Washington State University
MAJOR CURRICULAR CHANGE FORM - COURSE
(Submit original signed form and ten copies to the Registrar’s Office, zip 1035.)

Future Effective Date: 06/01/2012 (effective date cannot be retroactive)

☐ New course  ☐ Temporary course  ☐ Drop service course
☐ There is a course fee associated with this course (see instructions)

☐ Variable credit
☐ Increase credit (former credit ________)
☐ Number (former number ________)
☐ Crosslisting (between WSU departments)
  (Must have both departmental signatures)

☐ Conjoint listing (400/500)
☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
☐ Request to meet GER in ________ (Must have GenEd Committee Approval)
☐ Professional course (Pharmacy & Vet Med only)
☐ Graduate credit (professional programs only)

☐ Repeat credit (cumulative maximum ________ hours)
☐ Lecture-lab ratio (former ratio ________)
☐ Prefix (former prefix ________)
☐ Cooperative listing (UI prefix and number ________)
  taught by: WSU ☐  UI ☐  jointly taught ☐

☐ S, F grading

NURS 524  Foundations of Methodological Applications for Health Sciences
course prefix  course no.  title

Graduate standing or permission of instructor

credit  lecture hrs  lab hrs  studio hrs  prerequisite
per week  per week  per week

Description (20 words or less) An introduction to qualitative and quantitative methods in health care to become acquainted with language of research, statistics, and interpretation.

Instructor: Roxanne Vandermause  Phone number: (509) 324-7281  Email: rvandermause@wsu.edu
Contact: Ruth Bindler  Phone number: (509) 324-7403  Email: bindler@wsu.edu
Campus Zip Code: 5291

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar’s Office.

[Signature]  Date
Chair/date  Dean/date  General Education Com/date

Chair (if crosslisted/interdisciplinary)*  Dean (if crosslisted/interdisciplinary)*  Graduate Studies Com/date

All-University Writing Com/date  Academic Affairs Com/date  Senate/date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
WASHINGTON STATE UNIVERSITY
COLLEGE OF NURSING
COURSE SYLLABUS

COURSE NUMBER:  NURS 524
COURSE TITLE:  Foundations of Methodological Applications for Health Sciences
CREDIT HOURS:  2 credits
PREREQUISITES:  Graduate standing or permission of instructor
FACULTY:  Roxanne Vandermause, PhD, RN, Assistant professor and Celestina Barbosa-Leiker, PhD, psychology, assistant prof
DAY & TIME:  TBA
LOCATION:  TBA

CATALOG DESCRIPTION:  An introduction to qualitative and quantitative methods in health care to become acquainted with language of research, statistics, and interpretation.

COURSE DESCRIPTION:  Study design using various methodological approaches is introduced, including and comparing statistical and qualitative/interpretive applications to practice interests.

OBJECTIVES:
1. Relate levels of measurements and means of data collection with study design and analytic purposes
2. Describe underlying assumptions and foundations driving various quantitative and qualitative analyses.
3. Recognize paradigmatic approaches relative to research questions
4. Identify and apply methods appropriate to type of outcomes sought
REQUIRED TEXTBOOKS:
These textbooks will be used also in subsequent research courses:


**Angel:** URL: [http://lms.wsu.edu](http://lms.wsu.edu). Mozilla Firefox is preferred over Internet Explorer for use with Angel.

A computer, microphone and camera are required.

**SAFETY STATEMENT:** The Campus Safety Plan, which can be found at [http://safetyplan.wsu.edu](http://safetyplan.wsu.edu) contains a comprehensive listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community. The University emergency management web site at [http://oem.wsu.edu/emergencies](http://oem.wsu.edu/emergencies). Information about emergencies can be found on the WSU ALERT site – [http://alert.wsu.edu](http://alert.wsu.edu).

All students should go to Zzusis at [http://my.wsu.edu](http://my.wsu.edu) and register their emergency contact information for the Crisis Communication System.

**DISABILITY STATEMENT:** Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Disability Resource Center (DRC). All accommodations MUST be approved through the DRC (Washington Building, Room 217). Please stop by or call 509-335-3417 to make an appointment with a disability specialist [http://www.drc.wsu.edu](http://www.drc.wsu.edu).

Vancouver Disability Services is located in VMMC, Lower Level. 360-546-9138

TriCities Disability Services is located in the Student Services Department, West Bldg, Room 262. 509-372-7352.

Spokane Disability Services information can be accessed at this website: [http://spokane.wsu.edu/students/current/StudentAffairs/disability/disabilitystatement.html](http://spokane.wsu.edu/students/current/StudentAffairs/disability/disabilitystatement.html)

Distance students may wish to access information at this website: [http://drc.wsu.edu/default.asp?PageID=1799](http://drc.wsu.edu/default.asp?PageID=1799)

**ACADEMIC HONESTY:** As an institution of higher education, Washington State University is committed to principles of truth and academic honesty. All members of the University community share the responsibility for maintaining and supporting these principles. When a student enrolls in Washington State University, the student assumes an obligation to pursue academic endeavors in a manner consistent with the standards of academic integrity adopted by the University. To maintain the academic integrity of the community, the University cannot

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tolerate acts of academic dishonesty including any forms of cheating, plagiarism, or fabrication. Washington State University reserves the right and the power to discipline or to exclude students who engage in academic dishonesty.

Academic integrity violations include actions defined as “cheating” in the Washington State University Standards of Conduct for Students. See Washington Administrative Code 504-26-010. Sanctions for academic integrity violations may include receiving a failing grade for the assignment or examination, and may also include receiving a failing grade for the course. In some cases, the violation also may lead to the student’s dismissal from the WSU College of Nursing. http://conduct.wsu.edu/default.asp?pageID=543

INSTRUCTIONAL STRATEGIES: Lectures, Dialogue, and Hands-on Sessions will be conducted from the classroom and web video. Students are required to have the appropriate texts, software, and a basic calculator during class sessions. Students should check Angel regularly for course announcements including deviations from syllabus, and special assignments and instructions. Online dialogue and assigned journal articles will transpire through Angel.

