



GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

|                |  |        |            |         |   |
|----------------|--|--------|------------|---------|---|
| College/School | College of Nursing and Health Innovation |        | Department | Nursing |   |
| Prefix         | HCR                                      | Number | 301        | Title   | Research Methods for the Health Care Professional |
|                |  |        |            |         | Units: 3  |

Is this a cross-listed course? No If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? Yes

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). Chair/Director Initials bcm (Required)

Course description: Explores basic concepts of qualitative and quantitative research design utilizing methods of assessment, planning, implementation and evaluation.

Requested designation: Literacy and Critical Inquiry-L Mandatory Review: Yes

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Brenda Morris E-mail brenda.morris@asu.edu Phone 602-496-0850

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Brenda Morris Date: 8/26/16 9/28/16

Chair/Director (Signature): Brenda Morris 9/20/16 9/28/16

Revised + Resubmitted

**Arizona State University Criteria Checklist for**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

**Literacy** is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

| <b>ASU - [L] CRITERIA</b>   |                          |  |  |
|---|--------------------------|--|--|
| TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:   |                          |  |  |
| YES   | NO                       |  | Identify Documentation Submitted                         |
| <input checked="" type="checkbox"/>   | <input type="checkbox"/> | <b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i> | Word document submitted (and syllabus + course schedule) |
| 1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.   |                          |  |  |
| 2. <b>Also:</b><br><div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;">                         Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-1</b>".                     </div> C-1 |                          |  |  |
| <input checked="" type="checkbox"/>   | <input type="checkbox"/> | <b>CRITERION 2:</b> The composition tasks involve the gathering, interpretation, and evaluation of evidence  | Word document + syllabus/schedule                        |
| 1. Please describe the way(s) in which this criterion is addressed in the course design   |                          |  |  |
| 2. <b>Also:</b><br><div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;">                         Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-2</b>".                     </div> C-2 |                          |  |  |
| <input checked="" type="checkbox"/>   | <input type="checkbox"/> | <b>CRITERION 3:</b> The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams  | Word document + syllabus/schedule                        |
| 1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements  |                          |  |  |
| 2. <b>Also:</b><br><div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;">                         Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-3</b>".                     </div> C-3 |                          |  |  |

| ASU - [L] CRITERIA  |                          |   |                                   |
|---|--------------------------|---|-----------------------------------|
| <input checked="" type="checkbox"/>   | <input type="checkbox"/> | <b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i> | Word document + syllabus/schedule |
| 1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments  |                          |   |                                   |
| 2. <b>Also:</b><br>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4". |                          |   |                                   |
| C-4   |                          |   |                                   |

## HCR 301 Research Methods for the Health Care Professional

### Rationale for Literacy Designation:

#### C1 –

- 86/140 points contain writing assignments
- The writing assignments as found in the syllabus and course schedule are:
  - Two page paper on Culture, Ethics, or Interprofessionalism in Research = 20 points
  - Qualitative Critique = 10 points
  - Quantitative Critique = 10 points
  - Research Poster Presentation = 40 points
  - Research Poster Phases – Phase III = 6 points

#### C2 –

- Two page paper on Culture, Ethics or Interprofessionalism in Research
  - For this assignment, students will gather and interpret information from presentations and interviews. Then students will evaluate the information they have collected to write a two-page paper on culture, ethics, or inter-professionalism.
- Qualitative and Quantitative critiques
  - Students will write two critiques (one for qualitative/one for quantitative) after gathering/interpreting information.
    - Students will write a qualitative critique of a research study, using the Appraisal for Qualitative Research template to guide the evaluation of a qualitative research study.
    - Students will write a quantitative critique of a research study, using the Rapid Randomized Controlled Trial Appraisal form to guide the evaluation of a quantitative research study.
    - To provide for iterative feedback, a Post-submission in-class discussion of the Critiques.
    -
- Poster development
  - For this semester-long assignment, students will create a faux multi-phase research project that will be presented in class the final weeks of the course.
  - Students will
    - write a research question,
    - identify an applicable theoretical or conceptual framework,
    - conduct a literature search,
    - evaluate the literature,
    - determine the methodological approach for the faux study, and

- create a poster presentation to summarize the project.
- Throughout this assignment, students must gather, interpret and evaluate information.
- Iterative feedback will be provided to the students as they complete each phase of the project.

### **C3 –**

- Two page paper on Culture, Ethics or Interprofessionalism in Research
  - For this assignment, students will gather and interpret information from presentations and interviews. Then students will evaluate the information they have collected to write a two-page paper on culture, ethics, or inter-professionalism.
- Qualitative and Quantitative critiques
  - Students will write two critiques (one for qualitative/one for quantitative) after gathering/interpreting information.
    - Students will write a qualitative critique of a research study, using the Appraisal for Qualitative Research template to guide the evaluation of a qualitative research study.
    - Students will write a quantitative critique of a research study, using the Rapid Randomized Controlled Trial Appraisal form to guide the evaluation of a quantitative research study.
    - To provide for iterative feedback, a Post-submission in-class discussion of the Critiques.
- Poster development
  - For this semester-long assignment, students will create a faux multi-phase research project that will be presented in class the final weeks of the course.
  - Students will
    - write a research question,
    - identify an applicable theoretical or conceptual framework,
    - conduct a literature search,
    - evaluate the literature,
    - determine the methodological approach for the faux study, and
    - create a poster presentation to summarize the project.
  - Throughout this assignment, students must gather, interpret and evaluate information.
  - Iterative feedback will be provided to the students as they complete each phase of the project.

### **C4 –**

- APA Quiz

- A quiz on APA style essentials will be administered after viewing an APA tutorial. Students must score a 70% or greater to pass the APA quiz. Remediation of any missed items will be necessary.
- Providing iterative feedback on the use of APA style in written work will assist the student in other writing assignments.
- Qualitative and Quantitative critiques
  - Students will write two critiques (one for qualitative/one for quantitative) after gathering/interpreting information.
    - Students will write a qualitative critique of a research study, using the Appraisal for Qualitative Research template to guide the evaluation of a qualitative research study.
    - Students will write a quantitative critique of a research study, using the Rapid Randomized Controlled Trial Appraisal form to guide the evaluation of a quantitative research study.
    - To provide for iterative feedback, a Post-submission in-class discussion of the Critiques.
- Poster development
  - For this semester-long assignment, students will create a faux multi-phase research project that will be presented in class the final weeks of the course.
  - Students will
    - write a research question,
    - identify an applicable theoretical or conceptual framework,
    - conduct a literature search,
    - evaluate the literature,
    - determine the methodological approach for the faux study, and
    - create a poster presentation to summarize the project.
  - Throughout this assignment, students must gather, interpret and evaluate information.
  - Iterative feedback will be provided to the students as they complete each phase of the project.

## HCR 301

### Research Methods for the Health Professional

#### Syllabus

##### Faculty Information

**Name:** Nancy Baumhover, PhD, RN, CCRN-K, CNE, Clinical Associate Professor

**Office:** Health North 301-C

**Office Phone:** 602-496-0734

**Cell Phone:** 480-510-8515

**Email address:** nancy.baumhover@asu.edu

**Office hours:** Please refer to my office hours posted in the "Meet Your Instructor" tab. Available by appointment.

**Course Dates:** August 22, 2016 - December 2, 2016 every Monday and Wednesday from 0900-1015

**Location:** Mercado A Room 227

##### Course Information

###### Course Number

HCR 301

###### Course Title

Research Methods for the Health Care Professional

###### Credit Hours

3 credit hours

###### Course Modality

In-Person

###### Prerequisites

- Successful completion with a C or better in the following courses: Mat 142, SPT 226 or PSY 230 or SOC 390 or SWU 321, and TWC 347 or TWC 362

Brenda Morris 9/28/2016 10:25 AM

**Comment [1]:** Prerequisite added for Fall 2016 - Successful completion of ENG 101 or ENG 107 or ENG 105 with a C or better



**Corequisites**

- None

**Placement in Curriculum**

- Junior 1

**Catalog Description**

Basic concepts of qualitative and quantitative research design are explored utilizing methods of assessment, planning, implementation, and evaluation.

