Preliminary Exams. These quizzes are on-line and computer graded.*

3. *RESEARCH PROPOSAL DRAFT & PAPER (Module 3 & 4): This paper may serve as a draft of your dissertation research proposal or pilot study but is evaluated on the criteria of a course paper, with no expectations of a dissertation proposal! Please refer to the "Guidelines and Grading Criteria for Quantitative Research Proposal Paper" for a thorough discussion of how to successfully complete this paper.*

4. *RESEARCH PROPOSAL OUTLINE:* The running outline will be reviewed and updated weekly. You will work with a partner and review and critique each other's proposal outline. Please refer to the "Research Proposal Outline Template" for a thorough discussion of the required elements.

Specific guidelines and grading criteria are located in the respective modules and in the "Graded Assignments" tab on Blackboard. Final grades for the course will be determined based upon the following point assignments:

A - 90-100
B - 80-89
C - 70-79
D - 60-69
F - Below 60

Discussion Board Grading Criteria

The purpose of the discussion board in an online doctoral program is to take the place of the class interchange that would occur in a face-to-face class. It is your opportunity to demonstrate your mastery of the assigned readings and your ability to supplement those readings with expanded exposure to related (and sometimes contrary) information that you will seek in your self-directed quest to understand and be informed. To that end, you will be expected to share ideas you have gained from the literature noting the source and interpreting into your own words. It is also expected that you will use a more complex thought process to dissect and analyze what you read in the literature and in the discussion thoughts of your fellow students as you offer your own insights. It is not important that you use big words or a lot of words (remember, the world values parsimony). Rather your postings should reflect thoughtful insights into the questions and statements, your analysis of the words and ideas, and your recommendations for future pathways for nursing and healthcare. The following information will give you some guidelines and allow you to see thinking process used to assign a grade to the discussion board exercises.

CRITERIA/ POINTS	1	2	3	4	5
Format and logical progression of posting	Spelling and grammar errors detract from the substance of the posting; random thoughts with no sense of a plan to reach a logical conclusion. No clear main idea or direction for flow of information.		midpoint		Form is superior; obvious attention to proofreading and grammar. Main idea is stated early and clearly; argument or ideas are built using a logical progression of thoughts which are stated clearly and succinctly.
Depth and relevance of post to the topic at hand	Posting shows superficial thinking based on personal experiences or opinions only, there is little consideration of contributions to the topic in the literature or from colleagues. Literature support is not relevant to the topic or major literature contributions are missing. Post strays from topic with much irrelevant information and does not address the intent of the assignment. No references cited.		midpoint		Posting clearly shows evidence of critical thinking and analysis to a substantial depth expected of a doctoral student. Ideas offered are relevant to the topic and show the ability to extrapolate complex ideas from various sources into a coherent argument or statement(s). Two or more relevant references cited; cited references are appropriate and indicative of the best knowledge on the topic.
Contribution to the learning community	Posting is largely aimed at self-expression without consideration of the reader. There is no room for dialogue or disagreement and no acknowledgment of the potential contributions of others. The posting is a rehash of old ideas without consideration of how these can advise the future. No evidence is found of making the		midpoint		Posting shows an astute awareness of the needs of the learning community with an interest in their growth and knowledge acquisition; attempts to move colleagues into meaningful dialogue and presents creative approaches that are open to discussion. Post contributes to the progression of nursing as a scholarly community but is

	material consumable or reader-friendly.				presented in a clear, enlightening, and engaging way..
Punctuality and timeframes	Posting is late leaving little opportunity for student colleague feedback and interchange.		Midpoint		Posted well before deadline with opportunity for student interaction and feedback.

Graded discussion boards will be evaluated on how close you come to the ideal, as indicated in Column 5, and how far you range away from the minimal, as evidenced in Column 1. Faculty discretion will be used to set the actual point value.

Reading Assignments

- Assigned readings in doctoral education are the beginning, not the endpoint. These readings will point you in the direction of continued reading and pondering of your scholarly thoughts. Each participant is responsible for completing the reading assignments in a timely manner. Deadlines are listed in the Course Schedule.
- Discussion and written assignments are made with the assumption that required reading assignments are completed prior to completion of discussion and written assignments.

Participation Expectations and Discussion Assignments

A Rubric for how postings will be graded is listed in the Grades and Grading area in this Syllabus.

- Each participant is responsible for participating in the asynchronous discussions of each assignment. This participation will include posting answers to questions posed by the instructor and replying to other participants' postings.
- Discussion postings should be made in a timely manner. Deadlines are listed in the Course Schedule. Please note that all discussion postings must be completed by midnight Central Standard Time on the due date.
- Participants should plan on entering the Discussion area at least three times a week in order to read and comment on others postings. Posting answers to the questions posed in the Discussion area should be done in advance of the deadline in order to allow other participants the have the opportunity to comment.
- Quality of answers is as important as quantity. A participant's comments should add to the discussion. Comments should be supported as required with references cited appropriately. The instructor and/or participants may use synchronous chats as the need arises.

Note: When posting to the discussion area, please type in your comments directly into the discussion. Do not type your comments into a document and then attach it to the discussion-this method is difficult for some students to access. You may type your comments into a Word document, then copy and paste it into the Discussion Board. You must use the "clipboard icon" on the top of the discussion board frame into which you are typing in order to paste in Blackboard.

