

# **CNGR 7XXX: Intervention Development and Analysis**

## **Semester Year**

### **Delivery Method: On Line**

**Faculty Contact Information: (Do not include in the file syllabus)**

#### **Credit Hours and Prerequisites**

**Credit Hours:** 3

**Prerequisites:**

**Co-Requisite:**

**Meeting Time:** (Do not include in the file syllabus)

**Meeting Location:** (Do not include in the file syllabus)

#### **Course Description**

This course builds on the content and skills related to critical inquiry, theories, and research design, methodology, and dissemination. This course will focus on in-depth exploration and critical analysis of current intervention research including conceptual and methodological issues. In addition, this course will focus on designing research to evaluate the outcomes of nursing interventions targeting the promotion, protection, or restoration of health in individuals or community groups.

#### **Course Objectives**

Upon completion of the course, the student will be able to:

1. Synthesize knowledge of interventions to promote, protect, and restore health at the individual or community level.
2. Critically analyze empirical evidence of the effectiveness of interventions to promote, protect, and restore health.
3. Critique conceptual, methodological, cultural, and ethical issues related to research on interventions to promote, protect, and restore health.
4. Design a study that evaluates the effectiveness of an intervention to promote, protect, or restore health of individuals or community groups.
5. Analyze future strategies and directions for intervention research related to promoting, protecting, or restoring health of individuals or communities.

#### **Course Materials**

##### **Required Textbook:**

Sidani, S. & Braden, C. J. (1998). *Evaluating nursing interventions: A theory-driven approach*. Thousand Oaks, CA: Sage Publications. ISBN: 0-7619-0316-X

Doran, D. M. (2003). *Nursing-sensitive outcomes: State of the Science*. Boston: Jones & Bartlett. ISBN: 0-7637-2287-1

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: American Psychological Association. ISBN-13: 978-1433832178

### **Other Required Reading:**

Additional readings related to interventional development and analysis will be assigned and will be posted in course modules.

### **Websites:**

- APA guidelines – Purdue Online Writing lab: <http://owl.english.purdue.edu/owl/resource/560/10/>
- National Institute of Nursing Research: <https://www.ninr.nih.gov/>
- NIH Reporter: <https://reporter.nih.gov/>

### **Student Responsibilities:**

- Students should log on to Canvas at least every other day to check for course updates.
- Students are expected to keep up with the class, engage with the course material, and submit assignments by the due dates.
- Assignments are expected to be products of individual students per the FSU Academic Honor Policy Links to an external site.
- To receive maximum points for assignments, students need to follow the instructions carefully, follow word limits as instructed, and use spell and grammar checking.
- To be successful in this course, students need to complete all required assignments.

### **Teaching Learning Strategies:**

Instructional strategies include assigned readings, lecture/discussion, interactive discussion board assignments, and written assignments.

### **Course Content & Calendar**

<b>Module</b>	<b>Week</b>	<b>Topic/Content</b>	<b>Required Readings &amp; Assignments</b>
Module 1	Week 1	<ul style="list-style-type: none"><li>• Course Introduction and Overview</li><li>• Theory-Based Interventions (Part 1)</li></ul>	<u>Synchronous Virtual Class (Date/Time)</u> <u>Readings:</u> <ul style="list-style-type: none"><li>• Sidani &amp; Braden: Ch. 1-3</li></ul>
	Week 2	<ul style="list-style-type: none"><li>• Theory-Based Interventions (Part 2)</li></ul>	<u>Asynchronous Class</u> <u>Readings:</u> <ul style="list-style-type: none"><li>• Publications (provided in course module)</li></ul> <u>Discussion Board Assignment #1 due by XXX, 5pm.</u>
Module 2	Week 3	<ul style="list-style-type: none"><li>• Classification of Nursing Problems, Intervention</li><li>• Nursing Sensitive Outcomes</li></ul>	<u>Synchronous Virtual Class (Date/Time)</u> <u>Readings:</u> <ul style="list-style-type: none"><li>• Doran: Ch. 1</li><li>• Publications (provided in course module)</li></ul>