**Course Overview**

Basic concepts in qualitative and quantitative research methods are discussed to include: the identification of a study research question and purpose, sampling, recruitment, data collection and analysis, and dissemination of research findings. Learners use methods of assessment, planning, implementation, and evaluation to develop a contemporary health related research project.

**Learning Outcomes**

At the completion of this course, students will be able to:

**Communicate Research Findings**

1. Discuss the research process.
2. Disseminate reported research findings.

**Research Evidenced-Based Practices**

3. Distinguish between qualitative and quantitative research designs.
4. Utilize resources to locate and share research materials needed to develop and implement a health related research project.
5. Explore various software packages that are used to collect, organize, manage, and analyze qualitative and quantitative data.

**Implement Innovative Instrumentation**

6. Utilize valid and reliable instrumentation to collect data on a contemporary health issue.
7. Examine how rigour is maintained in qualitative and quantitative research designs.

**Recognize Cultural Implications**

8. Discuss cultural implications of research protocol and design.

**Articulate Ethical Implications**

9. Articulate the implications of ethical principles in research.

**Collaborate Interprofessionally**

10. Collaborate with the interprofessional health team to design, conduct, evaluate, and disseminate research projects.

**Course Materials****Required Materials**

- Jacobsen, H. (2012) *Introduction to health research methods: A practical guide*.

Sudbury, MA: Jones & Bartlett Learning.

**Course Fees**

- None

## General Topic Schedule

| Weeks        | Topics  | Readings                 | Assignments  | Learning Outcomes |
|--------------|---|--------------------------|--|-------------------|
| 1 & 2        | Introduction to the Research Process                  | Chapters 1-4             | Syllabus Quiz (online)<br>APA Quiz (in class)<br>Phase I submission  | 1                 |
| 3 & 4        | Overview of Health Research Methods: Part I           | Chapter 14               | Exam I   | 3, 5, 7           |
| 5 & 6        | Overview of Health Research Methods: Part II          | Chapters 8, 13, 25       | Phase II submission  | 3, 5, 7           |
| 7 & 8        | Overview of Health Research Methods: Part III         | Chapters 6, 7, 9, 11, 12 | Exam II<br>Phase III submission  | 3                 |
| 9 & 10       | Culture, Ethics, and Interprofessionalism in Research | Chapters 21, 22          | NIH Certificate<br>Two-page paper on cultural, ethical, or interprofessionalism in research<br>Phase IV submission | 8, 9, 10          |
| 11 & 12      | Critical Appraisal of Research Findings               | Web link to articles     | Qualitative and Quantitative Critique  | 1, 7              |
| 13 & 14 & 15 | Dissemination of Research Findings                    | Chapters 5 and 29-33     | Research Poster Presentations  | 2, 4, 6           |

Brenda Morris 9/28/2016 10:27 AM

**Comment [2]:** Debate is included as an in-class learning activity during weeks 9 & 10. Please see Debate guidelines for details.

## Course Grading

### Methods of Instruction

This course uses Blackboard™ for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The course site can be accessed at <http://my.asu.edu> or <http://myasucourses.asu.edu>.

Activities in this course include: tutorials; discussion/presentations; textbook and supplemental readings; individual and group activities; interactive presentations; cultural self-assessment; debate; writing submissions; research critiques; poster presentation.

### Methods of Evaluation

| Assessment Type  | Number in Course | Total Course Value  |
|--|------------------|---|
| Syllabus Quiz  | 1                | 5 points  |
| APA Quiz   | 1                | 10 points<br>(20 questions at 0.5 value)  |
| Open-Book Exams  | 2                | 25 points<br>(25 questions per exam at 0.5 value)   |
| NIH Certificate Training   | 1                | 10 points   |
| Two-Page Paper on Culture, Ethics, or Interprofessionalism in Research | 1                | 20 points   |
| Qualitative Critique   | 1                | 10 points   |
| Quantitative Critique  | 1                | 10 points   |
| Research Poster Presentation   | 1                | 40 points   |
| Research Poster Phases I-IV  | 4                | 10 points<br>(Phase I: 2 points)<br>(Phase II: 1 points)<br>(Phase III: 6 point)<br>(Phase IV: 1 point) |

Brenda Morris 9/28/2016 10:39 AM

**Comment [3]:** Meets criteria C-1. 86 of the 140 total course points comes from writing. Specific writing assignments include: Two-Page Paper on Culture, Ethics, or Interprofessionalism in Research; Qualitative Critique, Quantitative Critique, Research Poster Phase III, and the Research Poster Presentation.

Brenda Morris 9/28/2016 10:28 AM

**Comment [4]:** Contributes to meeting Criterion C-4 - provides students with APA skills critical for collegiate level writing.

Brenda Morris 9/28/2016 10:30 AM

**Comment [5]:** Demonstrates criteria C-2, C-3 and contributes to meeting Criterion C-4 through the provision of feedback that the student can use on subsequent written assignments.

Brenda Morris 9/28/2016 10:32 AM

**Comment [6]:** Demonstrates criteria C-2, C-3 and C-4. Post-submission in-class discussion of the Qualitative Critique.

Brenda Morris 9/28/2016 10:43 AM

**Comment [7]:** Demonstrates criteria C-2, C-3 and C-4. Post-submission in-class discussion of the Quantitative Critique.

Brenda Morris 9/28/2016 10:43 AM

**Comment [8]:** Demonstrates criteria C-2 and C-3

Brenda Morris 9/28/2016 10:42 AM

**Comment [9]:** Demonstrates criterion C-2 and contributes to meeting criterion C-4. Structuring the assignment as phases provides for iterative feedback to the student.

## Description of Assessments

- **Syllabus Quiz:** Students will complete an online quiz related to important or key points concerning the syllabus.
- **APA Quiz:** A quiz on APA style essentials will be administered after viewing an APA tutorial. Students must score a 70% or greater to pass the APA quiz. Remediation of any missed items will be necessary.
- **Open-Book Exams:** Students will complete two open-book exams in this course on important course content. Each exam will contain 25 questions worth 0.5 points each.
- **National Institutes of Health (NIH) Training:** Students will learn about the protection of human subjects by completing human subjects protection training.
- **Two-Page Paper:** A two page paper on culture, ethics, or interprofessionalism in health research will be submitted after viewing the presentation and interviews with interprofessionals during weeks 9 & 10.
- **Qualitative and Quantitative Critiques:** Students will write a critique on a qualitative and quantitative study using critical appraisal forms.
- **Research Poster Presentation:** Students will create and present a poster presentation on a research topic of their choice graded upon a rubric. There are four (I-IV) phases that must be submitted and approved by your faculty throughout this course.

Brenda Morris 9/28/2016 10:42 AM

**Comment [10]:** Contributes to Criterion C-4

Brenda Morris 9/28/2016 10:45 AM

**Comment [11]:** Demonstrates Criteria C-1, C-2, and C-3. Contributes to Criterion C-4.

Brenda Morris 9/28/2016 10:46 AM

**Comment [12]:** Demonstrates Criteria C-1, C-2, and C-3. Contributes to Criterion C-4. Post-submission in-class discussion of the Critiques.

Brenda Morris 9/28/2016 10:46 AM

**Comment [13]:** Demonstrates Criteria C-1, C-2, and C-3. Contributes to Criterion C-4 (phases).

## Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available within 48 hours of the due date via the My Grades tab in Blackboard.

## Grading

| Grade | Percentage | Points Range |
|-------|------------|--------------|
| A     | 90 – 100%  | 126 - 140    |
| B     | 80 – 89%   | 112 – 125    |
| C     | 70 – 79%   | 98 – 111     |
| D     | 60 – 69%   | 84 – 97      |
| E     | Below 60%  | 83 and below |

## Course Policies & Procedures

### Technology Enhanced Course

This is an in-person or face-to-face course modality. You can log into your course via MyASU or <https://my.asu.edu>.

### Communicating With the Instructor

This course uses a Blackboard™ discussion board called "Hallway Conversations" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates. **Please be sure to “subscribe” to the “Hallway Conversations” area, too.**

Email questions of a personal nature to your instructor or assigned TA. You can expect a response within 48 hours.

