Syllabus for HNG 541 (Fall 2014)

Statistical Methods and Scholarly Inquiry

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Section: 62 Credits: 03
Diadactic hrs: 3 Clinical hrs: 00
Pre-requisites: None
Co-requisites:

Discussion Board: No

Required Text(s):
These texts are required for all courses in the research sequence:


Recommended Text(s):

Purpose: To provide the student with the advanced theoretical knowledge and analytical skills necessary for research utilization toward the improvement of the quality of patient care.

Course Description: Nursing research will be examined as the scientific foundation for nursing. An emphasis will be placed on research competencies for advanced practice nurses, including understanding nursing research methods and strategies in order to evaluate research results for applicability to practice. An understanding of statistical techniques will be integrated into the course. Published nursing research studies will be evaluated for scientific merit and clinical feasibility, with a focus on evidence-based practice.

There are some audio/video presentations attached to the curriculum. You may find them at: (1) Module 4, unit 3, number 5, Lecture Qualitative Research Methods; and (2) Module 8, Unit 1, Review Material Analysis & Quantitative Data, Lecture Series I,II,III.
There are also Power Point Presentations that were lectures when this course was taught on site. The lecture notes are included with each slide to augment the readings. You may find them helpful.

Student Evaluation:

Collaboration is required - EXCEPT FOR CITI TRAINING. THE 2 CITI TRAINING MODULES MUST BE COMPLETED INDIVIDUALLY.

Groups will consist of 5 people [the maximum for a group]. I will assign group membership. This is a permanent group assignment for the entire semester. Successive assignments build on each prior assignment's content, so you need to stay in the same groups for the semester's work.

In order for team learning to be successful each student needs to have input on every aspect of the assignment. For example, in a multi question assignment the group should discuss all the questions and then each member can write one answer for submission. Then the answers can be assembled into a single submission in a WORD document that is pasted into LMS.

It is counterproductive to learning if you only work on one part of an assignment and then compile all the answers into one paper. In this way you will be familiar with just the question that you answered rather than learn all the content. This is not the intent of team learning.

Working directly in LMS is tempting but not the best way to produce quality work. There is no spell check option in this mode. I copy and paste your work into WORD. This is when all the typos and other errors appear, underlined in red and green. While these colors are festive, they are not desirable. So...it is better if you work in WORD [or the equivalent in APPLE computers] and paste the finished product into LMS.

You may find it helpful to select a leader for each assignment. This person would be responsible for reviewing & editing the work [check spelling, APA format, verify all students' names are included in the submission, cajole missing/recalcitrant members into timely participation, etc]. This role should be rotated among all members.

Literature Review Assignment 20% due 9/10/14

Written Research Critiques (2) 15% each due 10/1/14 & 10/29/14+ There are 2 critiques listed in the curriculum.

Quizzes (3) 10% each

Quiz 1 due 10/13/14
Quiz 2 due 11/3/14
Quiz 3 due 11/24/14

Comprehensive Final Exam 20% due 12/8/14

Documentation of Completion of on-line courses for: 1) BIOMEDICAL SCIENCES RESPONSIBLE CONDUCT of RESEARCH (RCR) and 2) HUMAN SUBJECTS COURSE (CITI training courses) - due by 12/15/14 - NO GRADE ASSIGNED. THIS IS PASS /BUT REQUIRED to successfully complete the course.

In order for a grade to be submitted ALL the above requirements must be met.

COURSE REQUIREMENT INCLUDES MANDATORY individual completion of: "Completion of Human Research Curriculum and Responsible Conduct of Research CITI (on-line) Training". Students are required to successfully complete the on-line training modules for human research curriculum (biomedical) AND the responsible conduct of research curriculum (score of 80% of greater is a passing grade for each course), available at https://www.citiprogram.org/default.asp.

This CITI tutorial is not difficult but it requires time to complete. Therefore one research critique has been deleted from the requirements to allow for the time required to complete this assignment. The CITI program tutorial is accepted at many healthcare institutions and universities through the country. Therefore it is transferrable and if you are working in an
institution that recognizes CITI training you may not have to do the training again provided you have the necessary modules.