Module 3	Week 4	<ul style="list-style-type: none"> <li>Theoretical Frameworks and Conceptualizations in Studying and Classifying Interventions (Part 1)</li> </ul>	<u>Asynchronous Class</u> <u>Readings:</u> <ul style="list-style-type: none"> <li>Sidani &amp; Braden: Ch. 2-3 (Review)</li> </ul> <u>Discussion Board Assignment #2 due by XXX, 5pm.</u>
	Week 5	<ul style="list-style-type: none"> <li>Theoretical Frameworks and Conceptualizations in Studying and Classifying Interventions (Part 2)</li> </ul>	<u>Synchronous Class (Week 5; Date/Time)</u> <u>Readings:</u> <ul style="list-style-type: none"> <li>Publications (provided in course module)</li> </ul>
Module 4	Week 6	<ul style="list-style-type: none"> <li>Characteristics of Clients, Settings, and Interveners</li> </ul>	<u>Asynchronous Class</u> <u>Readings:</u> <ul style="list-style-type: none"> <li>Sidani &amp; Braden: Ch. 4-6</li> <li>Publications (provided in course module)</li> </ul> <u>Discussion Board Assignment #3 due by XXX, 5pm.</u>
Module 5	Week 7	<ul style="list-style-type: none"> <li>Theory and Classification of Patient Outcomes</li> </ul>	<u>Synchronous Class (Date/Time)</u> <u>Readings:</u> <ul style="list-style-type: none"> <li>Doran: Ch. 9</li> <li>Publications (provided in course module)</li> </ul>
Module 6	Week 8	<ul style="list-style-type: none"> <li>Relationship Between Outcomes and Intervention Research and Evidence-Based Practice</li> </ul>	<u>Asynchronous Class</u> <u>Readings:</u> <ul style="list-style-type: none"> <li>Publications (posted in course module)</li> </ul> <u>Intervention Literature Review Paper due by XXX, 5pm.</u>
Module 7	Week 9	<ul style="list-style-type: none"> <li>Selection and Measurement of Outcomes in Health Status and Function Intervention Research</li> </ul>	<u>Synchronous Class (Date/Time)</u> <u>Readings:</u> <ul style="list-style-type: none"> <li>Doran: Ch. 2</li> <li>Publications (provided in course module)</li> </ul>
Module 8	Week 10	<ul style="list-style-type: none"> <li>Research Design and Measurement Issues</li> </ul>	<u>Asynchronous Class</u> <u>Readings:</u> <ul style="list-style-type: none"> <li>Publications (provided in course module)</li> </ul>
Module 9	Week 11	<ul style="list-style-type: none"> <li>Methodological Challenges in Intervention Research</li> </ul>	<u>Synchronous Class (Date/Time)</u> <u>Readings:</u> <ul style="list-style-type: none"> <li>Publications (provided in course module)</li> </ul>
Module 10	Week 12	<ul style="list-style-type: none"> <li>Data Analysis, Interpretation, and Reporting of Results of Intervention Studies</li> </ul>	<u>Asynchronous Class</u> <u>Readings:</u> Publications (provided in course module)

			<u>Discussion Board Assignment #4 due by XXX, 5pm</u>
	Week 13	<ul style="list-style-type: none"> <li>In Class Presentations</li> </ul>	<u>Synchronous Class (Date/Time)</u> <u>Research Protocol Presentations (see course syllabus and assignment rubric)</u>
Module 11	Week 14	<ul style="list-style-type: none"> <li>Building a Program of Effectiveness Research</li> </ul>	<u>Asynchronous Class (Date/Time)</u> <u>Discussion Board Assignment #5 due by XXX, 5pm</u>
	Weeks 15-16	<ul style="list-style-type: none"> <li>No Class – Intervention Research Protocol Paper Due</li> </ul>	<u>Intervention Research Protocol Paper Due by XXX, 5pm</u>

**\*\*\*Calendar Subject to Change\*\*\***

### **Methods of Evaluation:**

- Written Assignments
  - Nursing Intervention Research Review of Literature Paper (30%)
  - Intervention Research Proposal Paper (30%)
- Presentations
  - Intervention Research Proposal Presentation (20%)
- Online Discussion Board Assignments (5 Assignments, 20%)

### **Course grades are determined by:**

#### **Written Assignments (60%)**

##### **1. Nursing Intervention Research Review of Literature Paper (30%)**

The purpose of this paper is to examine and evaluate the existing interventional literature in a selected area. Students should select a nursing problem (diagnosis) of interest and critically review the published reports of nursing intervention research undertaken to alleviate this problem. This paper should be no more than 20 pages (excluding the title page, references, tables, and figures), double-spaced. Limit the focus of this paper so that the review of published research reports is not excessive. Your review should include 5-10 published studies. Follow APA format for all aspects of the paper. See grading rubric for further information.

