Instructor: Robert “Kelly” Michael EdD, MN, RN, PPCNP-BC

Email: robert.michael@angelo.edu
Phone: 325-942-2224
Office: Virtual
Office Hours: By Appointment. If you have a question and an email response would suffice, then simply let me know this when you contact me.
Time Zone: All due dates and times in this syllabus are Central Standard Time (CST)

Course Information

Course Description
This course develops an understanding of quantitative and qualitative nursing research methodologies, frameworks, and relationships between questions and design. Application and evaluation of statistical methods is emphasized. Students use critical appraisal skills to critique relevant research.

Course Credits
Three Semester Credit Hours (3-0-0)

Prerequisite / Co-requisite Courses
Admission to the Graduate Nursing Program

Prerequisite Skills
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the program name. Computer access requirements are further delineated in the graduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Graduate Nursing Student Handbook should be reviewed before taking this course.
Program Outcomes
Upon completion of the program of study for the MSN Program, the graduate will be prepared to:
1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.
2. Apply organizational and systems leadership skills.
3. Design and implement quality improvement initiatives.
4. Integrate best research evidence to improve health outcomes.
5. Utilize informatics, healthcare technology and information systems.
6. Advocate through system level policy development.
7. Employ effective communication in inter-professional teams.
8. Synthesize the impact of health determinants for provision of culturally relevant health promotion/disease prevention strategies.
9. Practice at the level of a master’s prepared nurse.

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to MSN Program Outcomes</th>
<th>Mapping to MSN Essentials</th>
<th>Mapping to NLN Educator Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Examine the philosophical foundations of nursing research to expand thinking and provide a sense of professional heritage and identity for the delivery of advanced nursing.</td>
<td>• Nursing History Paper</td>
<td>1,9</td>
<td>1.1, 1.8, 9.15</td>
<td>1.2, 2.3, 3.4, 4.3</td>
</tr>
<tr>
<td>2. Explore the relationships among theory, research, and practice in nursing for the ethical conduct of research and translational scholarship.</td>
<td>• Discussion Board #1 • CITI Training Certificate</td>
<td>1, 4</td>
<td>1.1, 4.1, 4.2</td>
<td>1.2, 8.1, 8.2</td>
</tr>
<tr>
<td>3. Critically evaluate quantitative and qualitative research to generate meaningful</td>
<td>• Quantitative Appraisal • Qualitative Appraisal</td>
<td>4</td>
<td>4.1, 4.6</td>
<td>1.3, 2.6, 4.1, 4.2, 5.3</td>
</tr>
<tr>
<td><strong>Student Learning Outcome</strong></td>
<td><strong>Assessment(s) or activity(ies) validating outcome achievement:</strong></td>
<td><strong>Mapping to MSN Program Outcomes</strong></td>
<td><strong>Mapping to MSN Essentials</strong></td>
<td><strong>Mapping to NLN Educator Competencies</strong></td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------------------------------------------------</td>
<td>---------------------------------</td>
<td>-----------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>By completing all course requirements, students will be able to:</td>
<td>• Review of Literature Scholarly Paper • Scholarly Poster</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>evidence for nursing practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Interpret statistical results using statistical principles to improve practice and associated health outcomes
   • Review of Literature Scholarly Paper • Scholarly Poster
   mapping: 1, 3, 4, 5, 6
   1.4, 4.1, 3.3, 5.2, 6.4
   1.1, 3.1, 4.6

5. Conduct a review of literature and present findings as a foundation for decision-making.
   • Research Problem, Purpose, and Research Question Scholarly Paper
   • Review of Literature Scholarly Paper • Scholarly Poster
   mapping: 1, 9
   1.5, 9.1
   2.6, 4.5

6. Employ collaborative strategies in the evaluation, synthesis, and presentation of evidence towards improving health outcomes.
   • Research Problem, Purpose, and Research Question Scholarly Paper
   • Review of Literature Scholarly Paper • Scholarly Poster
   mapping: 1, 4, 7
   1.5, 4.3, 7.3, 7.4
   1.3, 2.3, 2.6, 4.2, 4.3, 4.4, 4.5

---

**Course Delivery**

This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at [ASU’s Blackboard Learning Management System](#).
Required Texts and Materials

Technology Requirements
To participate in one of ASU’s distance education programs, you need this technology:
- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Topic Outline
Learning Module 1: Ethics in Research
Learning Module 2: Introduction to the History of Nursing and Its Research
Learning Module 3: Quantitative Research
Learning Module 4: Qualitative Research
Learning Module 5: From Research Question to Research Summary

Communication
Faculty will respond to email and/or telephone messages within 36 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone or Collaborate.
“Netiquette” Guidelines

• Check the discussion frequently and respond appropriately and on subject. Focus on one subject per message and use pertinent subject titles.

• Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!

• Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach. Cite all quotes, references, and sources.

• When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.

• Be sure to get consent before forwarding someone else's messages. It is extremely rude to forward someone else's messages without their permission.

• It is acceptable to use humor but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

• (The above "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

Grading

Evaluation and Grades

The table below contains the assessments employed and how they will be graded in this course.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITI Training</td>
<td>5%</td>
</tr>
<tr>
<td>Nursing History Paper</td>
<td>10%</td>
</tr>
<tr>
<td>Quantitative Appraisal</td>
<td>15%</td>
</tr>
<tr>
<td>Qualitative Appraisal</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Group Assignment:</strong> Research Problem, Purpose, and Question Scholarly Paper</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Group Assignment:</strong> Review of Literature Scholarly Paper</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Group Assignment:</strong> Scholarly Poster</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

- A = 90.00-100 points
- B = 80.00-89.99 points
- C = 70.00-79.99 points
- F = <70.00 (Grades are not rounded up)

Teaching Strategies

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers. Examples of learning strategies used in this course include, but are not limited to preceptor guided learning experiences, readings, group discussions, and writing assignments.

Assignment and Activity Descriptions

Discussion Board Activities: Discussion Boards provide an avenue for synthesis of material / information. A discussion board is provided in this course as a way to help students’ process course materials, express thoughts, and engage others opinions and ideas in a healthy and productive learning environment. Students are expected to respond to all discussion board assignments and support individual answers with evidence-based findings.

CITI Training Certificate: This assignment entails completion of the online course for human subject research. The CITI Training is a comprehensive course providing students the opportunity to explore concepts specific to types of research, the role of the researcher in the protection of human subjects, gain additional knowledge about informed consent and vulnerable populations. Students will explore current and historical information about regulatory and ethical issues important when conducting research involving human subjects.

Nursing History Paper: This assignment engages the student in the historical influences nurses have had on healthcare and research. Students will explore and discuss how nursing and nurses as a profession have influences changes in the healthcare system and influenced the evolution of research based in nursing and nursing care.
**Quantitative Appraisal:** This assignment entails the student conducting a critical appraisal of a quantitative research article. The student will use a template to conduct the critical appraisal conducting a systematic, unbiased, careful examination of all aspects of the selected article. The student will evaluate the strengths and weaknesses of the selected research article, evaluate the limitations of the study, and judge applicability of the findings to nursing practice.

**Qualitative Appraisal:** This assignment entails the student conducting a critical appraisal of a qualitative research article. The student will use a template to conduct the critical appraisal conducting a systematic, unbiased, careful examination of all aspects of the selected article. The student will evaluate the strengths and weaknesses of the selected research article, evaluate the limitations of the study, and judge applicability of the findings to nursing practice.

**Group Assignment: Research Problem, Purpose, and Question:** The assignment will be conducted by the student group. The group will provide a research problem statement, research purpose statement, and research question for the research topic of interest.

**Group Assignment: Review of Literature Scholarly Paper:** This assignment will be completed by the student group. The group of students will detail the findings of the literature review comparing and contrasting ideas across the literature, identify interesting trends and inconsistencies within the literature, and suggest areas for future research related to the topic.

**Group Assignment: Scholarly Poster:** This assignment will take the work completed by the group in the Review of Literature and present the information in a visually engaging manner demonstrating the dissemination of knowledge and generating discussion around a research topic of interest.

**Assignment Submission**
All assignments MUST be submitted through the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at tammy.stafford@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.
Late Work or Missed Assignments Policy
Due dates and times for assignments are posted in the course schedule. Failure to submit your assignments on the assigned date will result in a five percent (5%) deduction for each day after the posted deadline. No papers or postings will be accepted more than six (6) days past the assigned due date. Non-submitted items do not qualify under revision/re-do allowances as noted in the Grading System above.

General Policies Related to This Course
All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook³
- Angelo State University Graduate Catalog⁴
- Graduate Nursing Student Handbook⁵

Student Responsibility and Attendance
This class is asynchronous, meaning you do not have to be on-line at a certain time. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation.