### Email and Internet

ASU email is an official means of communication among students, faculty, and staff (<http://www.asu.edu/aad/manuals/ssm/ssm107-03.html>). Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

*All instructor correspondence will be sent to your ASU email account.*

### Campus Network or Blackboard™ Outage

When access to Blackboard™ is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by 11:59pm).

If an outage occurs, it is expected that you will confirm that the outage is with the University and not your local internet service provider. To monitor the status of campus networks and services, please visit the System Health Portal (<http://syshealth.asu.edu>). If a system-wide ASU outage is NOT listed, you are responsible for contacting the ASU Help Desk to report and troubleshoot the issue. By contacting the help desk, a request case number will be created for you, which serves as an important documentation of your attempt to resolve any technical problems in a timely fashion. You may be required to forward this documentation to your instructor.

### **Course Time Commitment**

This three-credit course requires approximately 135 hours of work. Please expect to spend around 9 hours each week over 15 weeks preparing for and actively participating in this course.

### **Late or Missed Assignments**

Notify the instructor by email **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an accommodation for religious practices (<http://www.asu.edu/aad/manuals/acd/acd304-04.html>) or to accommodate a missed assignment due to University-sanctioned activities (<http://www.asu.edu/aad/manuals/acd/acd304-02.html>).

### **Submitting Assignments**

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of Blackboard™. Do not submit an assignment via other methods unless specifically directed.

### **Drop and Add Dates/Withdrawals**

This course adheres to a set schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course (<https://students.asu.edu/academic-calendar>). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies:

- Withdrawal from Classes (<http://www.asu.edu/aad/manuals/ssm/ssm201-08.html>)
- Medical/Compassionate Withdrawal (<http://www.asu.edu/aad/manuals/ssm/ssm201-09.html>)
- Grade of Incomplete (<http://www.asu.edu/aad/manuals/ssm/ssm203-09.html>)

### **Grade Appeals**

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades (<https://catalog.asu.edu/appeal>).

## Student Conduct and Academic Integrity

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures (<http://www.asu.edu/aad/manuals/ssm/ssm104-01.html>), Computer, Internet, and Electronic Communications policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>), ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>), and outlined by the Office of Student Rights & Responsibilities (<https://eoss.asu.edu/dos/srr>). Anyone in violation of these policies is subject to sanctions.

Students are entitled to receive instruction free from interference by other members of the class (<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>). An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts incident reports (<https://eoss.asu.edu/dos/srr/filingreport>) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

**Title IX is a federal law** that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu>

## College of Nursing and Health Innovation Student Handbook

Students are expected to adhere to the policies and guidelines in the current edition of the College of Nursing and Health Innovation Baccalaureate Program Handbook for Clinical Nursing Students (<https://nursingandhealth.asu.edu/sites/default/files/attachments/2014-2015%20Student%20handbook.pdf>).



## **Prohibition of Commercial Note Taking Services**

In accordance with ACD 304-06 Commercial Note Taking Services (<http://www.asu.edu/aad/manuals/acd/acd304-06.html>), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

## **Course Evaluation**

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

## **Syllabus Disclaimer**

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

## **Accessibility Statement**

**Disability Accommodations:** Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

**Establishing Eligibility for Disability Accommodations:** Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Students should contact the Disability Resource Center, campus-specific location and contact information (<https://eoss.asu.edu/drc/contactus>) can be found on the DRC website. DRC offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the DRC website (<http://eoss.asu.edu/drc>) for eligibility and documentation policies.

Email: [DRC@asu.edu](mailto:DRC@asu.edu)  
DRC Phone: (480) 965-1234  
DRC FAX: (480) 965-0441

## Technical Requirements & Support

### Computer Requirements

This course requires Internet access and the following:

- A web browser. Please use only Google Chrome (<https://www.google.com/chrome>) or Mozilla Firefox (<http://www.mozilla.org/en-US/firefox/new/>)
- Adobe Acrobat Reader (<http://get.adobe.com/reader/>)
- Adobe Flash Player (<http://get.adobe.com/flashplayer/>)
- Microphone (optional) and speaker

### Computer Skills Requirements

It is expected that you will be able to do at least the following tasks on a computer:

- Use the Blackboard™ Learning Management System (see <https://myasu.force.com/akb?id=kA3d00000004jh4> for assistance)
- Using ASU email
- Creating and submitting files in commonly used word processing program formats (specifically Microsoft Word)
- Copying and pasting text
- Downloading and installing software
- Using spreadsheet programs (specifically Microsoft Excel)
- Using presentation and graphic programs

### Technical Support

This course uses Blackboard™ to deliver course content. It can be accessed through MyASU at <http://my.asu.edu> or the Blackboard™ home page at <http://myasucourse.asu.edu/>.

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/> or via Twitter by following @ASUOutages.

To contact the help desk you have two options:

- Website: assessed through the MyASU Service Center at <http://my.asu.edu/service>
- Chat: assessed through the MyASU Service Center at <http://my.asu.edu/service>
- Call toll-free at 1-855-278-5080

## **Student Success**

To be successful in this course, students should:

- Check the course daily
- Read announcements posted in course
- Read and respond to course email messages as needed
- Complete assignments by the due dates specified
- Communicate regularly with your faculty and peers
- Create a study guide/calendar to stay on track with assignments and due dates

Appraisal for Qualitative Research

Table 1. Research questions: guidelines for critiquing a qualitative research study

*Elements influencing believability of the research*

| Elements      | Questions   |
|---------------|---|
| Writing style | Is the report well written - concise, grammatically correct, avoids the use of jargon? Is it well laid out and organized?                 |
| Author        | Do the researcher's qualifications/position indicate a degree of knowledge in this field?   |
| Report title  | Is the title clear, accurate and unambiguous?   |
| Abstract      | Does the abstract offer a clear overview of the study, including the research problem, sample, methodology, findings and recommendations? |

*Elements influencing robustness of the research*

| Elements                                | Questions   |
|---|---|
| Statement of the phenomenon of interest | Is the phenomenon to be studied clearly identified? Are the phenomenon of interest and the research question consistent?  |
| Purpose/significance of the study       | Is the purpose of the study/research question clearly identified?   |
| Literature review                       | Has a literature review been undertaken?<br>Does it meet the philosophical underpinnings of the study?<br>Does the review of the literature fulfill its objectives? |
| Theoretical framework                   | Has a conceptual or theoretical framework been identified?<br>Is the framework adequately described?<br>Is the framework appropriate?                               |
| Method and                              | Has the philosophical approach been identified?   |

|   |  |
|---|--|
| <b>philosophical underpinnings</b>                  | <p><b>Why was this approach chosen?</b></p> <p><b>Have the philosophical underpinnings of the approach been explained?</b></p>   |
| <b>Sample</b>                                       | <p><b>Is the sampling method and sample size identified?</b></p> <p><b>Is the sampling method appropriate?</b></p> <p><b>Were the participants suitable for informing research?</b></p>  |
| <b>Ethical considerations</b>                       | <p><b>Were the participants fully informed about the nature of the research?</b></p> <p><b>Was the autonomy/confidentiality of the participants guaranteed?</b></p> <p><b>Were the participants protected from harm?</b></p> <p><b>Was ethical permission granted for the study?</b></p> |
| <b>Data collection/data analysis</b>                | <p><b>Are the data collection strategies described?</b></p> <p><b>Are the strategies used to analyze the data described?</b></p> <p><b>Did the researcher follow the steps of the data analysis method identified?</b></p> <p><b>Was data saturation achieved?</b></p>                   |
| <b>Rigour</b>                                       | <p><b>Does the researcher discuss how rigour was assured?</b></p> <p><b>Were credibility, dependability, transferability and goodness discussed?</b></p>   |
| <b>Findings/discussion</b>                          | <p><b>Are the findings presented appropriately?</b></p> <p><b>Has the report been placed in the context of what was already known of the phenomenon?</b></p> <p><b>Has the original purpose of the study been adequately addressed?</b></p>  |
| <b>Conclusions/implications and recommendations</b> | <p><b>Are the importance and implications of the findings identified?</b></p> <p><b>Are recommendations made to suggest how the research findings can be developed?</b></p>  |
| <b>References</b>                                   | <p><b>Were all the books, journals and other media alluded to in the study accurately referenced?</b></p>  |