##### **2. Intervention Research Proposal Paper (30%)**

The purpose of this paper is to build upon the findings of the Nursing Intervention Research Review of Literature Paper. Using the analysis from the intervention review paper, students are to develop/adapt a nursing intervention to address a select problem of interest (use same nursing problem as intervention review paper) and develop an intervention research proposal. This written assignment will also be used to guide an oral presentation (discussed separately) to be given in a virtual class meeting. This paper should be 15-20 pages (excluding the title page, references, tables, and figures), double-spaced. Follow APA format for all aspects of the paper. See grading rubric for further information.

#### **Presentations (20%)**

##### **1. Intervention Research Proposal Presentation (20%)**

The purpose of this presentation is for students to present a developed intervention research proposal to address a selected nursing problem (diagnosis). Students will develop a power point presentation based on their intervention research proposal paper. The presentation

should be 20-25 minutes in length and will be presented during a synchronous class meeting. See course calendar for presentation date. See grading rubric for further information.

### **Discussion Board Assignments (Scholarly Discussion, 20%)**

1. The emphasis of this course is on developing and analyzing nursing interventions to promote, protect, and restore health in individuals and communities. Thus, participation and scholarly discussion is a significant part of this class. The student is expected to take full responsibility for being a class participant in a learning community. Students are expected to fully participate in class discussions and online dialogues about course topics. There should be evidence of thoughtful reading and reflection on the class topics and readings prior to participation, as well as thoughtful and reflective participation and contribution in class meetings and online dialogues. These responses and discussions should be substantial contributions to the learning community. Responses should be based on scholarly readings (weekly reading assignments) on the topics identified in the course calendar. See course calendar for due dates/times. See grading rubric for further information.

### **Grading Policy**

The grading scale below is used for all courses taught in the PhD in Nursing program. Courses taught in other departments or other divisions may use different grading scales. Final numerical grades are NOT ROUNDED. A grade of 'B' or better is required to pass this class and progress in the PhD in Nursing Program.

### **Grading Scheme**

<b>Grade</b>	<b>Range</b>
A	90-100
B	80-89
C	75-79
D	70-74
F	<70

### **Assignment Rubrics**

#### **Nursing Intervention Research Review of Literature Paper (30%)**

<b>Criteria</b>	<b>Possible Points</b>	<b>Points Earned</b>
1. Select a nursing problem (diagnosis) of interest to you and review the published reports of nursing intervention research undertaken to alleviate the problem.		
<ul style="list-style-type: none"> <li>• Clarity of conceptualization of the problem.</li> </ul>	10	
2. Summarize the characteristics of the participants, settings, and interventions included in these studies.		
<ul style="list-style-type: none"> <li>• Quality and thoroughness of review of characteristics of the participants included in the reviewed studies.</li> </ul>	15	
<ul style="list-style-type: none"> <li>• Quality and thoroughness of review of characteristics of settings included in the reviewed studies.</li> </ul>	15	
<ul style="list-style-type: none"> <li>• Quality and thoroughness of review of characteristics of interventions included in the reviewed studies.</li> </ul>	20	

3. Summarize findings regarding the effectiveness of the interventions studied. Identify areas of consistency and inconsistency and gaps in knowledge based on this literature review. Identify potential reasons for the inconsistencies related to characteristics of the patients, settings, or interventions. Make recommendations for future research. Describe implications for further study/future directions.		
<ul style="list-style-type: none"> <li>• Synthesis of research identifying areas of consistency and inconsistency and gaps in studies, potential reasons for the inconsistencies related to the characteristics of participants, settings, or interventions, and recommendations for future research.</li> </ul>	20	
4. Writing clarity, grammar, and correct use of APA format.	20	
Comments:	100	