ANGEL INSTRUCTIONS:
Browse to: http://lms.wsu.edu/ and use your student network ID (same as what is before your @wsu.edu address), and your network ID password to get into Angel, you will see your courses listed in the courses module or nugget. (Click here for a 9 minute video walk-through of Angel or download iPod version). If don't know or have a network ID yet, or you want to reset your password, you can go to the MyWSU portal to create one or look up your existing ID (using your student ID on the cougcard): http://my.wsu.edu/.

Angel forwards all email ONLY to WSU’s brand new student email system, Outlook Live. You can go to the my.wsu.edu portal to set yours up.
Please avoid special characters like !@#$%^&*() in file names when you upload documents to Angel, as well as compress the images and files in your assignments and discussion postings.

EVALUATION: Your grade will be weighted according to the following percentages:
40%       Class Participation and online discussions
30%       Exam/Take home assignment 1 (to be determined by teaching faculty)
30%       Exam/Take home assignment 2 (to be determined by teaching faculty)

Traditional WSU grading parameters follow:
95-100 = A; 90-94 = A-; 86-89 = B+; 83-85 = B; 80-82 = B-; 76-79 = C+; 73-75 = C; 70-72 = C-;
66-69 = D+; 60-65 = D; 0-59 = D-

ON-LINE AND IN CLASS DISCUSSIONS: Dialogue is an important aspect of didactic application. The course is designed to be interactive and practical and requires active and ongoing contributions in class and on Angel. You are expected to post questions, comments, and brief responses to fellow class members as you engage the readings and instructors’ posted guides. Discussions are meant to be thoughtful exchanges among class members that focus intently on particular readings, class lecture/discussions, and their application. You are encouraged to comment openly, ask questions of one another, offer opinions and generate ideas. We instructors will initiate particular discussions and observe and participate as needed to guide

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the conversation and challenge, modify, or validate understandings. We will provide overview discussion topics requiring your response and interaction. There will be evaluation point values assigned on designated dates (to be determined by teaching faculty). At these points of evaluation online discussion contributions are critiqued for depth, applicability to the evolving dialogue, and scholarly impact (use of citations, current readings, relevant research interest sharing). Etiquette and respectful dialogic engagement is expected.

**Exams:** Take home exams (to be determined by teaching faculty).

**Format for Assignments:** All assignments and exams (unless otherwise specified) must comply with the following attributes: 1 inch margins; font size=12; font type=Times New Roman; single space. Assignments will be submitted to the digital drop box in Angel.

### Participation and discussion guidelines by grade

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Not Satisfactory for Graduate Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Seminar Participation Grading Rubric</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attendance/Promptness</strong></td>
<td>Student is always prompt and regularly attends classes.</td>
<td>Student is late to class once or twice and regularly attends classes.</td>
<td>Student is late to class once or twice and regularly attends classes.</td>
<td>Student is consistently late to class and/or has poor attendance of classes.</td>
</tr>
<tr>
<td><strong>Level of Engagement in Class</strong></td>
<td>Student proactively contributes to class by offering ideas and asking questions more than once per content section.</td>
<td>Student proactively contributes to class by offering ideas and asking questions once per content section.</td>
<td>Student proactively contributes to class by offering ideas and asking questions once per content section.</td>
<td>Student never contributes to class by offering ideas and asking questions.</td>
</tr>
<tr>
<td><strong>Listening Skills</strong></td>
<td>Student listens when others talk, both in groups and in class. Student incorporates or builds on the ideas of others.</td>
<td>Student listens when others talk, both in groups and in class.</td>
<td>Student listens when others talk, both in groups and in class.</td>
<td>Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.</td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
<td>Student is almost always prepared for class with assignments and required class materials.</td>
<td>Student is usually prepared for class with assignments and required class materials.</td>
<td>Student is usually prepared for class with assignments and required class materials.</td>
<td>Student is almost never prepared for class with assignments and required class materials.</td>
</tr>
</tbody>
</table>

These discussion rubrics are adapted from rubrics shared by faculty members of Carnegie-Mellon University and Washington State University College of Nursing. They are guidelines to clarify expectations for in class discussions and online work. They will help you to think about how to plan and express your thinking and perform in a scholarly fashion. The parameters reflect common grading issue for online activity.

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<table>
<thead>
<tr>
<th></th>
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<th>B</th>
<th>C</th>
<th>Not Satisfactory for Graduate Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frequency of Contributions</strong></td>
<td>Presents ideas and analysis succinctly within a reasonable number of postings. Posted more than (&gt; three substantive postings (within discussion period)</td>
<td>Presents ideas and analysis succinctly within a reasonable number of postings. Posted a minimum of two substantive postings</td>
<td>Posted at least one substantive posting relevant to discussion</td>
<td>Fails to post. Late in posting so there is no opportunity for others to benefit from their contribution or to respond</td>
</tr>
<tr>
<td><strong>Preparation and Engagement in Dialogue</strong></td>
<td>Postings are crafted after acquiring information and considering alternatives; demonstrates preparation. Refers to current research articles with APA reference. Logged on to Angel at least 3x per week</td>
<td>Informed speaker who has reviewed current literature before posting Postings reflect preparation. Logged on to Angel 2x per week</td>
<td>Does not add to the discussion. Postings are limited to one’s work setting or individual perspective and not about a broader perspective. Logged on to Angel 1x time per week</td>
<td>Non-substantive postings (such as “I agree” or anecdotes)</td>
</tr>
</tbody>
</table>

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<table>
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<th>Score</th>
<th>Discussion Participation Grading Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Minimal or no participation</td>
</tr>
<tr>
<td>1</td>
<td>Participation limited to agreeing with other students’ comments or repeating content from reading or class session. Participation lacks reflection or application of content. Participation is not timely enough to ensure good interaction among students.</td>
</tr>
<tr>
<td>2</td>
<td>Participation limited to posing questions based on reading or class content, but lacking application of content or appropriate response to peers’ comments/questions. Participation is not consistently timely enough to ensure good interaction among students.</td>
</tr>
<tr>
<td>3</td>
<td>Participation includes the posing of questions that reflect careful consideration of content. Student responds thoughtfully to peers’ comments/questions and demonstrates the ability to superficially apply class content to comments and responses. Participation is sometimes timely enough to ensure good interaction among students.</td>
</tr>
<tr>
<td>4</td>
<td>In addition to demonstrating the behaviors outlined above, the student raises additional points and questions for consideration in the discussion forum. Participation is usually timely enough to ensure good interaction among students.</td>
</tr>
<tr>
<td>5</td>
<td>In addition to demonstrating the behaviors outlined above, the student furthers the discussion by providing new application of content and/or offering new insights. Participation is consistently timely enough to ensure good interaction among students.</td>
</tr>
</tbody>
</table>