## Rapid Randomized Controlled Trial (RCT) Appraisal

Criteria C-2,  
C-3, and C-4

### Table 1

#### Three Key Questions for Rapid Critical Appraisal of RCT's

*\*Please explain and support your responses using references. Simple "yes" and "no" responses will not suffice.*

**Q1. Are the findings valid? (i.e., as close to the truth as possible).**

**Q2. Are the findings important? (i.e., What is the impact of the intervention [i.e., the size of the effect or the extent to which the intervention or treatment worked]?)**

**Q3. Are the findings clinically relevant or applicable to the patients for whom I am caring?**

See next page for Table

**Table 2**

**Rapid Critical Appraisal Checklist for a Randomized Controlled Trial (RCT)**

*\*Please explain and support your responses using references. Simple "yes" and "no" responses will not suffice.*

**I. Are the study findings valid?**

**A. Were the subjects randomly assigned to the experimental and control groups?**

**B. Were the follow-up assessments conducted long enough to fully study the effects of the intervention?**

**C. Did at least 80% of the subjects complete the study?**

**D. Was random assignment concealed from the individuals who were first enrolling subjects into the study?**

**E. Were the subjects analyzed in the group to which they were randomly assigned?**

**F. Was the control group appropriate?**

**G. Were the subjects and providers kept blind to study group?**

**H. Were the instruments used to measure the outcomes valid and reliable?**

**I. Were the subjects in each of the groups similar on demographic and baseline clinical variables?**

**2. What are the results of the study and are they important?**

**A. How large is the intervention or treatment effect (NNT, NNH, effect size, level of significance)?**

**B. How precise is the intervention or treatment (Confidence interval)?**

**3. Will the results help me in caring for my patients?**

**A. Are the results applicable to my patients?**

**B. Were all clinically important outcomes measured?**

**C. What are the risks and benefits of the treatment?**

**D. Is the treatment feasible in my clinical setting?**

**E. What are my patient's/family's values and expectations for the outcome that is trying to be prevented and the treatment itself?**



- Announcements
- Welcome and Start Here
- Meet Your Instructor
- Course Schedule
- Syllabus
- Hallway Conversations
- Textbook Information
- Discussion Board
- Week 1 & 2
- Week 3 & 4
- Week 5 & 6
- Week 7 & 8
- Week 9 & 10
- Week 11 & 12
- Week 13-15

**Week 9 & 10** - Please see Debate and Short Paper

**Week 9 & 10 - Culture, Ethics, and Interprofessionalism in Research**

Cultural and ethical considerations in conducting research will be addressed this week. The importance of interprofessional health care research will be presented.

**This week's learning objectives are:**

- 1. Discuss cultural and ethical considerations in conducting research
- 2. Identify strategies to facilitate and foster interprofessional health care research

**The following items are due this week:**

- [NIH Certificate Training]
- [Submit 2-page paper on Culture, Ethics, or Interprofessionalism in Health Research]
- [Submit Phase IV of Final Project]

**Read & Watch**

Jacobsen (2012) Chapters 21, 22



Blackboard Home Courses Organizations Help

- Week 9 & 10
- Week 11 & 12
- Week 13-15
- Final Project - Poster Presentation
- Rubrics

---

- Email
- My Grades
- ASU Libraries
- Student Resources & Accessibility
- 24 Hour - Technical Support

**Read & Watch**

Jacobsen (2012) Chapters 21, 22

Read the following web pages:

1. [Arizona State University Research and Integrity Assurance](#)
2. [Collaborative Institutional Training Initiative \(CITI\)](#)
3. [ASU College of Nursing & Health Innovation, Center for Advancing Interprofessional Practice, Education and Research](#)
4. [American Interprofessional Health Collaborative](#)
5. [Journal of Research in Interprofessional Practice and Education](#)
6. [Interprofessional Education Collaborative \(Core Competencies for Interprofessional Collaborative Practice\)](#)
7. [National Association of School Nurses-Purnell Model for Cultural Competence](#)

Read the following articles:

1. [Purnell \(2000\) A Description of the Purnell Model for Cultural Competence](#)
2. [Purnell \(2002\) The Purnell Model for Cultural Competence](#)

Watch the following videos:

1. [Ethical and Legal Issues in Research](#)
2. [Interprofessional Healthcare: Preparing Health Professionals for 21st Century Practice](#)

**[\(Click here\) Please watch the Interviews with CONHI Dean Dr. Pipe, Dr. Bonifas, & Dr. Denny](#)**

Click the link above to watch the videos of Dr. Baumhover interviewing Dean Teri Pipe (nurse), Dr. Robin Bonifas (social worker), & Dr. Lee Anne Denny (physician)


https://www.youtube.com/watch?v=LoAS054Lrs **ek 9 & 10 Lecture**



[\(Click here\) Please watch the Interviews with CONHI Dean Dr. Pipe, Dr. Bonifas, & Dr. Denny](#)

Click the link above to watch the videos of Dr. Baumhover interviewing Dean Teri Pipe (nurse), Dr. Robin Bonifas (social worker), & Dr. Lee Anne Denny (physician)

### Week 9 & 10 Lecture

Attached Files:  HCR 301 Week 9-10.pptx (192.334 KB)



**Assignment: Complete NIH Participant Training (Click here to submit a copy of your certificate)**

Please visit the website below by clicking on the NIH PHRP link. Register for an account for FREE and complete the National Institutes of Health (NIH): Protecting Human Research Participant Training. Once you've completed the training, you will receive a copy of your certificate. **Attach your NIH training certificate by clicking on the link above.**

[National Institutes of Health \(NIH\): Protecting Human Research Participant Training \(PHRP\)](#)

Here's a PDF of the training content, should you need to refer to it:

PHRP pdf

**Protecting Human Research Participants**  
NIH Office of Extramural Research

|                             |     |
|-----------------------------|-----|
| Overview .....              | 1   |
| Introduction .....          | 1   |
| History .....               | 3   |
| Codes and Regulations ..... | 16  |
| Respect for Persons .....   | 37  |
| Beneficence .....           | 62  |
| Justice .....               | 88  |
| Conclusion .....            | 109 |



**In-Class Activity: Debate**

- C-2 and C-3

Peruse these instructions for our in-class debates [CLICK HERE](#)

**Debate #1**

**Pro-Team:** Unethical research studies should be published

**Con-Team:** Unethical research studies should not be published

**Debate #2**

**Pro-Team:** Interprofessionals should conduct health research together

**Con-Team:** Interprofessionals should not conduct health research together

**In-Class Activity: Cultural Self-Assessment**

Please [CLICK HERE](#) for the cultural self-assessment questions. Directions to be provided by your faculty in-class.

**Phase IV: Methodology (click here)**

Phase IV: Methodology (worth 1 points)

**Due date: Sunday October 30, 2016 by midnight**

Please submit your methodology for your final project into this drop box.



Two-Page Paper (click here to submit)

C-2, C-3, C-4

Submit a two-page paper by Sunday October 30, 2016 11:50 p.m. after watching this week's lecture and interviews with the interprofessionals. Students may choose from one of the following options below (Option A, B, or C) for their paper. SafeAssign is being used for plagiarism detection. Students will be able to view their originality report, therefore, I am allowing "multiple" attempts for submission so that you may check your originality score and make necessary changes, if needed. This assignment is worth a total of 20 points.

Peruse the two-page paper rubric to guide you in an exemplary paper construction!

Be sure to include a title page and reference page. Therefore, the total length of your paper should not exceed four pages.

Integrate at least three high level research studies that are less than five years old pertaining to your topic. This literary integration may be used to either support, extend, or refute your ideas or perspectives on the topic.

Option A: Discuss a cultural consideration in health research. Consider some of the following questions when writing your paper:

- How does the cultural consideration affect health research? Is it in a positive or derogatory way? Explain.
- What is being done about the cultural consideration affecting health research?
- How might the health researcher address this topic?

Option B: Discuss an ethical consideration in health research. Consider some of the following questions when writing your paper:

- How does the ethical consideration affect health research? Is it in a positive or derogatory way? Explain.
- What is being done about the ethical consideration affecting health research?
- How might the health researcher address this topic?