If you have already completed the training it is not necessary to take it again PROVIDED your training is current. You will need to check the expiration dates on your certificates of completion to be sure they have not expired. If they are still valid you may scan the certificates for both on-line training modules [ for human research curriculum(biomedical) AND the responsible conduct of research curriculum] and attach them to the work sheet provided in the curriculum. Please do not send the materials any other way as there must be evidence of course completion in this curriculum data base. Certificates submitted by e-mail or faxed to this instructor will not be accepted. Each student must have proof of completion evident in the LMS database. If students submit work in any other way except as described will not have documentation in LMS that the work was done. Please contact tech support with any attachment problems that might arise.

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<tr>
<th>Curriculum Objectives for Graduate Students</th>
<th>Course Objectives</th>
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<tbody>
<tr>
<td>Upon completion of this program the student will be able to:</td>
<td>Upon completion of this course the student will be able to:</td>
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<tr>
<td>1. Integrate principles of clinical prevention and health promotion to evidence-based, culturally relevant healthcare.</td>
<td>1.1 Identify current research problems related to advanced nursing practice.</td>
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<td>2. Incorporate knowledge from nursing and related sciences into the delivery of advanced nursing care across diverse populations.</td>
<td>1.2 Explain possible statistical and qualitative research methods that could be used to analyze data.</td>
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<td>3. Translate relevant research to improve practice and associated health outcomes for diverse populations.</td>
<td>2.1 Identify well designed studies in an area of advanced practice nursing.</td>
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<td>4. Demonstrate leadership skills in the provision of high quality health care and within the context of an interprofessional team.</td>
<td>2.2 Analyze results of selected studies in relation to providing clinically competent care.</td>
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<td>5. Integrate current and emerging technologies into the delivery of safe, quality care.</td>
<td>2.3 Analyze literature from nursing and health related fields that reflect the use of quantitative and qualitative research methods.</td>
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<td>6. Interpret the effect of legal and regulatory processes on nursing practice, healthcare delivery, and outcomes.</td>
<td>3.1 Describe statistical and qualitative research methods.</td>
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<td>7. Apply ethical analysis and social responsibility to delivery of advanced nursing care across diverse populations.</td>
<td>3.2 Analyze specific research methods in relation to specific research questions.</td>
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<td>8. Demonstrate cultural competence to improve patient and population outcomes.</td>
<td>4.1 Discuss barriers and solutions to implementing evidence into practice.</td>
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<tr>
<td>9. Demonstrate behaviors of professional</td>
<td>5.1 Identify potential research methods that address specific research problems.</td>
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7. Demonstrate behaviors of professional | 5.2 Evaluate methodologies currently used by nursing researchers. |

7.1 Describe the regulatory processes that protect human subjects participation in research. |

7.2 Explain the nature of the conflict between ethics, social responsibility and scientific rigor. |

8. Demonstrate cultural competence to improve patient and population outcomes. |

8.1 Discuss the impact of culture on research participation by human subjects. |

8.2 Describe necessary protections that must be applied to the research process for vulnerable populations. |

9. Demonstrate behaviors of professional | 9.1 Participate in advanced education to enhance knowledge |
engagement and life-long learning in the provision of quality health care.

of the role of the advanced practice nurse in research.

9.2 Participate in professional activities relevant to research for a select population.

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HIPAA - Health Insurance Portability and Accountability Act

All Health Sciences students are required to respect the confidential nature of all information that they have access to including the personal health information of patients. The Health Insurance Portability and Accountability Act (HIPAA) of 1996 provides significant new privacy protections for the health information of patients and research participants. Students in the Health Sciences programs are required to comply with the training requirements related to privacy and security provisions of HIPAA and to abide by the University’s policies and procedures related to HIPAA.

AMERICANS WITH DISABILITIES ACT STATEMENT

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, 128 ECC Building (631) 632-6748. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following web site: http://www.ehs.sunysb.edu and search Fire Safety and Evacuation and Disabilities.

ACADEMIC INTEGRITY

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person’s work as your own is always wrong. Faculty are required to report and suspected instances of academic dishonesty to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

CRITICAL INCIDENT MANAGEMENT

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students’ ability to learn.