These discussion rubrics are adapted from rubrics shared by faculty members of Carnegie-Mellon University and Washington State University College of Nursing. They are guidelines to clarify expectations for in class discussions and online work. They will help you to think about how to plan and express your thinking and perform in a scholarly fashion. The parameters reflect common grading issue for online activity.
COURSE SCHEDULE

Sessions 1-2: Introduction to Course; Foundations of Clinical Research
Discussion: Introductions and overview of course, course expectations, grading system, homework and exams; overview of foundations of clinical research, including empirical analytic and qualitative/interpretive methods.

Empirical/analytical research using the scientific method is considered to be the gold standard for understanding relationships between and among variables and for generalizing to groups. Understanding various statistical procedures is essential in implementing this type of research. The use of statistical software is an aid to recording and analyzing data and will be incorporated in class exercises.

Qualitative/interpretive research has been described as eclectic, multifaceted, innovative, and multi-perspectival. These terms are connotated positively in many venues, but they also insinuate ambiguity, uncertainty and equivocation. Depending upon the focus of a qualitative inquiry, all of these terms may be desirable but they may not be welcome if certainty is sought. Particular qualitative traditions, grounded in a history of scholarship, provide a scaffold for the enactment of procedural steps familiar to the tradition. Understanding the development and use of these traditions allows researchers and consumers of research to follow the thinking that runs through the development and enactment of a study. Thus, consumers of research are able to evaluate the value of the findings in the context of science as well as in the practical application (considered to be the strength of qualitative methods). Examples of some of the qualitative methods of data collection and analysis that cross qualitative methodologies will be introduced in class exercises.

Session topics:

- Course introduction
- Intro to research
- Concepts of measurement, reliability, and validity
- Concepts of interpretation, trustworthiness, and resonance

Hands-on session: Overview and demonstration of SPSS Package.
Overview and demonstration of in depth interview as method

Assigned Readings:
Directives for HOW to read and use assigned and other resources will be provided
1) Creswell, 2009: Read Chapters 1-6
2) Willis: Read preface (p. xix), chapter 1 (p. 1-26)

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Assigned Exercises:
1) One page synopsis of readings and discussion
2) One to two page journaling situating current research interests projected into course material (imagining use of content in your own research)

Session 3-4: What is data?
Discussion: Overview of purpose for empirical analytic and interpretive approaches, including discussion of ways to measure or elicit information that responds to practice questions. Principles of measurement, reliability and validity as well as common characteristics of qualitative/interpretive methods will be addressed in the context of data collection.

Defining concepts and variables for statistical testing will be discussed and modeled in relation to student interests and study purposes. Identifying data to determine relationships between variables will be explored in relation to an empirical analytic paradigm.

In qualitative forms, interviewing is a common method of data collection. There are numerous books and articles written on the topic. For this class section sources for interviewing compatible with students' methodological interests will be provided by teaching faculty. Demonstration (from the previous class) review, discussion, and written exercises will comprise the online work. The interview, though common, is not the only method of direct inquiry. Other methods of obtaining personal information include surveys, questionnaires, focus groups, written elicitations, or mediums such as photography, movement, music, and poetry. Each of these mechanisms must be carefully designed and described in preparation for a research enactment. Such varied approaches to data collection enhance possibilities for obtaining rich data to answer your research questions.

Session topics:

Data collection techniques for controlled measurement
Interview techniques using various qualitative and interpretive approaches (survey, structured, conversational, critical incident)

Assigned Readings:
Directives for HOW to read and use assigned and other resources will be provided
1) Creswell, 2007, chapter 7
2) Hamilton, R. J. (2006). Internet recruitment and e-mail interviews in qualitative studies. Qualitative Health Research, 16(6), 821-835.

Assigned Exercises:
1) Begin thinking about research interests in the context of multiple paradigms. In the coming weeks, statistical methods will be explored with an eye toward complementary

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interpretive designs, which will be discussed in later class sessions. **An online discussion process will be initiated to discuss such integration of methods.**

2) Class exercise will be assigned to be completed online. Topic areas include identifying data collection processes and research outcomes sought. Discussions centering on the questions:
   a. What comprises data?
   b. Which outcomes are sought?

**Session 5-6: Introduction to “quantitative” and “qualitative” research**

Lecture/discussion: The breadth of methodological possibilities to answer research questions allows for multiple paradigms and processes. This session introduces various methodological approaches common to research in the health sciences. Examples of methodologies and methods are offered.

**Session topics:**

**Intro to Quantitative Methodologies**

Eg: Correlation, T-test, ANOVA, (Between-groups, Within-groups, Mixed, MANOVA, ANCOVA), Regression, Psychometrics (Reliability, Validity, Factor analysis)

**Intro to Qualitative Methodologies**

Eg: Phenomenology (Descriptive, Interpretive, Mixed), Grounded theory, Discourse analysis, Thematic content analysis, ethnography, appreciative inquiry

**Assigned Readings:**

Directives for **HOW** to read and use assigned and other resources will be provided

1) Willis, chapter 5, “Frameworks for qualitative research”
2) Creswell, 2009, chapter 8, “Quantitative methods”

**Assigned Exercise:** Write a one to two page description of an area of health care practice or problem needing attention, including the scope of the issue, the questions needing answering, and the information sought. In the context of the discussion and readings for this session, consider the methodological approaches needed to respond and methods one might employ.

**Session 7-8: Research question formulation**

Discussion: Overview of purpose for empirical analytic and interpretive approaches, including discussion of ways to measure or elicit information that responds to research questions. Principles of measurement, reliability and validity as well as common characteristics of qualitative/interpretive methods will be addressed.

