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| **PROFESSOR:**         | **PHONE NUMBER:**       |
| **OFFICE LOCATION:**         | **E-MAIL:**        |
| **OFFICE HOURS:**        | **SEMESTER:**        |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**RET 4050 RESEARCH METHODS (3 CREDITS)**

The statistical analysis tools and organizational principles that underpin research practices for evidence-based medicine are surveyed. Specific literature-based examples are used to provide the basis for the presentation of research methods in clinical practice.

1. **PREREQUISITES FOR THIS COURSE:**

**Admission into the BAS Cardiopulmonary Sciences Program; Prior to enrolling in any upper level course (course number beginning with a 3 or 4), students must complete the following courses with a grade of “C” or better: ENC 1101 English Composition I, ENC 1102 English Composition II, and three semester hours of college level mathematics; or permission from the appropriate academic dean.**

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.
* Pubmed literature review
* Design of a clinical trail
* Analysis of cardiopulmonary journal articles
* Statistical methods for hypothesis testing
* Categorical research methods
* Anecdotal research methods
* Control and experimental cohorts in human subject research
* Analysis of cardiopulmonary instrument design and testing
1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

 General Education Competency: **Research**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* Analyze a research study using approved methodology employed in published cardiopulmonary journals.
* This analysis of assigned research studies is accomplished first in the Discussion Board.
* Evaluate the methods, statistical analysis and conclusions in a human patient subject study.
* This evaluation, of assigned research, is accomplished through Multiple Choice questions and as a Final project utilizing the Power Point format.
* Through the use of online resources the student will develop a literature review for an assigned Cardiology or Critical Care inquiry.
1. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu.  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

\*This is a blended course; however, all the work is completed online. Meeting will not be held unless they are necessary.

\*Students are expected to regularly access their Course in Canvas and check for e-mail, announcements, and discussions. Also, students are expected to regularly check their **FSW email**.

\*The course is organized to follow the outline posted. A topic is the name of a learning module. For each learning module, students are expected to complete the assigned reading and review exercises and/or post to the weekly discussion board. Students are expected to complete their assignments by the published due date.

\*From time to time, there may be additional discussion prompts posted by the professor in response to a significant current event. Students can earn extra course points with substantive participation.

\*Students must progress module by module. Except for Module 1, which opens on the first day of class, each module opens on Sunday morning at 12:00 am and closes on Saturday night at 11:59 pm. After Saturday at 11:59 pm all work is considered late and will have 5 points deducted for earned score. All discussions and quizzes are available until every Tuesday at 11:59 pm. After Tuesday at 11:59 pm no student submissions will be accepted. The student will receive a zero for that assignment.

\*Students are expected to use APA format, including citations, for all written submissions.

1. **ATTENDANCE POLICY:**

Student attendance is monitored through participation in weekly discussions and quizzes at the Canvas website.

1. **GRADING POLICY:**

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

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

The grades for this course are calculated using the following formula:

Module Quizzes 20%

Module Discussions 20%

Research Critique 10%

Midterm Exam 20%

Final Exam 30%

TOTAL 100%

1. **REQUIRED COURSE MATERIALS:**

\*Forister J, Blessing J. *Introduction to Research and Medical Literature for Health Professionals*. 4th ed. Burlington, MA: Jones & Bartlett Learning; 2016.

\*Download the following applications: (both are free)

a. [www.citethisforme.com](http://www.citethisforme.com) This program will help you format your citations in APA (or any other format for that matter) (Note: if you are already using a research assistant application such as Zotero, Endnote, RefWorks, etc. and you are comfortable with it, please feel free to use it in this course)

b. [www.grammarly.com](http://www.grammarly.com) This program will perform grammar and spelling checks. Always recheck what a grammar/spelling checker corrects.

1. **RESERVED MATERIALS FOR THE COURSE:**

 There are online links to various websites available on the course’s Canvas website.

1. **CLASS SCHEDULE:**

See the Course Syllabus page or the Modules page on the Canvas website for details.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

**Assignment guidelines:**

There will be assignments due for specific modules throughout the semester. Each assignment may consist of multiple-choice questions, short answers, and/or essays. These assignments are based on the topic for that module. Assignments submitted after the due date will receive an automatic 5-point deduction.

All work is to be completed solely and independently by the student. Inclusion of facts, ideas, quotes, or other materials from outside sources must be cited and referenced in all work in APA format. **Failure to cite references may constitute plagiarism**. Evidence of cheating and plagiarism are cause for disciplinary action by Florida SouthWestern State College. According to Florida SouthWestern State College, plagiarism and cheating refer to the use of unauthorized books, notes, using the copy and paste function, or otherwise securing help in a test; copying tests, assignments, reports, or term papers; representing the work of another person as one's own; collaborating without authority with another student during an examination or in preparing academic work, or otherwise practicing academic dishonesty.