### Intervention Research Proposal Paper (30%)

Criteria	Possible Points	Points Earned
1. Clearly describe the problem (diagnosis) the intervention is designed to alleviate.		
<ul style="list-style-type: none"> <li>• Clarity of description of the problem the intervention is designed to alleviate.</li> </ul>	5	
2. Provide the theoretical basis for the intervention that illustrates WHY and HOW the intervention should address the identified problem. (Attach the theoretical/conceptual figure/map illustrating how the intervention addresses the problem).		
<ul style="list-style-type: none"> <li>• Theoretical/conceptual basis for intervention procedure.</li> </ul>	10	
3. Describe the intervention protocol at the level of detail for replication by a nurse who is not in the class. If you are planning complex and multi-component intervention protocol, you can choose to describe one sample component so that you demonstrate your ability to develop a detailed and specific intervention protocol. Attach the intervention protocol.		
<ul style="list-style-type: none"> <li>• Clarity and specificity of description of intervention procedure.</li> </ul>	25	
4. List the intervention outcomes to be measured, the evidence for their reliability and validity, and how and when you will measure them.		
<ul style="list-style-type: none"> <li>• Quality of outcome definition and measurement plans.</li> </ul>	20	
5. Discuss special issues involved in studying this intervention and how you will handle them (such as confounding variables, monitoring intervention integrity, effect modifiers, potential obstacles, possible side effects, etc.)		
<ul style="list-style-type: none"> <li>• Clarity, accuracy, and rigor of strategies to handle special issues.</li> </ul>	20	
6. Writing clarity, grammar, and correct use of APA format.	20	
Comments:	100	

### Intervention Research Proposal Presentation (20%)

Criteria	Possible Points	Points Earned
1. Clear introduction of presentation.	15	
2. Creativity and clarity of audiovisual aids.	25	
3. Clarity and dynamics of oral presentation.	25	
4. Strategies to engage audience in discussion.	15	
5. Openness and response to questions and feedback from faculty and peers.	20	
Comments:	100	

### Discussion Board Assignments (Scholarly Discussion, 20%)

Level	Grade Range	Grade and Comments
<p style="text-align: center;"><b>Level-3 Scholar</b></p> <p>1. Shows evidence of preparation.            2. Shares thoughts, insights, and ideas which indicate a growing fund of knowledge of the subject and well-developed ideas.            3. Evidence of analytic skill in evaluating concept/theory development and the contribution of philosophy to research.            4. Reviews peers' work by giving substantive feedback that recognizes strengths and areas for improvement.            5. Respectfully takes issue and argues ideas and positions about theory development and philosophy.            6. Shares insights and asks thoughtfully challenging questions of classmates and faculty.</p>	<b>90-100</b>	
<p style="text-align: center;"><b>Level-2 Beginning Scholar</b></p> <p>1. Shows evidence of preparation.            2. Shares thoughts, insights, and ideas which indicate a growing fund of knowledge of the subject and well-developed ideas.            3. Evidence of analytic skill in evaluating theory development and the contribution of philosophy to research.            4. Reviews peers' work by giving substantive feedback that recognizes strengths and areas for improvement.</p>	<b>80-89</b>	
<p style="text-align: center;"><b>Level-1 Neophyte</b></p> <p>1. Shows evidence of preparation.            2. Shares thoughts, insights, and ideas which indicate a growing fund of knowledge of the subject and well-developed ideas.            3. Evidence of analytic skill in evaluating theory development and the contribution of philosophy to research.</p>	<b>70-79</b>	

## **Technology Requirements**

Course content is accessible through Canvas. Students will need to be able to view videos, write and upload assignments, post to discussion boards, and take assessments. Students should have access to high-speed internet and updated software. Mobile devices may be used to view course content, upload assignments, and take assessments as determined by the instructor. To view the most current technology requirements, visit the FSU Canvas support site.

## **Canvas Support**

Need help with Canvas? Contact FSU Canvas Support:

**Email:** [canvas@fsu.edu](mailto:canvas@fsu.edu)

**Phone:** (850) 644-8004

**Website:** [support.canvas.fsu.edu](http://support.canvas.fsu.edu)

**Hours:** 8am to 5pm, Monday – Friday

## **Course Policies:**

### **COMMUNICATIONS/NETIQUETTE**

\*\*\*\*\*Most information related to this course will be communicated via Canvas announcements. Please check course site routinely. A subsequent email of all new announcements will be sent automatically. Please check your fsu.edu email regularly for course communication.\*\*\*\*\*

### **For Zoom Lectures/Meetings:**

- Make sure that your camera is turned on and that your face is in full view of the camera
- Do not lay in or sit on your bed. Please sit at a table or desk.
- Do not sit in full view of bathroom/mirrors.
- Remind roommates and family camera is on.
- Shirt and pants are NOT optional. Dress like you are having a face-to-face class.
- Turn off the TV/music if in the same room.
- Have treats/snacks for dogs/children
- Log in 5 min early.
- Have charger in same room.
- Pencil drums and pen clicking are distracting
- Mute yourself if you are not talking
- If using headphones, make sure they work prior to the call
- Please eat and cook breakfast before the call