Option C: Discuss the challenges and/or benefits of interprofessional health research. Keep in mind, several challenges and/or benefits were shared by the health professionals in their interviews with me. Consider some of the following questions when writing your paper:

- What other challenges and/or benefits have you found in the literature or thought about on your own?
- How might these challenges and/or benefits be managed?



# In-class Learning Assignment- Criterion C-Z

## HCR 301 Research Methods for the Health Professional

### DEBATE GUIDELINES

**There are two debates in this course and each debate will consume an entire class period (1 hour and 15 minutes).** The first debate is whether or not unethical research studies should be published or not. The second debate is whether or not interprofessionals should conduct health research together or not. Two teams of five members will be formed as well as a jury to decide which team was more convincing in the argument. Each team will have an assigned moderator. One team will debate the “pro” (in favor) side of the issue or problem and the other team will debate the “con” (against) side of the issue or problem. **Each team will have 10 minutes to present their argument and 5 minutes to rebut the opposing team’s argument.**

### DEBATE LEARNING OUTCOMES

- Promote student collaboration, negotiation, and teamwork involving course topics
- Create doubt about the existence of one clear answer
- Increase awareness of opposing viewpoints concerning course topics
- Promote independence, organization, and participation in the group decision-making process
- Enhance written and oral communication skills
- Enhance analysis and critical thinking skills on course topics
- Encourage students to reach an informed, unbiased conclusion or resolution concerning important course topics

### SUGGESTIONS

- Each team will have a 15-25 minute brain-storming session
- Research the issue or problem-use facts, examples, opinions, and/or evidence to make your points in the argument. *Keep in mind, “argument” is the most important part of the debate and your research should support your arguments.*
- Use humor or gestures or props
- Do not make the argument *too* complicated-keep it simple!
- Determine what points of the argument each person on the team will present using a logical sequence of argument points
- Slowly increase the stress and force behind your voice as you proceed through your points and build to a high point that is crux of your point. *In other words, avoid monotone and high/low roller coaster speech.*
- Speak clearly and articulately
- Stand in front of the class
- Maintain eye contact with the jury

- The jury's responsibility is to make a decision as to whether or not to support the issue or problem. The jury's task is to weigh the evidence valuing both sides of the argument.
- *No one is condemned for their own viewpoints or an unpopular viewpoint, so let's respect one another in this learning endeavor!*

## **DEBATE PROCESS**

The team moderator will open the debate by presenting a brief overview of the issue and present the issue to be debated (**1-2 minutes**).

**TEAM ONE/TWO:** Each team will have **10 minutes** to argue their position on the issue.

**FIRST TEAM MEMBER-SPEAKER:** This person is the team moderator.

### **SECOND TEAM MEMBER-SPEAKER: 3 minutes**

- Define your argument, e.g. state the argument that you will address in a single, short sentence.
- Define your team approach, e.g. state what your partners will say.
- Present your part of the argument.

### **THIRD TEAM MEMBER-SPEAKER: 3 minutes**

- Present main points of argument.

### **FOURTH TEAM MEMBER-SPEAKER: 3 minutes**

- Add additional points and summarize the main points of the argument.

**FIFTH TEAM MEMBER-SPEAKER:** This person will listen to the opposing team's argument and begin to develop a rebuttal based upon research of the topic on behalf of the team.

## **REBUTTAL**

- Each team will collaborate for **5 minutes**.
- Each team will have **5 minutes** for presenting their rebuttal. **The fifth team member-speaker will speak on behalf of the team's rebuttal.**
- Each team moderator will speak on behalf of the team's rebuttal.
- Each team must participate in the rebuttal.



### **TIMING OF DEBATE (total time-1 hour, 15 minutes total)**

- The faculty will explain the learning activity objectives and roles and responsibilities of the debate teams (and members) for **5 minutes**. The faculty member will assign the teams and roles.
- The faculty will **ring the bell** after **15-25 minutes** of brain-storming session
- The debate will begin-each team presenting their argument (**10 minutes each team or 20 total minutes**)
  - The faculty will **ring the bell at the 9<sup>th</sup> minute** of each team's argument and then at the **10<sup>th</sup> minute** to signal the end of the team's argument.
- The teams will be allowed **5 minutes** to formulate their rebuttals before rebuttals are presented
  - The faculty will **ring the bell at the 4<sup>th</sup> minute** of each team's rebuttal and the **5<sup>th</sup> minute** to signal the end of the rebuttal argument.
- The jury will be allowed **10 minutes** to formulate a decision either for or against the course topic based upon each team's performance and the evidence

### **ROLE OF THE MODERATOR**

- Summarize main points of each argument (flow should flow and be logical).

### **ROLE OF THE JURY**

- The jury is the audience or those not selected to be on a team.
- The jury will be allowed time after each team presents their arguments and rebuttals to formulate a decision either for or against the course topic
- Weigh the evidence and determine which team presented the most and convincing argument-make a decision either for or against the issue
- Decide what were your reasons for or against the issue and reasons why
- Express what you valued and did not value concerning each team's argument
- Devise a resolution for each team's argument that you did not value
- Decide if an alternative strategy could have been employed for resolution
- **Each team should be evaluated on-**significance of points, systematicity, analyticity, logic of argument, clarity, depth, breadth, and speech style.
- **Each team moderator should be evaluated on-**systematicity, analyticity, clarity, articulation of the summary of each argument, logic/support for why one argument is more convincing than the other, speech style, and listening skills.

### **DEBATE 1:**

***Pro Team-***Unethical research studies should be published

***Con Team-***Unethical research studies should not be published

### **DEBATE 2:**

***Pro Team-***Interprofessionals should conduct health research together

***Con Team-***Interprofessionals should not conduct health research together

Blackboard Home

Courses

Organizations

Help

- ▶ Grade Center →
- ▶ Users and Groups
- ▶ Customization →
- ▶ Packages and Utilities →

**Week 14-16:** Poster presentations in-class according to sign-up sheet schedule

Read the following web pages:

1. [Designing Conference Posters](#)
2. [ASU Microsoft® PowerPoint® Presentation Templates](#)
3. [CINHAL Searching Tutorial by Kevin Pardon, Health Science librarian. \(please, disregard how it mentions NUR 315\)](#)

Watch the following video:

- [How to Create a Poster in Microsoft PowerPoint](#)

### Research Poster Presentation (click here to submit your poster)

*\* Criteria C-2, C-3, and C-4*

Attached Files:

- Baumhover STTI Poster21x36.ppt (171.5 KB)
- HCR301\_Poster\_Presentation\_Template\_CONHI.pptx (253.616 KB)
- NBaumhoverWIN2013.ppt (216.5 KB)
- HCR301\_Poster.pptx (432.807 KB)
- HCR301\_Poster\_Presentation\_KyraneY\_FINAL.pptx (280.064 KB)
- tmmposter2016.pptx (415.202 KB)

This assignment is a culmination of the research methods covered in this course; an understanding of the research process is necessary to create the poster presentation.

**Use** the attached template to create a 36" x 56" (3' high x 4.5' wide) research poster presentation in PowerPoint. The poster should be on one slide in PowerPoint. **A few of my own poster presentations are here for you as examples.** One is a poster of a quantitative correlational study and the other is a theoretical poster presentation. I have also included a few posters from this past semester with permissions received from the student authors.

- **Include** the following elements in your poster: descriptive title, author name, introduction, theoretical framework, method, results, conclusion, and references. See Jacobsen (2012) page 253 for an example.