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The variety of research approaches acceptable to most academic disciplines renders the need to choose a particular methodological approach. An old adage for researchers is “The question begs the method”. This idiom refers to the idea that a research problem or focus implies a purpose; that purpose naturally lends itself to a particular approach, quantitative or qualitative, and demands particular procedures to answer the research question. This seems to make sense. However, it is also the case that researchers have particular philosophical views or affinities that influence them in thinking about clinical phenomena. Their own approach to the world or to the things of the world will direct how they think about issues related to their practice. Some researchers have a strong affinity to calculative thinking and will be attracted to issues and questions that demand procedures that result in discrete and definitive findings. Others are attracted to questions of interpretive meaning and find many issues in need of interpretive approaches that may take broad, more ambiguous approaches. Although it is important for researchers to understand the expanse of methodologies already established, there are some questions for which entirely new or a combination of methods are warranted. Situating a research question within a methodology is as important as situating oneself within the phenomenon under question so that the research is a conscious endeavor.

Session topics:

- Hypothesis generation
- Research question formulation in qualitative/interpretive work

Assigned readings:
Directives for HOW to read and use assigned and other resources will be provided
1) Creswell, 2007, chapter 3: “Designing a qualitative study”; chapter 6: Introducing and focusing the study
2) Creswell, 2009, chapter 7: “Research questions and hypotheses”

Assigned exercises: Write several iterations of a research question that pertains to an area of clinical interest. Post these questions for student colleagues, who will be asked to comment on question clarity and resonance with their own clinical experience, as well as to offer suggestions for relevant methodological approaches to guide methods that will answer the questions. Instructors will enter the dialogue.

Session 9-10: Interpreting Research Findings
Data analysis of comparative or experimental designs requires understanding of the data collection processes and the statistical maneuvers required to obtain a significant result. Analysis of qualitative research is aligned with the paradigmatic influences that ground the study. Though there are similarities in how various qualitative researchers approach analysis, philosophical and stylistic distinctions allow for robust approaches that are uniquely applied to particular research problems. Thus, the frameworks that have developed in qualitative research traditions provide a scaffold for procedural activities. However, grasping a method of analysis without thinking through the informing influences on the study would be a mistake. When this is attempted, the study findings could be trivialized or held in less regard. Therefore, it is important to identify the
purpose of the research, the guiding paradigmatic influences, and the reasons for choosing a particular analytical approach.

Many qualitative traditions use an iterative approach to data analysis, reading and re-reading transcribed texts, discussing the interpretive findings, and organizing these summarizing ideas in some form of categorical or thematic representation. If the research approach tends to be more positivistic, the findings might be more categorical, with research teams seeking inter-rater reliability and generalizable conclusions. Coding may be atomistic and discreet verses the more dynamic and overlapping summaries produced in philosophical hermeneutics. Therefore, it is important to name the framework or structure of analysis, relate the analytic approach to the informing philosophical assumptions and the research question, and clarify the process for the reader. Such attention to disciplined inquiry establishes the strength of the study and the degree to which the reader can trust the results.

In this class section we will use student(s) area of interest to provide examples of statistical findings as well as de-identified text to analyze data related to respective paradigms. Students will have an opportunity to do a statistical interpretation of numerical data as well as an interpretation using textual exemplars.

Session topics:

**Statistical analysis**

**Qualitative/interpretive analysis**

**Assigned readings:**
Directives for HOW to read and use assigned and other resources will be provided; readings will be suggested based upon students’ areas of interest

1) Willis, chapter 6: “General guidelines for qualitative research”

**Assigned exercises:** Exemplars of data and presentation of analysis/interpretation techniques will be provided. Students will be given numerical data and/or textual data to analyze using a demonstrated approach. Faculty critique and online discussion processes will be designed to demonstrate analyses across styles.

**Session 11-12: Dissemination and critique**
**Discussion:** Dissemination of findings is related not only to the paradigmatic influences but also to the audience and venue for outcomes sought. Statistical findings require scientific rigor based upon formulae that support the strength and generalizability of findings. These techniques will be presented in the readings and/or posted lecture material.
The field of qualitative research includes such broad applications that there is no one checklist that can be applied to evaluating all studies. Since the approach to qualitative inquiry is similar across methodologies, there are examples of critique frameworks that can be useful to many forms. Articles are written from various paradigmatic positions, however, so it is important to identify the orientation of a particular evaluation framework before applying it to a review or to your own study.

In this class section readings relate to expression of results from various genres, along with critical skills for evaluating rigor.

**Session topics:**

- Writing for scientific publications
- Presenting multi-methods research, in proposal and finished forms
- Critique of research

**Assigned readings:**

Directives for HOW to read and use assigned and other resources will be provided

1. Journal articles TBA
2. Willis, 2007, chapter 9: “Writing a qualitative study”

**Assigned exercises:** Students will identify an article of interest and post a short summary of the the methodological approach and the interpretation of findings. Subsequently, students will identify critique mechanisms for the methodological approach(es) used in the study and provide commentary on their understanding of the usefulness of findings. Colleagues will comment on critiques and instructors will post commentary as well. Evaluations of individual students will be done individually.

**Session 13-14: Applications to clinical practice**

**Discussion:** This session is an extension of the previous lesson, expanded to include implications for practice based upon the critiques and discussions resulting from the previous assignment. The attention to rigor in research may be an intellectual activity; however, relevancy to practice is the goal of research. Whether thinking about statistical significance or warranted interpretations, practice interventions are guided by research results. Therefore, it is important to think about conclusions, generalizations, new questions, and practice change, depending upon methodologies/methods used, the implementation of these (critique), and the resonance with practitioners of known practice experiences. Thus, the art of critique will be refined to include applications to clinical practice. Students will prepare presentations of their own proposed projects using understandings from class sessions, including self and peer critique.

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Session topics:

- Outcomes of respective research methodologies
- Translational research and practice implications
- Pedagogical approaches for evaluating research designs and presenting research results

Assigned readings: Additional readings will be suggested by faculty and based upon methods discussed.