Academic Integrity
Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.⁶

Accommodations for Students with Disabilities
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate
such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
dallas.swafford@angelo.edu  
Houston Harte University Center, Room 112

Incomplete Grade Policy
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Plagiarism
Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.

Academic Calendar
Students are responsible for adhering to all dates set forth in the ASU Academic Calendar for the semester.
Special Notes:

- Please note the University Calendar for the Last day to drop a class or withdraw from a regular semester
- Drop an online class
- Withdraw from school
- Notify your faculty if you plan to drop or withdraw. A general understanding of the circumstances will be helpful for program development.

Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.
You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

Course Disclaimer
Although it is never the intention of this course instructor to offend anyone, on rare occasions students do become offended during discussions. The nature of the content of this course may lead to someone being offended by ideas read or presented, or someone’s ideas or opinions shared. The purpose is to encourage you to consider, objectively, the viewpoints reflected in other’s works as you examine your own views, assumptions, and preconceptions in an attempt to formulate an informed, thoughtful, and defensible position. It is not the intent of this class to “indoctrinate” you into any particular point of view, persuade you to adopt any specific position, or even “challenge” your personal beliefs. The hope is that, together, we can all remain as objective as possible and keep our discussions on a high intellectual plane.
### Course Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1—8/23-8/29</td>
<td>• Self-Introduction Discussion Board—Due 8/25/2021 by 11:59 pm</td>
</tr>
<tr>
<td>Week 2—8/30-9/5</td>
<td>• Discussion Board #1</td>
</tr>
<tr>
<td></td>
<td>o Personal Post—Due 9/1/2021 by 11:59 pm</td>
</tr>
<tr>
<td></td>
<td>o Post to Peers—Due 9/5/2021 by 11:59 pm</td>
</tr>
<tr>
<td></td>
<td>• CITI Training Certificate—Due 9/5/2021 by 11:59 pm</td>
</tr>
<tr>
<td>Week 3—9/6-9/12</td>
<td>• Nursing History Paper—Due 9/12/2021 by 11:59 pm</td>
</tr>
<tr>
<td>Week 4—9/13-9/19</td>
<td>No assignments due</td>
</tr>
<tr>
<td>Week 5—9/20-9/26</td>
<td>No assignments due</td>
</tr>
<tr>
<td>Week 6—9/27-10/3</td>
<td>• Quantitative Appraisal—Due 10/3/2021 by 11:59 pm</td>
</tr>
<tr>
<td>Week 7—10/4-10/10</td>
<td>No assignments due</td>
</tr>
<tr>
<td>Week 8—10/11-10/17</td>
<td>No assignments due</td>
</tr>
<tr>
<td>Week 9—10/18-10/24</td>
<td>• Mid-term Course Survey Opens</td>
</tr>
<tr>
<td></td>
<td>• Qualitative Appraisal—Due 10/24/2021 by 11:59 pm</td>
</tr>
<tr>
<td>Week 10—10/25-10/31</td>
<td>• Mid-term Course Survey—Due 10/25/2021 by 11:59 pm</td>
</tr>
<tr>
<td>Week 11—11/1-11/7</td>
<td>No assignments due</td>
</tr>
<tr>
<td>Week 12—11/8-11/14</td>
<td>• Group Assignment: Research Problem, Purpose, and Question Scholarly Paper—Due 11/10/2021 by 11:59 pm</td>
</tr>
<tr>
<td>Week 13—11/15-11/21</td>
<td>No assignments due</td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Week 15—11/29-12/5</td>
<td>• Group Assignment: Scholarly Poster—Due 12/5/2021 by 11:59 pm</td>
</tr>
<tr>
<td>Week 16—12/6-12/10</td>
<td>• Congratulations!!! Enjoy your winter break</td>
</tr>
</tbody>
</table>

**Student Evaluation of Faculty and Course**

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

The following are considered essential and Important evaluation items for this course.

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Acquiring skills in working with others as a member of a team
5. Developing skill in expressing oneself orally or in writing
6. Learning how to find, evaluate, and use resources to explore a topic in depth
7. Developing ethical reasoning and/or ethical decision making
8. Learning to analyze and critically evaluate ideas, arguments, and points of view
9. Learning to apply knowledge and skills to benefit others or serve the public good
10. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

**Grading Rubrics**

To view grading rubrics please go to the “My Grades” link in your Blackboard course, and select **View Rubric** under each graded item.