**This assignment is worth 40 points; view rubric for grading criteria.**

Criteria C-2, C-3, and C-4

Final Project - Poster Presentation - 2016Fall-D-HCR301-... HCR 301 Fall 2016 Poster Presentation Sign-Up Sheet - Google Sheets

ASU ARIZONA STATE UNIVERSITY ASU Home My ASU Colleges & Schools Map & Locations Contact Us Nancy Baumhover

Blackboard Home Courses Organizations Help

Welcome and Start Here  
Meet Your Instructor  
Course Schedule  
Syllabus  
Hallway Conversations  
Textbook Information  
Discussion Board  
Week 1 & 2  
Week 3 & 4  
Week 5 & 6  
Week 7 & 8  
Week 9 & 10  
Week 11 & 12  
Week 13-15  
Final Project - Poster Presentation  
Poster Rubric  
Email  
My Grades  
For Faculty - Media Production Accounts

Build Content Assessments Tools Partner Content

### Final Project - Poster Presentation

Attached Files: Phase III-Review of Literature Table Template.docx (40.633 KB)

**Description:** Throughout this course, you will work on a **FAUX multi-phase final research project** that will be presented in class the final weeks of the course. Choose a health topic that interests you. Are you interested in people's experiences, feelings, ideas, perspectives or meanings about their situation or experience or would you rather test and/or manipulate variables? Perhaps, you are a little interested in both. This determines if you will take a qualitative or quantitative or mixed method approach. Begin searching the literature on the topic. Where does there seem to be a gap in the body of knowledge? Narrow the topic and begin listing questions that begin with "why, how, or what." Decide which question interests you the most and will advance the health science on the topic. Be sure that your research question only asks one question. The research question should contain the population you're interested in studying and variables associated with the topic. The research question should be focused, detailed, and crystal clear. This project addresses all of the learning outcomes in this course to include the dissemination of research.

#### PHASE INSTRUCTIONS

**Week 1 & 2:** Submit your **research question** to your faculty for approval. Keep in mind, the research question stems from your philosophical paradigm and is what drives the methodology. Are you interested in lived experiences or meanings of others or do you want to test or measure variables? The research question should be researchable, focused, and measurable, if seeking a quantitative approach. If measurement of the variables is your priority, then how will these variables be measured with valid and reliable tools (instruments)? This is something to consider on your journey to final submission. **Phase I DUE DATE: Sunday September 4, 2016 by 11:59 p.m. (2 points)**

**Week 3 & 4:** No submission required. However, please sign-up for the specific date and time for your presentation to the class during the final weeks of the course by clicking [HERE](#).

**Week 5 & 6:** Identify an applicable **theoretical or conceptual framework** and submit to your faculty for approval. Consider searching various health disciplines for an established conceptual or theoretical framework. For example, medicine, nursing, psychology, sociology, etc. Oftentimes, the conceptual or theoretical framework can be found in the Introduction or Review of Literature section of a research article. Begin familiarizing yourself with how to search for research. **Visit the CINHAL tutorial link below to learn how to search for research** and research containing conceptual and/or theoretical frameworks. **Go to Week 7 & 8 which contains more links to research databases.** Usually, conceptual or theoretical frameworks are represented as a figure, diagram, or picture. Conceptual and/or theoretical frameworks contain many, if not, all of the concepts you're interested in studying. The model helps to explain how the concepts are linked and may be tested, if taking a quantitative approach. Conceptual and/or theoretical frameworks help to guide a research study. **Phase II DUE DATE: Sunday October 2, 2016 by 11:59 p.m. (1 point)**

**Week 7 & 8:** Locate 3 research-based articles that support your research question and write a **literature review** in APA format. Attached here you will find an example of what I am looking for concerning this phase as well as a literature review table to help organize your findings. I suggest working on the table first, then write the summary. Include the table as a "Table" in the paper following APA guidelines. The 3 research articles should be the highest found level of evidence (RCT, SR, or Meta-Analysis) **and** less than 5 years old, yet if little is known about the topic, then you may only find qualitative studies. The studies should be introduced in Reference style format with the summary of the article to follow. Attempt to limit your summary of each study to one page. The total number of pages is 6 pages. One page for the title page, 3-4 pages for the 3 studies (1-page each), a reference page, and table leads to a total of approximately 6 pages. The summary of each article should contain the

[Blackboard Home](#)[Courses](#)[Organizations](#)[Help](#)[Email](#)[My Grades](#)[For Faculty - Media Production Accounts](#)[ASU Libraries](#)[Student Resources & Accessibility](#)[24 Hour - Technical Support](#)

## COURSE MANAGEMENT

[Control Panel](#)[Files](#)[Course Tools](#)[Evaluation](#)[Grade Center](#)[Users and Groups](#)[Customization](#)[Packages and Utilities](#)

research databases. Usually, conceptual or theoretical frameworks are represented as a figure, diagram, or picture. Conceptual and/or theoretical frameworks contain many, if not, all of the concepts you're interested in studying. The model helps to explain how the concepts are linked and may be tested, if taking a quantitative approach. Conceptual and/or theoretical frameworks help to guide a research study. **Phase II DUE DATE: Sunday October 2, 2016 by 11:59 p.m. (1 point)**

**Week 7 & 8:** Locate 3 research-based articles that support your research question and write a literature review in APA format. Attached here you will find an example of what I am looking for concerning this phase as well as a literature review table to help organize your findings. I suggest working on the table first, then write the summary. Include the table as a "Table" in the paper following APA guidelines. The 3 research articles should be the highest found level of evidence (RCT, SR, or Meta-Analysis) **and** less than 5 years old, yet if little is known about the topic, then you may only find qualitative studies. The studies should be introduced in Reference style format with the summary of the article to follow. Attempt to limit your summary of each study to one page. The total number of pages is 6 pages. One page for the title page, 3-4 pages for the 3 studies (1-page each), a reference page, and table leads to a total of approximately 6 pages. The summary of each article should contain the following information: study purpose, aims **or** research question, conceptual/theoretical framework (if mentioned), design, sample, instrumentation (if quantitative, perhaps, only questionnaires were used, ask me, if unsure) results, significance of the results, how outcomes were measured (if quantitative), conclusions and the level of the evidence according to the evidence hierarchy. Ask yourself how this particular study fits with what you're proposing to study. In other words, where are the shortcomings and/or how does it link to your faux study and/or how does it directly point to why your study is needed? Students should be able to succinctly state in one sentence how each study fits or helps them to "angle" their idea or research question where the state of the science is on a health topic they wish to study or find a gap in the body of knowledge. **Phase III DUE DATE: Sunday October 16, 2016 by 11:59 p.m. (6 points)**

**Week 9 & 10:** Submit the methodology approach selected for your study. Will the faux study be qualitative or quantitative or a mixed-method approach? **Phase IV DUE DATE: Sunday October 30, 2016 by 11:59 p.m.(1 point)**

**Week 11 & 12:** Begin to work on your poster depicting all of the elements required through all four phases. Look below for more information about the poster itself. Don't forget to view the poster presentation rubric to learn how to score exemplary on this assignment! Please do not hesitate to ask your faculty any questions you might have about the poster. Below, you will find several exemplar poster presentations from last semester with permissions received from the student authors. Please don't forget to include the results and conclusions section of your faux project. What might you anticipate the results and conclusions to be? Be as creative as you want here! Of course, this isn't really "real world" since this aspect includes your own ideas, beliefs, and biases. Have fun with it!

**Week 13:** Continue working on your poster

**Week 14-16:** Poster presentations in-class according to sign-up sheet schedule

Read the following web pages:

1. [Designing Conference Posters](#)
2. [ASU Microsoft® PowerPoint® Presentation Templates](#)
3. [CINHAL Searching Tutorial by Kevin Pardon, Health Science librarian \(please, disregard how it mentions NUR 315\)](#)

Watch the following video:

- [How to Create a Poster in Microsoft PowerPoint](#)

Text: Jacobsen, M. (2012) Introduction to health research methods: A practical guide. Sudbury, MA: Jones & Bartlett Learning.