Students agree by taking the course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Zero-Tolerance Policy: Florida SouthWestern State College maintains a zero-tolerance policy for academic dishonesty. Any student found in violation of academic honesty will subject to sanctions, which may include up to receiving a grade of "F" in this course. Any School of Health Profession student that receives a grade of "F" for academic dishonesty in any course may be permanently dismissed from the program they are enrolled.

**The discussion board is intended to simulate classroom discussions**. This is comparable to the classroom and participating in a discussion. Unlike the classroom where everyone is there on the same day, some students log on at different times and days. This means you will have to check back into the discussion board to see what other students are saying. DO NOT POST ALL ON ONE DAY. Students who submit their initial post and 2 replies all during the same 24-hour period will receive a 4-point deduction from their earned discussion grade.

There will be a total of 10 topics on the discussion board that each student is required to answer. In addition, each student will be required to make at least two (2) replies to the other students' postings.

The initial post for the question must be made by midnight Monday of the current week. All postings must be done by 11:59 PM of the following Saturday. Each discussion board will show the dates they are due. Late postings will receive an automatic 5-point deduction for the entire discussion. Postings will not be accepted after the Tuesday following the module week.

Each topic is worth 20 points, ten (10)) points for the initial reply, four (4) points for each response and two (2) points for grammar. Some discussions will have more than one question. The initial posting must be a well thought out reply. Posting of "I agree", "I disagree", "No", or "yes" do not qualify and no credit will be given for these types of answers. The student will not be able to view the postings of other students until the initial post is made. Do not use the copy paste function for your comments unless you are going to cite the source used. All comments are to be original. There is not any right or wrong answers the questions are asking for your opinion.

When replying to other students' posting the replies must be well thought out. Posting of "I agree", "I disagree", "No", or "yes" do not qualify and no credit will be given for these types of answers.

**Below is an example of a question posed by the instructor and a well thought out post and two different replies to the initial post**:

Question: Describe the 'perfect' teacher and give reasons for the characteristics you have chosen.

Initial Student Post: I must alert you that my parents are both retired teachers, so they instilled in me a lot of morals/values/characteristics that teachers would apply towards their students, for which I am forever thankful.

I would have to start out by saying the "perfect" teacher, if there ever was such a person would have to have some of the following characteristics. (A) This person would be a problem solver. They would have to come up with solutions for problems. Not necessarily in fighting situations, but when student get in a bind and direct them how to make the right choice and how to be strong and as my family says, "Figure it out." (B) Then they would have to be able to understand a student’s mental ability/status. What I mean is understand them. Know how they react, think, feel, etc. Know they need individual attention. Know where they lack and strive. Know what they require and know they can never let them down. Do their best to full fill their needs. (C) Be an idol. Students need people to model off, people to look up to, people who make life-long impressions. They need people who impact their mind. (D) Be a positive guide in their life. Build trust, directs them correctly and never fails them or shies away. And lastly, (E) Be a motivator. Never allow a student to limit themselves. Always make them strive for bigger and better things. Make them seek visions and full fill them. Broaden their horizons and motivate them. Encourage, inspire, think logically, and think outside the box.

And always, make learning fun and an experience that they will never forget.

**Student Reply:**

After reviewing your post, it made me think. You make some valid points. It is vital that a teacher pick up a student's learning needs and responds adequately. If this fails to happen, it not only hurts the student, but everyone involved. It also wastes everyone's time. I like your point (2). You state that teachers should collaborate with students to achieve learning goals and in turn, motivate them to learn on their own. I think that happens a lot in online instruction. The professors put the material out there and set goals and we are to learn on our own. Also, being friendly with students but stressing the mutual respect is huge. There has to be a mutual respect or problems arise. I also like where you said, "This is important since students should respect their teachers but still feel that the teacher is approachable." It reminds me of something that I learned last semester in another class. It is kind of like when you are in administration. You need to have the mutual respect, but in turn, you need to have an open-door policy where people feel comfortable enough to approach you about things. Good point!!!

And of course, your last point is very valid. If a teacher makes such an impact, they improve the student’s life in anyway, then their work there is done!!! And that is valuable!!!

**Student Reply:**

You bring up a valid and important point, "the "perfect teacher" needs to love his or her teaching profession." You must love what you do and be passionate about it or it means nothing. If your heart is not into it then it is pointless. Just like with any other professions, teachers need to be admired and shown just how important they are, not only to the people whom they work alongside, but the students also. I also see teachers as being like a second set of parents also. Sometimes when students have nowhere to turn at home, they need someone at school whom they trust and know they care about them. I agree with you in saying that teachers must have open minds. They must be able to help any students regardless of their situation. For a teacher to take a student to a whole new level of learning and expand their horizons is huge, not only for present day, but also for their future. Great post!