

## NURS 6330: QUANTITATIVE RESEARCH DESIGN

### Table of Contents

Title	Page	Title	Page
Table of Contents	1	Grading /Course Requirements	5
Welcome	1	Assignments/Projects Turn-In Processes	7
Introduction	2	Email and Course Discussion	8
Your Faculty	2	Library Resources	8
Course Description	3	Technical Support	8
Prerequisites	3	University Policies	9
Course Goals and Objectives	3	Course Evaluation	9
Course Outline	3	Getting Started	10
Textbooks	4	Epilogue	10

### Welcome

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

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

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

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

Welcome to the class!

## **Introduction**

Please refer to the brief power point introduction to the course. We see ourselves as moving through this research building process with you, as your guides and colleagues. We are excited and happy to be part of this semester.

## **Your faculty**

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

Sylvia Lee, PhD, RN  
Office BRB 2320  
Office Hours: online and by appointment  
Email: [ShihYuLee@uttyler.edu](mailto:ShihYuLee@uttyler.edu)  
Phone: 903 566-7320  
Fax: 903 565-5533

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

**Course Title:** NURS 6330 Quantitative Research Design

**Course Description**

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

**Prerequisites**

Successful completion of NURS 6312 and NURS 6322 are prerequisites for this course.

**Student Learning Outcomes**

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

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

**Course Outline**

**Module 1** Conceptualizing the Study

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

**Module 2** Research Designs

- 2-a. Non-experimental
- 2-b. Quasi-experimental and experimental

**Module 3** Methodology

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

**Module 4** Dissemination

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

## Course Calendar/Schedule

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

## Textbook Information, Other Readings and Materials

The required textbooks for this course are:

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

Portney, L.G., & Watkins, M.P. (2009). *Foundations of clinical research: Applications to practice*, 3<sup>rd</sup> edition. ISBN 0-13-17460-9. Upper Saddle River, NJ: Pearson Education, Inc. (Please let us know if you have difficulty finding a copy of edition 3.)

Recommended (not required) texts and resources:

Waltz, C., Strickland, O.L., Lenz, E.R. (2017). *Measurement in nursing and health research*. 5<sup>th</sup> edition. ISBN 13: 978-0826170613 or 10: 0826170617. NY: Springer Publishing Co.

Booklists and bookstore links may be accessed [UT Tyler Barnes and Noble bookstore](#)

## Grading Information / Course Requirements

Assignment	Percentage
Fundamentals of Quantitative Research Pre-test	Credit
Review of Literature	20%
Critiques (3 @ 10% each)	30%
Quantitative Research Proposal Draft	20%
Quantitative Research Proposal	20%
Fundamentals of Quantitative Research Post-test	10%
Total	100%

1. *Review of Literature (Module 1): This assignment will build on the work you have done in previous courses. You will expand evaluation of the research included in previous semesters. You will add literature related to one or more of the concepts of your planned research and write a review of literature that is concept based and reflects synthesis of the critical studies that support your research topic and help you to identify the gap in research that your study will attempt to fill. Please refer to the "Guidelines and Grading Criteria for a Review of Literature" for a thorough discussion of how to successfully complete this assignment.*
2. *CRITIQUE ASSIGNMENTS: These critiques will help you apply the skills you are learning this semester through critique of published research. The critiques are intended to improve your critique skills and begin your preparation for Doctoral Preliminary Exams.*
3. *RESEARCH PROPOSAL DRAFT & PAPER (Module 3 & 4): This paper may serve as a draft of your dissertation research proposal or pilot study but is evaluated on the criteria of a course paper, with no expectations of a dissertation proposal! Please refer to the "Guidelines and Grading Criteria for Quantitative Research Proposal Paper" for a thorough discussion of how to successfully complete this paper.*
4. *FUNDAMENTALS OF QUANTITATIVE RESEARCH (Pre and Post-test): A strong grounding in the fundamentals of quantitative research is critical for successful completion of the nursing PhD program. The pre-test serves two purposes, to help us identify your individual grasp of quantitative research concepts and to help both of us identify what areas we need to spend more time reviewing. The post-test helps us to identify any deficits needing additional work.*

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

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

## **Reading Assignments**

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

## **Participation Expectations and Discussions**

There is no grade associated with the Discussion Board; however, discussion is essential to scholarship and your participation in discussion items identified by your faculty and colleagues are expected.

- Each student is responsible for participating in the asynchronous discussions of each assignment. This participation will include posting responses to questions or situations posed by the instructor and/or your colleagues.
- Discussion postings should be made in a timely manner.
- Participants should plan on entering the Discussion area at least three times a week in order to read and comment on others postings.
- A participant's comments should add to the discussion. Comments should be supported as required with references cited appropriately.
- The instructor and/or participants may use synchronous chats as the need arises.

## **Written Assignments**

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

## **Assignments/Projects Turn-In Process**

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

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

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

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

## Email

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

The course email for Dr. Alfred's section (0.60) is [dalfred@uttyler.edu](mailto:dalfred@uttyler.edu) and Dr. Lee's section (0.61) is [ShihYuLee@uttyler.edu](mailto:ShihYuLee@uttyler.edu)

Questions or problems other than technical problems (see Technical Requirements in this Syllabus) may be submitted to the email address above. We will make every effort to respond quickly to your emails. Generally speaking, we check email twice a day during the workweek and less frequently on the weekend. We generally do not respond to weekend emails until Monday morning. Occasionally, we may be traveling, and it might take up to 48 hours to respond. If our schedule makes one or both of us unavailable to answer emails for an extended period, we will post an announcement so that you can plan accordingly. One caveat: technical problems in email systems may slow down responses! Our priority is communicating with you, so if there are any problems, we will work together to solve them.

## Digital Library Resources

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

## Technical Support

If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing [itsupport@patriots.uttyler.edu](mailto:itsupport@patriots.uttyler.edu)

When you email IT Support, be sure to include a complete description of your question or problem including:

- The title and number of the course
- The page in question
- If you get an error message, a description and message number
- What you were doing at the time you got the error message

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

### **Plug-ins and Helper Applications**

UT Tyler online courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course. For browser support and assistance check [Blackboard Student Support](#)

### **University Policies**

The University has many policies and procedures that students and faculty must know. A complete list and links for additional information is available at [University Policies and Additional Information that Must Appear in Each Course Syllabus.](#)

Topics include:

- UT Tyler Honor Code
- Students Rights and Responsibilities
- Campus Carry
- UT Tyler a Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Student Accessibility and Resources
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct
- UT Tyler Resources for Students

### **Course Evaluation**

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

Also, an end of semester evaluation specifically for this course will be made available for you to complete in the last week of instruction. Your comments and recommendations will be considered seriously as the course is updated. Your input throughout the semester contributes to our commitment to improve continually the quality and relevance of this course.

### **Completion Time**

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

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

## **Getting Started**

Please refer to the information contained in this Syllabus anytime you have a question regarding the basic course information. Please begin this course by clicking on the Getting Started Tab in the left-hand navigation bar.

## **Epilogue from Faculty**

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