Assigned exercises: In this session, students will post brief summaries of the critical discussions resulting from the previous weekly dialogues and list implications for research, education, and clinical practice.

Session 15: Scholarly directions/presentations

Based upon online dialogues, teaching faculty will prepare content areas for review and discussion. Students will locate their interests within these areas and prepare to lead discussions on the relevant topics, using course applications to their own research interests. Teaching faculty will reinforce review of topical areas, respond to questions and direct students to resources for ongoing inquiry.

Informal student presentations: directed brainstorming of dissertation methods
I know you all received an earlier version. I noticed a silly D+ and asked Roxanne to correct it. Lisa, can this version go into the packet everyone receives? By the way, I think it looks pretty good!

Chris

Christine K. Oakley, MPH PhD
Director of Global Learning | Associate Clinical Professor, Sociology
Washington State University | International Programs
1-509-335-8180 | coakley@wsu.edu | www.ip.wsu.edu

From: Vandermause, Roxanne
Sent: Thursday, January 26, 2012 6:19 PM
To: Oakley, Christine Kay
Subject: RE: N524

Yes, thank you for your careful review and alert. Attached is the revised syllabus. Thank you, Roxanne

Roxanne Vandermause, PhD, RN
Assistant professor
Washington State University
College of Nursing 422A
PO Box 1495 Spokane, WA 99210-1495
509-324-7281; 509-499-6275 mobile
rvandermause@wsu.edu
http://myprofile.cos.com/rvandermause

From: Oakley, Christine Kay
Sent: Thursday, January 26, 2012 6:04 PM
To: Vandermause, Roxanne
Subject: N524

Hi Roxanne,

I’m on the Catalog Subcommittee and have reviewed your syllabus for N524. Although we have not talked about the course in the committee yet, I think it should have no difficulty being approved by the group and passed on to the Graduate Studies Committee. The one thing I’m requesting (and it’s minor and picky) is that you “correct” the grading scale. WSU does not recognize a D+. If you would change the D+ to an F, the grading scale would conform to the actual grades that WSU awards to students. Thanks!
The subcommittee meets every Thursday. Whenever I receive the updated syllabus, I can send it out to the committee so that everyone has the most recent version.

Thanks so much for your cooperation. Let me know if you have any questions.

Christine

Christine K. Oakley, MPH PhD
Director of Global Learning | Associate Clinical Professor, Sociology
Washington State University | International Programs
1-509-335-8180 | coakley@wsu.edu | www.ip.wsu.edu
WASHINGTON STATE UNIVERSITY
COLLEGE OF NURSING
COURSE SYLLABUS

COURSE NUMBER: NURS 524
COURSE TITLE: Foundations of Methodological Applications for Health Sciences
CREDIT HOURS: 2 credits
PREREQUISITES: Graduate standing or permission of instructor

FACULTY: Roxanne Vandermause, PhD, RN, Assistant professor and
Celestina Barbosa-Leiker, PhD, psychology, assistant prof

DAY & TIME: TBA
LOCATION: TBA

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   qualitative analyses.
3. Recognize paradigmatic approaches relative to research questions
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**Angel:** URL: [http://lms.wsu.edu](http://lms.wsu.edu).
Mozilla Firefox is preferred over Internet Explorer for use with Angel.

A computer, microphone and camera are required.

**SAFETY STATEMENT:** The Campus Safety Plan, which can be found at [http://safetyplan.wsu.edu](http://safetyplan.wsu.edu) contains a comprehensive listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community. The University emergency management web site at [http://oem.wsu.edu/emergencies](http://oem.wsu.edu/emergencies). Information about emergencies can be found on the WSU ALERT site – [http://alert.wsu.edu](http://alert.wsu.edu). All students should go to Zzusis at [http://my.wsu.edu](http://my.wsu.edu) and register their emergency contact information for the Crisis Communication System.

**DISABILITY STATEMENT:** Reasonable accommodations are available for students with a documented disability. WSU Online and the Access Center work together to provide reasonable accommodations for students who have documented disabilities and who are registered both with WSU Online and the Access Center. WSU Online's liaison to the Access Center will assist you in getting started. To begin this process, contact WSU Online (800-222-4978 or distance@wsu.edu). We strongly recommend that you notify us as soon as possible. All accommodations must be approved through the Access Center.

**ACADEMIC HONESTY:** As an institution of higher education, Washington State University is committed to principles of truth and academic honesty. All members of the University community share the responsibility for maintaining and supporting these principles. When a student enrolls in Washington State University, the student assumes an obligation to pursue academic endeavors in a manner consistent with the standards of academic integrity adopted by the University. To maintain the academic integrity of the community, the University cannot tolerate acts of academic dishonesty including any forms of cheating, plagiarism, or fabrication. Washington State University reserves the right and the power to discipline or to exclude students who engage in academic dishonesty.

Academic integrity violations include actions defined as “cheating” in the Washington State University Standards of Conduct for Students. See Washington Administrative Code 504-26-010. Sanctions for academic integrity violations may include receiving a failing grade for the assignment or examination, and may also include receiving a failing grade for the course. In
some cases, the violation also may lead to the student’s dismissal from the WSU College of Nursing.  http://conduct.wsu.edu/default.asp?pageID=343

INSTRUCTIONAL STRATEGIES: Lectures, Dialogue, and Hands-on Sessions will be conducted from the classroom and web video. Students are required to have the appropriate texts, software, and a basic calculator during class sessions. Students should check Angel regularly for course announcements including deviations from syllabus, and special assignments and instructions. Online dialogue and assigned journal articles will transpire through Angel.

ANGEL INSTRUCTIONS:
Browse to: http://lms.wsu.edu/ and use your student network ID (same as what is before your @wsu.edu address), and your network ID password to get into Angel, you will see your courses listed in the courses module or nugget. (Click here for a 9 minute video walk-through of Angel or download iPod version). If don’t know or have a network ID yet, or you want to reset your password, you can go to the MyWSU portal to create one or look up your existing ID (using your student ID on the cougarcard): http://my.wsu.edu/.

Angel forwards all email ONLY to WSU’s brand new student email system, Outlook Live. You can go to the my.wsu.edu portal to set yours up.
Please avoid special characters like !@#$%^* in file names when you upload documents to Angel, as well as compress the images and files in your assignments and discussion postings.