## Contents

|   |           |
|---|-----------|
| Preface   | xiii      |
| About the Author  | xv        |
| <b>CHAPTER 1 ■ The Purpose and Process of Health Research</b> | <b>1</b>  |
| 1.1 Types of Health Research                                  | 1         |
| 1.2 The Goal of Health Research                               | 3         |
| 1.3 The Research Process                                      | 5         |
| <b>STEP I ■ Identifying a Study Question</b>                  | <b>7</b>  |
| <b>CHAPTER 2 ■ Selecting a General Topic</b>                  | <b>9</b>  |
| 2.1 Brainstorming and Topic Mapping                           | 9         |
| 2.2 Key Words   | 10        |
| 2.3 Exposure, Disease, Population                             | 11        |
| <b>CHAPTER 3 ■ Reviewing the Literature</b>                   | <b>15</b> |
| 3.1 Factsheets, Websites, and Informal Sources                | 15        |
| 3.2 Statistical Reports                                       | 16        |
| 3.3 Abstract Databases  | 16        |
| 3.4 Full-Text Articles  | 17        |
| 3.5 What Makes Research Original?                             | 18        |

|                  |  |           |             |
|------------------|--|-----------|-------------|
| <b>CHAPTER 4</b> | <b>Focusing the Research Question</b>            | <b>21</b> | <b>CHAF</b> |
| 4.1              | Study Approach                                   | 21        | 9           |
| 4.2              | Study Goals and Specific Objectives              | 22        | 9           |
| 4.3              | Checklist for Success                            | 23        | 9           |
| <b>CHAPTER 5</b> | <b>Assembling a Support Team</b>                 | <b>25</b> | <b>9</b>    |
| 5.1              | Collaborators, Consultants, and Friends          | 25        | <b>CHAF</b> |
| 5.2              | Authorship Criteria                              | 26        | 10          |
| 5.3              | Authorship Order                                 | 28        | 10          |
| 5.4              | Decisions About Authorship                       | 29        | 10          |
| <b>STEP 2</b>    | <b>Selecting a Study Approach</b>                | <b>31</b> | <b>CHAF</b> |
| <b>CHAPTER 6</b> | <b>Overview of Study Approaches</b>              | <b>33</b> | <b>1</b>    |
| 6.1              | Types of Study Approaches                        | 33        | 1           |
| 6.2              | Primary, Secondary, and Tertiary Studies         | 34        | 1           |
| 6.3              | Study Duration                                   | 35        | 1           |
| 6.4              | Primary Focus: Exposure, Disease, or Population? | 36        | 1           |
| <b>CHAPTER 7</b> | <b>Reviews</b>                                   | <b>37</b> | <b>CHAF</b> |
| 7.1              | Overview   | 38        | 1           |
| 7.2              | Selecting a Topic                                | 39        | 1           |
| 7.3              | Library Access                                   | 39        | 1           |
| 7.4              | Narrative Reviews                                | 40        | 1           |
| 7.5              | Systematic Reviews                               | 40        |             |
| 7.6              | Meta-Analysis                                    | 40        | <b>CHAF</b> |
| <b>CHAPTER 8</b> | <b>Correlational (Ecological) Studies</b>        | <b>43</b> | <b>1</b>    |
| 8.1              | Overview   | 44        | 1           |
| 8.2              | Data for Correlational Studies                   | 44        | 1           |
| 8.3              | Analysis: Correlation                            | 45        | 1           |
| 8.4              | Age Adjustment                                   | 46        | 1           |
| 8.5              | Avoiding the Ecological Fallacy                  | 47        |             |

|   |           |
|---|-----------|
| <b>CHAPTER 9 ■ Case Series</b>              | <b>49</b> |
| 9.1 Overview                                | 50        |
| 9.2 Case Definitions                        | 50        |
| 9.3 Special Considerations                  | 51        |
| 9.4 Analysis                                | 52        |
| <b>CHAPTER 10 ■ Cross-Sectional Surveys</b> | <b>53</b> |
| 10.1 Overview                               | 54        |
| 10.2 Representative Populations             | 54        |
| 10.3 Analysis: Prevalence                   | 54        |
| <b>CHAPTER 11 ■ Case-Control Studies</b>    | <b>55</b> |
| 11.1 Overview                               | 56        |
| 11.2 Finding Cases and Controls             | 56        |
| 11.3 Matching                               | 57        |
| 11.4 Special Considerations                 | 58        |
| 11.5 Analysis: Odds Ratios                  | 59        |
| 11.6 Matched Case-Control Studies           | 62        |
| <b>CHAPTER 12 ■ Cohort Studies</b>          | <b>65</b> |
| 12.1 Overview                               | 66        |
| 12.2 Types of Cohort Studies                | 66        |
| 12.3 Special Considerations                 | 69        |
| 12.4 Analysis: Incidence and Risk Ratios    | 70        |
| <b>CHAPTER 13 ■ Experimental Studies</b>    | <b>77</b> |
| 13.1 Overview                               | 78        |
| 13.2 Describing the Intervention            | 79        |
| 13.3 Defining Outcomes                      | 79        |
| 13.4 Selecting Controls                     | 81        |
| 13.5 Blinding                               | 83        |
| 13.6 Randomizing                            | 84        |

|  |            |
|--|------------|
| 13.7 Ethical Considerations  | 85         |
| 13.8 Analysis  | 86         |
| 13.9 Screening and Diagnostic Tests                                | 88         |
| <b>CHAPTER 14 ■ Qualitative Studies</b>                            | <b>91</b>  |
| 14.1 Qualitative Study Methods                                     | 91         |
| 14.2 Consensus Methods   | 92         |
| 14.3 Program Evaluation  | 93         |
| <b>STEP 3 ■ Designing the Study and Collecting Data</b>            | <b>95</b>  |
| <b>CHAPTER 15 ■ Developing a Proposal and Protocol</b>             | <b>97</b>  |
| 15.1 Overview of Research Plans by Study Approach                  | 97         |
| 15.2 Resources for Research  | 98         |
| 15.3 Funding Sources and Budgets                                   | 99         |
| 15.4 Research Timelines and Responsibilities                       | 100        |
| 15.5 Writing a Research Proposal                                   | 102        |
| 15.6 Writing a Research Protocol                                   | 102        |
| 15.7 Preparing for Data Collection                                 | 103        |
| <b>CHAPTER 16 ■ Primary Studies: Selecting a Sample Population</b> | <b>105</b> |
| 16.1 Types of Research Populations                                 | 105        |
| 16.2 Target and Source Populations                                 | 106        |
| 16.3 Sample Populations  | 107        |
| 16.4 Study Populations   | 108        |
| 16.5 Populations for Cross-Sectional Surveys                       | 108        |
| 16.6 Populations for Case-Control Studies                          | 109        |
| 16.7 Populations for Cohort Studies                                | 111        |
| 16.8 Populations for Experimental Studies                          | 112        |
| 16.9 Vulnerable Populations  | 114        |
| 16.10 Community Involvement  | 114        |



|                   |  |            |
|-------------------|--|------------|
| <b>CHAPTER 17</b> | <b>Primary Studies: Estimating Sample Size</b>     | <b>117</b> |
| 17.1              | Importance of Sample Size                          | 117        |
| 17.2              | Bigger Samples Are Usually Better                  | 118        |
| 17.3              | Sample Size Estimation                             | 120        |
| 17.4              | Power Estimation                                   | 121        |
| 17.5              | Refining the Study Approach                        | 123        |
| <b>CHAPTER 18</b> | <b>Primary Studies: Developing a Questionnaire</b> | <b>125</b> |
| 18.1              | Questionnaire Design Overview                      | 125        |
| 18.2              | Questionnaire Content                              | 126        |
| 18.3              | Types of Questions                                 | 127        |
| 18.4              | Anonymity  | 129        |
| 18.5              | Types of Responses                                 | 129        |
| 18.6              | Wording of Questions                               | 131        |
| 18.7              | Order of Questions                                 | 133        |
| 18.8              | Layout and Formatting                              | 134        |
| 18.9              | Validation   | 136        |
| 18.10             | Commercial Research Tools                          | 136        |
| 18.11             | Translation  | 136        |
| 18.12             | Pilot Testing                                      | 137        |
| <b>CHAPTER 19</b> | <b>Primary Studies: Surveys and Interviews</b>     | <b>139</b> |
| 19.1              | Interviews Versus Self-Administered Surveys        | 139        |
| 19.2              | Recruiting Methods                                 | 140        |
| 19.3              | Data Recording Methods                             | 143        |
| 19.4              | Training Interviewers                              | 144        |
| <b>CHAPTER 20</b> | <b>Primary Studies: Additional Assessments</b>     | <b>147</b> |
| 20.1              | Supplementing Self-Reported Information            | 147        |
| 20.2              | Anthropometric Measures                            | 147        |
| 20.3              | Vital Signs  | 148        |