Written Assignments

- All written assignments are to be completed in Microsoft Word and submitted in a timely manner. Deadlines are listed in the Course Schedule.
- Please note that all written assignments must be submitted by 11:59 pm Central Time on the due date.
- All written assignments should be submitted through the assignment links (located in the week the assignment is due. If your web connection is down for some reason, please contact me by phone to make arrangements to get the assignment submitted within the posted time constraints
- Plagiarism is a serious academic offense. Please avoid the consequences of academic dishonesty by citing all sources that you use in your work.
- Late assignments will receive point reductions.

Assignments/Projects Turn-In Process

All assignments and projects will be submitted through the assignments link of Blackboard. Use the following process to prepare and submit assignments:

- prepare your assignment using Microsoft Word. Name your assignment with the following convention: last name first initial, assignment title (ex. Last F_Assignmenttitle)
- click on "View/Complete Assignment" in the assignments overview area or project area
- Number 1-shows the assignment instructions
- Number 2-is where you add your comments and attach your completed assignment
- Number 3-when all attached files (your completed assignment files) are uploaded, click submit

When written assignments are received, I will open them in Microsoft Word for grading using the "track changes feature". This will enable me to make comments, ask questions, etc. I will then return your assignment through the Student Grade Center area. I will make an announcement when papers are returned to remind you to check the Student Grade Center. To see comments about your assignment, click on your grade.

If you need more instructions on how to submit files through the assignment link, please read the Blackboard Student Manual located in the Tools area.

Email

To communicate by email within the course with other participants or all participants, click the Communications link on the left side of the Blackboard frame. Click Send E-mail to send a message. You are able to send messages to All Users or Select Users in the course, including the instructor. If you need more instructions on how to send email messages with Blackboard please read the student manual located in the Resources area of the course.

The course email is dalfred@uttyler.edu

Questions or problems other than technical problems (see Technical Requirements in this Syllabus) may be submitted to the email address above.

I will make every effort to respond quickly to your emails. Generally speaking, I check email twice a day during the workweek and less frequently on the weekend. I generally do not respond to weekend emails until Monday morning. Occasionally, I may be traveling, and it might take up to 48 hours to respond. If my schedule makes me unavailable to answer emails for an extended period, I will post an announcement so that you can plan accordingly. One caveat: technical problems in email systems may slow down responses! Our priority is communicating with you, so if there are any problems, we will work together to solve them.

Digital Library Resources

Students enrolled in this course have online access to the UT Tyler Robert R. Muntz Library. Follow this link, and then complete the instructions at those sites for accessing information from a distant site. Many of the database subscriptions funded by student fees give you access to full text journals that you will need for your review of the literature in each course. If a particular journal is not available, the library staff will procure the article for you using the Iliad feature. Please take the time to update your account and get familiar with the resources available. They are awesome.

Technical Support
If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing itsupport@patriots.uttyler.edu
When you email IT Support, be sure to include a complete description of your question or problem including:
- The title and number of the course

- The page in question

- If you get an error message, a description and message number

- What you were doing at the time you got the error message

You may also visit the Help Tab in Blackboard for helpful information.

Plug-ins and Helper Applications

UT Tyler online courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course.

- **Adobe Reader** allows you to view, save, and print Portable Document Format (PDF) files. http://get.adobe.com/reader/

- **Java Runtime Environment** (JRE) allows you to use interactive tools on the web. http://www.java.com/en/download/

- **Adobe Flash Player** allows you to view content created with Flash such as interactive web applications and animations. http://get.adobe.com/flashplayer/

- **QuickTime** allows users to play back audio and video files. http://www.apple.com/quicktime/download/

University Policies

The following University policies must appear on each course syllabus or be provided as an informational sheet (web-links to these policies may be used in the print or electronic syllabus) http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

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Disability Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Course Evaluation

UT Tyler may ask you to complete a voluntary evaluation to help them make improvements and adjustments in their overall online learning forums.

Also, an end of semester evaluation specifically for this course will be made available for you to complete in the last week of instruction. Your comments and recommendations will be

considered seriously as the course is updated. Your input throughout the semester contributes to our commitment to improve continually the quality and relevance of this course.

Netiquette Guide

"[Netiquette]" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and informal "rules of the road" of cyberspace. Review and familiarize yourself with the guidelines provided.

Completion Time

You should expect to spend as much time on an online course as you do in a face-to-face course. As a rough guide, you should plan to spend six to ten hours per week on this course. The actual amount of time will vary from individual to individual. This estimate includes the time you spend in reading, discussions, and assignments.

You will have access to most of the course materials from the start of the course to the end. You may look and study ahead, or go back and review, at any time during the course. All assignments have set due dates. Due dates are as of 11:59 pm Central Time on that date.

Getting Started

Please refer to the information contained in this Syllabus anytime you have a question regarding the basic course information. You can access a printable version of this Syllabus by clicking a link below.

Please begin this course by clicking on the Modules button in the left-hand navigation bar, and then choose Module 1.

Epilogue from Danita

This course is at the heart of why you decided to pursue a PhD in nursing. Every discipline recognizes the PhD prepared individual as an expert in research, discovery, and creativity. Perhaps you don't feel like experts quite yet, but this semester will take you one step closer to that recognition. Just think…you have analyzed concepts, developed theory, synthesized literature, and studied concepts related to policy, education, and transcultural research. Now you are ready to propose research that eventually will change health care delivery and people's lives. Your program of research has a beginning and this is it! We are going to have such fun developing research studies that you might not realize you are continuing to build expertise in your field. Welcome to the next step in your program of research! It is going to be a great *and* productive semester.