EVALUATION: Your grade will be weighted according to the following percentages:
40% Class Participation and online discussions
30% Exam/Take home assignment 1 (to be determined by teaching faculty)
30% Exam/Take home assignment 2 (to be determined by teaching faculty)

Traditional WSU grading parameters follow:
95-100 = A; 90-94 = A-; 86-89 = B+; 83-85 = B; 80-82 = B-; 76-79 = C+; 73-75 = C; 70-72 = C-;
66-69 = D+; 60-65 = D; 0-59 = F

ON-LINE AND IN CLASS DISCUSSIONS: Dialogue is an important aspect of didactic application. The course is designed to be interactive and practical and requires active and ongoing contributions in class and on Angel. You are expected to post questions, comments, and brief responses to fellow class members as you engage the readings and instructors’ posted guides. Discussions are meant to be thoughtful exchanges among class members that focus intently on particular readings, class lecture/discussions, and their application. You are encouraged to comment openly, ask questions of one another, offer opinions and generate ideas. We instructors will initiate particular discussions and observe and participate as needed to guide the conversation and challenge, modify, or validate understandings. We will provide overview discussion topics requiring your response and interaction. There will be evaluation point values assigned on designated dates (to be determined by teaching faculty). At these points of evaluation online discussion contributions are critiqued for depth, applicability to the evolving dialogue, and scholarly impact (use of citations, current readings, relevant research interest sharing). Etiquette and respectful dialogic engagement is expected.

Exams: Take home exams (to be determined by teaching faculty).

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Format for Assignments: All assignments and exams (unless otherwise specified) must comply with the following attributes: 1 inch margins; font size=12; font type=Times New Roman; single space. Assignments will be submitted to the digital drop box in Angel.

Participation and discussion guidelines by grade

<table>
<thead>
<tr>
<th>Seminar Participation Grading Rubric</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Not Satisfactory for Graduate Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Promptness</td>
<td>Student is always prompt and regularly attends classes.</td>
<td>Student is late to class once or twice and regularly attends classes.</td>
<td>Student is late to class once or twice and regularly attends classes.</td>
<td>Student is consistently late to class and/or has poor attendance of classes.</td>
</tr>
<tr>
<td>Level of Engagement in Class</td>
<td>Student proactively contributes to class by offering ideas and asking questions more than once per content section.</td>
<td>Student proactively contributes to class by offering ideas and asking questions once per content section.</td>
<td>Student proactively contributes to class by offering ideas and asking questions once per content section.</td>
<td>Student never contributes to class by offering ideas and asking questions.</td>
</tr>
<tr>
<td>Listening Skills</td>
<td>Student listens when others talk, both in groups and in class. Student incorporates or builds on the ideas of others.</td>
<td>Student listens when others talk, both in groups and in class.</td>
<td>Student listens when others talk, both in groups and in class.</td>
<td>Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.</td>
</tr>
<tr>
<td>Preparation</td>
<td>Student is almost always prepared for class with assignments and required class materials.</td>
<td>Student is usually prepared for class with assignments and required class materials.</td>
<td>Student is usually prepared for class with assignments and required class materials.</td>
<td>Student is almost never prepared for class with assignments and required class materials.</td>
</tr>
</tbody>
</table>

These discussion rubrics are adapted from rubrics shared by faculty members of Carnegie-Mellon University and Washington State University College of Nursing. They are guidelines to clarify expectations for in class discussions and online work. They will help you to think about how to plan and express your thinking and perform in a scholarly fashion. The parameters reflect common grading issue for online activity.
<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frequency of Contributions</strong></td>
<td>Presents ideas and analysis succinctly within a reasonable number of postings. Posted more than (&gt; ) three substantive postings (within discussion period)</td>
<td>Presents ideas and analysis succinctly within a reasonable number of postings. Posted a minimum of two substantive postings</td>
<td>Posted at least one substantive posting relevant to discussion</td>
</tr>
<tr>
<td><strong>Note:</strong> Quality is important. Content and depth of analysis make a posting substantive-- not length</td>
<td></td>
<td></td>
<td>Fails to post. Late in posting so there is no opportunity for others to benefit from their contribution or to respond</td>
</tr>
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<td></td>
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<tr>
<td><strong>Preparation and Engagement in Dialogue</strong></td>
<td>Postings are crafted after acquiring information and considering alternatives; demonstrates preparation. Refers to current research articles with APA reference. Logged on to Angel at least 3x per week</td>
<td>Informed speaker who has reviewed current literature before posting Postings reflect preparation. Logged on to Angel 2x per week</td>
<td>Does not add to the discussion. Postings are limited to one's work setting or individual perspective and not about a broader perspective. Logged on to Angel 1 x time per week.</td>
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<table>
<thead>
<tr>
<th>Score</th>
<th>Discussion Participation Grading Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Minimal or no participation</td>
</tr>
<tr>
<td>1</td>
<td>Participation limited to agreeing with other students' comments or repeating content from reading or class session. Participation lacks reflection or application of content. Participation is not timely enough to ensure good interaction among students.</td>
</tr>
<tr>
<td>2</td>
<td>Participation limited to posing questions based on reading or class content, but lacking application of content or appropriate response to peers' comments/questions. Participation is not consistently timely enough to ensure good interaction among students.</td>
</tr>
<tr>
<td>3</td>
<td>Participation includes the posing of questions that reflect careful consideration of content. Student responds thoughtfully to peers' comments/questions and demonstrates the ability to superficially apply class content to comments and responses. Participation is sometimes timely enough to ensure good interaction among students.</td>
</tr>
<tr>
<td>4</td>
<td>In addition to demonstrating the behaviors outlined above, the student raises additional points and questions for consideration in the discussion forum. Participation is usually timely enough to ensure good interaction among students.</td>
</tr>
<tr>
<td>5</td>
<td>In addition to demonstrating the behaviors outlined above, the student furthers the discussion by providing new application of content and/or offering new insights. Participation is consistently timely enough to ensure good interaction among students.</td>
</tr>
</tbody>
</table>

These discussion rubrics are adapted from rubrics shared by faculty members of Carnegie-Mellon University and Washington State University College of Nursing. They are guidelines to clarify expectations for in class discussions and online work. They will help you to think about how to plan and express your thinking and perform in a scholarly fashion. The parameters reflect common grading issues for online activity.
COURSE SCHEDULE

Sessions 1-2: Introduction to Course; Foundations of Clinical Research
Discussion: Introductions and overview of course, course expectations, grading system, homework and exams; overview of foundations of clinical research, including empirical analytic and qualitative/interpretive methods.