|   |            |
|---|------------|
| 20.4 Clinical Examination                                   | 148        |
| 20.5 Tests of Physiological Function                        | 149        |
| 20.6 Laboratory Analysis of Biological Specimens            | 149        |
| 20.7 Medical Imaging  | 149        |
| 20.8 Tests of Physical Fitness                              | 150        |
| 20.9 Environmental Assessment                               | 150        |
| 20.10 GIS (Geographic Information Systems)                  | 150        |
| <b>CHAPTER 21 ■ Primary Studies: Ethical Considerations</b> | <b>151</b> |
| 21.1 Beneficence, Autonomy, and Justice                     | 151        |
| 21.2 Incentives   | 153        |
| 21.3 Informed Consent Statements                            | 154        |
| 21.4 Informed Consent Process                               | 155        |
| 21.5 Informed Consent Documentation                         | 156        |
| 21.6 Confidentiality and Privacy                            | 157        |
| 21.7 Cultural Considerations                                | 158        |
| 21.8 Vulnerable Populations                                 | 159        |
| 21.9 Ethics Training and Certification                      | 160        |
| <b>CHAPTER 22 ■ Ethical Review and Approval</b>             | <b>161</b> |
| 22.1 Ethics Committee Responsibilities                      | 161        |
| 22.2 Warning: Ethics Review Takes Time                      | 162        |
| 22.3 Application Materials                                  | 162        |
| 22.4 Review Process   | 164        |
| 22.5 Review by Multiple Committees                          | 165        |
| 22.6 Ongoing Review   | 166        |
| 22.7 Conflicts of Interest                                  | 167        |
| 22.8 Is Ethics Review Required?                             | 167        |
| <b>CHAPTER 23 ■ Secondary Studies: Existing Data Sets</b>   | <b>169</b> |
| 23.1 Overview of Secondary Analysis                         | 169        |
| 23.2 Publicly Available Data Sets                           | 170        |

|  |            |
|--|------------|
| 23.3 Private Data Sets   | 171        |
| 23.4 Clinical Records  | 171        |
| 23.5 Ethics Committee Review   | 172        |
| <b>CHAPTER 24 ■ Tertiary Studies: Systematic Reviews and Meta-Analyses</b> | <b>173</b> |
| 24.1 Overview of the Systematic Review Process                             | 173        |
| 24.2 Search Strategy   | 174        |
| 24.3 Data Extraction   | 175        |
| 24.4 Meta-Analysis   | 176        |
| <b>STEP 4 ■ Analyzing Data</b>   | <b>179</b> |
| <b>CHAPTER 25 ■ Data Management</b>  | <b>181</b> |
| 25.1 Codebooks   | 181        |
| 25.2 Data Entry  | 183        |
| 25.3 Data Cleaning   | 184        |
| 25.4 Data Recoding   | 185        |
| 25.5 Maintaining Confidentiality   | 186        |
| <b>CHAPTER 26 ■ Descriptive Statistics</b>                                 | <b>187</b> |
| 26.1 Analytic Plan by Study Approach                                       | 187        |
| 26.2 Types of Variables  | 188        |
| 26.3 Measures of Central Tendency  | 190        |
| 26.4 Measures of Spread  | 191        |
| 26.5 Statistical Honesty   | 195        |
| 26.6 Consultation and Collaboration  | 195        |
| <b>CHAPTER 27 ■ Comparative Statistics</b>                                 | <b>197</b> |
| 27.1 Comparative Analysis by Study Approach                                | 197        |
| 27.2 Hypotheses for Statistical Tests                                      | 198        |
| 27.3 Rejecting the Null Hypothesis   | 199        |
| 27.4 Interpreting <i>p</i> -Values   | 201        |

|   |  |            |
|---|--|------------|
| 27.5  | Interpreting Confidence Intervals      | 202        |
| 27.6  | Measures of Association                | 204        |
| 27.7  | Selecting an Appropriate Test          | 205        |
| 27.8  | Comparing a Population to a Set Value  | 206        |
| 27.9  | Comparing Independent Populations      | 207        |
| 27.10   | Comparing Paired Data                  | 209        |
| <b>CHAPTER 28 ■ A Brief Guide to Advanced Health Statistics</b> |  | <b>211</b> |
| 28.1  | Confounding and Effect Modification    | 211        |
| 28.2  | Regression                             | 213        |
| 28.3  | Linear Regression                      | 214        |
| 28.4  | Logistic Regression                    | 217        |
| 28.5  | Dummy Variables                        | 218        |
| 28.6  | Survival Analysis                      | 219        |
| 28.7  | GIS/Spatial Analysis                   | 220        |
| <b>STEP 5 ■ Reporting Findings</b>                              |  | <b>221</b> |
| <b>CHAPTER 29 ■ Article Structure</b>                           |  | <b>223</b> |
| 29.1  | Abstract                               | 223        |
| 29.2  | Introduction                           | 224        |
| 29.3  | Methods                                | 224        |
| 29.4  | Results                                | 225        |
| 29.5  | Discussion                             | 225        |
| 29.6  | Endmatter                              | 225        |
| 29.7  | Tables and Figures                     | 226        |
| 29.8  | Writing Checklists                     | 228        |
| <b>CHAPTER 30 ■ Citing</b>                                      |  | <b>231</b> |
| 30.1  | Referring to the Scientific Literature | 231        |
| 30.2  | Writing in One's Own Words             | 233        |
| 30.3  | What Is Common Knowledge?              | 235        |

|   |                                    |            |
|---|------------------------------------|------------|
| 30.4  | Avoiding Plagiarism                | 235        |
| 30.5  | Citation Styles                    | 236        |
| <b>CHAPTER 31 ■ Writing Strategies</b>        |                                    | <b>239</b> |
| 31.1  | The Writing Process                | 239        |
| 31.2  | Getting Started                    | 240        |
| 31.3  | Staying Motivated                  | 241        |
| 31.4  | Conquering Writer's Block          | 242        |
| <b>CHAPTER 32 ■ Critically Revising</b>       |                                    | <b>245</b> |
| 32.1  | Does the Paper Have a "Plot"?      | 245        |
| 32.2  | Structure and Content              | 246        |
| 32.3  | Style and Clarity                  | 247        |
| <b>CHAPTER 33 ■ Posters and Presentations</b> |                                    | <b>249</b> |
| 33.1  | Purpose of Conferences             | 249        |
| 33.2  | Structure of Conferences           | 249        |
| 33.3  | Submitting an Abstract             | 250        |
| 33.4  | Preparing a Poster                 | 251        |
| 33.5  | Presenting a Poster                | 253        |
| 33.6  | Preparing for an Oral Presentation | 254        |
| 33.7  | Giving an Oral Presentation        | 257        |
| <b>CHAPTER 34 ■ Selecting Target Journals</b> |                                    | <b>259</b> |
| 34.1  | Choosing a Target Journal          | 259        |
| 34.2  | Aim, Scope, and Audience           | 260        |
| 34.3  | Impact Factors                     | 261        |
| 34.4  | Journal Characteristics            | 261        |
| 34.5  | Publication Costs                  | 261        |
| 34.6  | Online Journals                    | 262        |

|                   |  |            |
|-------------------|--|------------|
| <b>CHAPTER 35</b> | <b>The Submission, Review, and Publication Process</b> | <b>263</b> |
| 35.1              | From Paper to Publication                              | 263        |
| 35.2              | Journal Selection                                      | 264        |
| 35.3              | Manuscript Formatting                                  | 264        |
| 35.4              | Cover Letter   | 266        |
| 35.5              | Online Submission                                      | 267        |
| 35.6              | Initial Review   | 269        |
| 35.7              | External Review Results                                | 270        |
| 35.8              | Rejection  | 270        |
| 35.9              | Revision and Resubmission                              | 271        |
| 35.10             | After Acceptance                                       | 274        |
| <b>CHAPTER 36</b> | <b>Why Publish?</b>                                    | <b>277</b> |
| 36.1              | Scientific Dialogue                                    | 277        |
| 36.2              | Critical Feedback                                      | 278        |
| 36.3              | Respect for Participants and Collaborators             | 278        |
| 36.4              | A Step Toward Future Research                          | 278        |
| 36.5              | Personal Benefits                                      | 279        |
|                   | <b>Index</b>   | <b>281</b> |