Empirical/analytical research using the scientific method is considered to be the gold standard for understanding relationships between and among variables and for generalizing to groups. Understanding various statistical procedures is essential in implementing this type of research. The use of statistical software is an aid to recording and analyzing data and will be incorporated in class exercises.

Qualitative/interpretive research has been described as eclectic, multifaceted, innovative, and multi-perspectival. These terms are connotated positively in many venues, but they also insinuate ambiguity, uncertainty and equivocation. Depending upon the focus of a qualitative inquiry, all of these terms may be desirable but they may not be welcome if certainty is sought. Particular qualitative traditions, grounded in a history of scholarship, provide a scaffold for the enactment of procedural steps familiar to the tradition. Understanding the development and use of these traditions allows researchers and consumers of research to follow the thinking that runs through the development and enactment of a study. Thus, consumers of research are able to evaluate the value of the findings in the context of science as well as in the practical application (considered to be the strength of qualitative methods). Examples of some of the qualitative methods of data collection and analysis that cross qualitative methodologies will be introduced in class exercises.

Session topics:

Course introduction
Intro to research
Concepts of measurement, reliability, and validity
Concepts of interpretation, trustworthiness, and resonance

Hands-on session: Overview and demonstration of SPSS Package.
Overview and demonstration of in depth interview as method

Assigned Readings:
Directives for HOW to read and use assigned and other resources will be provided
1) Creswell, 2009: Read Chapters 1-6
2) Willis: Read preface (p. xix), chapter 1 (p. 1-26)

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Assigned Exercises:
1) One page synopsis of readings and discussion
2) One to two page journaling situating current research interests projected into course material (imagining use of content in your own research)

Session 3-4: What is data?
Discussion: Overview of purpose for empirical analytic and interpretive approaches, including discussion of ways to measure or elicit information that responds to practice questions. Principles of measurement, reliability and validity as well as common characteristics of qualitative/interpretive methods will be addressed in the context of data collection.

Defining concepts and variables for statistical testing will be discussed and modeled in relation to student interests and study purposes. Identifying data to determine relationships between variables will be explored in relation to an empirical analytic paradigm.

In qualitative forms, interviewing is a common method of data collection. There are numerous books and articles written on the topic. For this class section sources for interviewing compatible with students’ methodological interests will be provided by teaching faculty. Demonstration (from the previous class) review, discussion, and written exercises will comprise the online work. The interview, though common, is not the only method of direct inquiry. Other methods of obtaining personal information include surveys, questionnaires, focus groups, written elicitations, or mediums such as photography, movement, music, and poetry. Each of these mechanisms must be carefully designed and described in preparation for a research enactment. Such varied approaches to data collection enhance possibilities for obtaining rich data to answer your research questions.

Session topics:

Data collection techniques for controlled measurement
Interview techniques using various qualitative and interpretive approaches (survey, structured, conversational, critical incident)

Assigned Readings:
Directives for HOW to read and use assigned and other resources will be provided
1) Creswell, 2007, chapter 7
2) Hamilton, R. J. (2006). Internet recruitment and e-mail interviews in qualitative studies. Qualitative Health Research, 16(6), 821-835.

Assigned Exercises:
1) Begin thinking about research interests in the context of multiple paradigms. In the coming weeks, statistical methods will be explored with an eye toward complementary

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interpretive designs, which will be discussed in later class sessions. **An online discussion process will be initiated to discuss such integration of methods.**

2) Class exercise will be assigned to be completed online. Topic areas include identifying data collection processes and research outcomes sought. Discussions centering on the questions:
   a. What comprises data?
   b. Which outcomes are sought?

**Session 5-6: Introduction to “quantitative” and “qualitative” research**

Lecture/discussion: The breadth of methodological possibilities to answer research questions allows for multiple paradigms and processes. This session introduces various methodological approaches common to research in the health sciences. Examples of methodologies and methods are offered.

**Session topics:**

- **Intro to Quantitative Methodologies**
  
  *E.g: Correlation, T-test, ANOVA, (Between-groups, Within-groups, Mixed, MANOVA, ANCOVA), Regression, Psychometrics (Reliability, Validity, Factor analysis)*

- **Intro to Qualitative Methodologies**
  
  *E.g: Phenomenology (Descriptive, Interpretive, Mixed), Grounded theory, Discourse analysis, Thematic content analysis, ethnography, appreciative inquiry*

**Assigned Readings:**

Directives for HOW to read and use assigned and other resources will be provided
1) Willis, chapter 5, “Frameworks for qualitative research”
2) Creswell, 2009, chapter 8, “Quantitative methods”

**Assigned Exercise:** Write a one to two page description of an area of health care practice or problem needing attention, including the scope of the issue, the questions needing answering, and the information sought. In the context of the discussion and readings for this session, consider the methodological approaches needed to respond and methods one might employ.

**Session 7-8: Research question formulation**

**Discussion:** Overview of purpose for empirical analytic and interpretive approaches, including discussion of ways to measure or elicit information that responds to research questions. Principles of measurement, reliability and validity as well as common characteristics of qualitative/interpretive methods will be addressed.
The variety of research approaches acceptable to most academic disciplines renders the need to choose a particular methodological approach. An old adage for researchers is “The question begs the method”. This idiom refers to the idea that a research problem or focus implies a purpose; that purpose naturally lends itself to a particular approach, quantitative or qualitative, and demands particular procedures to answer the research question. This seems to make sense. However, it is also the case that researchers have particular philosophical views or affinities that influence them in thinking about clinical phenomena. Their own approach to the world or to the things of the world will direct how they think about issues related to their practice. Some researchers have a strong affinity to calculative thinking and will be attracted to issues and questions that demand procedures that result in discrete and definitive findings. Others are attracted to questions of interpretive meaning and find many issues in need of interpretive approaches that may take broad, more ambiguous approaches. Although it is important for researchers to understand the expanse of methodologies already established, there are some questions for which entirely new or a combination of methods are warranted. Situating a research question within a methodology is as important as situating oneself within the phenomenon under question so that the research is a conscious endeavor.

**Session topics:**

- Hypothesis generation
- Research question formulation in qualitative/interpretive work

**Assigned readings:**
Directives for HOW to read and use assigned and other resources will be provided

1) Creswell, 2007, chapter 3: “Designing a qualitative study”; chapter 6: Introducing and focusing the study
2) Creswell, 2009, chapter 7: “Research questions and hypotheses”

**Assigned exercises:** Write several iterations of a research question that pertains to an area of clinical interest. Post these questions for student colleagues, who will be asked to comment on question clarity and resonance with their own clinical experience, as well as to offer suggestions for relevant methodological approaches to guide methods that will answer the questions. Instructors will enter the dialogue.

**Session 9-10: Interpreting Research Findings**
Data analysis of comparative or experimental designs requires understanding of the data collection processes and the statistical maneuvers required to obtain a significant result. Analysis of qualitative research is aligned with the paradigmatic influences that ground the study. Though there are similarities in how various qualitative researchers approach analysis, philosophical and stylistic distinctions allow for robust approaches that are uniquely applied to particular research problems. Thus, the frameworks that have developed in qualitative research traditions provide a scaffold for procedural activities. However, grasping a method of analysis without thinking through the informing influences on the study would be a mistake. When this is attempted, the study findings could be trivialized or held in less regard. Therefore, it is important to identify the

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purpose of the research, the guiding paradigmatic influences, and the reasons for choosing a particular analytical approach.

Many qualitative traditions use an iterative approach to data analysis, reading and re-reading transcribed texts, discussing the interpretive findings, and organizing these summarizing ideas in some form of categorical or thematic representation. If the research approach tends to be more positivistic, the findings might be more categorical, with research teams seeking inter-rater reliability and generalizable conclusions. Coding may be atomistic and discreet verses the more dynamic and overlapping summaries produced in philosophical hermeneutics. Therefore, it is important to name the framework or structure of analysis, relate the analytic approach to the informing philosophical assumptions and the research question, and clarify the process for the reader. Such attention to disciplined inquiry establishes the strength of the study and the degree to which the reader can trust the results.

In this class section we will use student(s) area of interest to provide examples of statistical findings as well as de-identified text to analyze data related to respective paradigms. Students will have an opportunity to do a statistical interpretation of numerical data as well as an interpretation using textual exemplars.

Session topics:

- Statistical analysis
- Qualitative/interpretive analysis

Assigned readings:
Directives for HOW to read and use assigned and other resources will be provided; readings will be suggested based upon students' areas of interest
1) Willis, chapter 6: "General guidelines for qualitative research"
2) Creswell, 2009, chapter 10: "Mixed methods procedures"

Assigned exercises: Exemplars of data and presentation of analysis/interpretation techniques will be provided. Students will be given numerical data and/or textual data to analyze using a demonstrated approach. Faculty critique and online discussion processes will be designed to demonstrate analyses across styles.

**Session 11-12: Dissemination and critique**
**Discussion:** Dissemination of findings is related not only to the paradigmatic influences but also to the audience and venue for outcomes sought. Statistical findings require scientific rigor based upon formulae that support the strength and generalizability of findings. These techniques will be presented in the readings and/or posted lecture material.

The field of qualitative research includes such broad applications that there is no one checklist that can be applied to evaluating all studies. Since the approach to qualitative inquiry is similar

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across methodologies, there are examples of critique frameworks that can be useful to many forms. Articles are written from various paradigmatic positions, however, so it is important to identify the orientation of a particular evaluation framework before applying it to a review or to your own study.
In this class section readings relate to expression of results from various genres, along with critical skills for evaluating rigor.

Session topics:

Writing for scientific publications
Presenting multi-methods research, in proposal and finished forms
Critique of research

Assigned readings:
Directives for HOW to read and use assigned and other resources will be provided
1) Journal articles TBA
2) Willis, 2007, chapter 9: “Writing a qualitative study”

Assigned exercises: Students will identify an article of interest and post a short summary of the methodological approach and the interpretation of findings. Subsequently, students will identify critique mechanisms for the methodological approach(es) used in the study and provide commentary on their understanding of the usefulness of findings. Colleagues will comment on critiques and instructors will post commentary as well. Evaluations of individual students will be done individually.

Session 13-14: Applications to clinical practice
Discussion: This session is an extension of the previous lesson, expanded to include implications for practice based upon the critiques and discussions resulting from the previous assignment. The attention to rigor in research may be an intellectual activity; however, relevancy to practice is the goal of research. Whether thinking about statistical significance or warranted interpretations, practice interventions are guided by research results. Therefore, it is important to think about conclusions, generalizations, new questions, and practice change, depending upon methodologies/ methods used, the implementation of these (critique), and the resonance with practitioners of known practice experiences. Thus, the art of critique will be refined to include applications to clinical practice. Students will prepare presentations of their own proposed projects using understandings from class sessions, including self and peer critique.

Session topics:

Outcomes of respective research methodologies
Translational research and practice implications

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Pedagogical approaches for evaluating research designs and presenting research results

**Assigned readings:** Additional readings will be suggested by faculty and based upon methods discussed.

**Assigned exercises:** In this session, students will post brief summaries of the critical discussions resulting from the previous weekly dialogues and list implications for research, education, and clinical practice.

**Session 15: Scholarly directions/presentations**

Based upon online dialogues, teaching faculty will prepare content areas for review and discussion. Students will locate their interests within these areas and prepare to lead discussions on the relevant topics, using course applications to their own research interests. Teaching faculty will reinforce review of topical areas, respond to questions and direct students to resources for ongoing inquiry.

**Informal student presentations:** directed brainstorming of dissertation methods