### **For Discussions:**

- Please use polite, respectful behavior when posting your responses to prompts in the Discussion Boards.
- Be mindful of how you express your emotions and humor and be sensitive to cultural and ability differences of your online peers.
- Keep postings to the point, and make sure your comments are relevant to the topic of discussion.
- Avoid messages such as, "Wow," "Way to go," or "Ditto" and aim for comments that validate other members' ideas through careful explanation of why.
- When replying, give a short description in the subject line of what you are replying to, and use correct punctuation and spelling throughout your post.



## **For Email Communication:**

- The official method of communication for this course is our FSU e-mail accounts.
- To stay informed and aware, students are required to set up and maintain the account and check it *AT LEAST* three times per week.
- If you choose to have your official FSU account forwarded to another e-mail account, you are still held responsible for all information distributed by the University to your FSU account.
- For email, please respond to your instructor's and peers' messages within a 24-hour period.
- Use a brief description in the subject line that outlines the topic of discussion.
- Avoid using slang or profane words.
- Use your instructor's correct title he or she prefers for communication.
- Avoid using emoticons, such as smiley faces, and maintain a professional demeanor.
- Sign your email messages using your full name.
- AVOID USING ALL CAPS. This makes the message visually difficult to read and is perceived by the reader as "shouting."
- Use correct spelling, grammar, and punctuation, just as you would for any communication.
- Ask yourself whether you would be comfortable if someone other than the intended receiver were to read your message. Remember, email is not a completely secure form of communication.
- Refrain from "flaming," which is expressing a strongly held opinion without tact or regard for others. Don't assume that recipients will know the intent of the message (e.g., "just kidding"). It reads differently when it's in print (electronic or not).
- Report any inappropriate communication considered to be of a serious nature to your instructor, as it may be a violation of University policy.
- Treat others with respect by making messages clear and succinct.

## **Class Participation, Lateness, and Absence Policy:**

- Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities.
- These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse.
- Consideration will also be given to students whose dependent children experience serious illness.
- There are no points associated with attendance in lecture; however, it is an inherent expectation that you will attend class and be an active participant. A random number sequence will be displayed 2-3 times every lecture and students are responsible for individually and privately replying with the displayed number each time.

## **Policy for Course Assignments:**

- Dates are clearly posted for all tests.
- Students who miss the due date for a graded assignment and do not have an approved university attendance absence will be subject to a reduction of points based on the grading rubric.
- Students with incomplete assignments at the end of the course will be given the earned final grade. It is the student's responsibility to complete the work within parameters set by their approved university excuse.

## **Policy on Responding to Students:**

- All emails will be answered within 24-48 hours, expect for weekends. Any email received after 5pm on Friday will be returned the following Monday, unless it is a university approved holiday. In this situation, emails will be returned the next business day unless it is deemed an emergency by the course faculty.
- Graded assignments typically returned within 2 weeks after due date.

## **College of Nursing Policies**

### **Professional Critical Behavior Policy:**

The College of Nursing strictly adheres to the Florida State University Academic Honor Code as stated and as delineated in the FSU General Bulletin. In addition, the following apply in the College of Nursing: The CON Academic Honesty Policy (S-10), the Substance Abuse Policy (S-5) and the Mandatory Clinical Behaviors Policy (U-15). Each policy can be found on the Canvas site for the College of Nursing's Undergraduate Program under Student Policies and within the 2016-2017 Undergraduate Student Handbook.

### **Academic Penalties:**

In the FSU College of Nursing, students violating the Academic Honor Policy in any assignment, test, etc. will receive a minimum penalty of a grade of zero (0) for the assignment in question. The violation will be reported to the Dean and the University Judicial Officer, and the student may receive an "F" for the course at the option of the instructor.

### **All College of Nursing Student Policies:**

<https://nursing.fsu.edu/programs/student-policies>

## **University Policies**

### **University Attendance Policy:**

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

### **Academic Honor Policy**

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy). The Florida State University Academic Honor Policy can be found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>

## **Americans with Disabilities Act**

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable,

inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course.

To receive academic accommodations, a student:

- (1) must register with and provide documentation to the Office of Accessibility Services (OAS);
- (2) must provide a letter from OAS to the instructor indicating the need for accommodation and what type; and,
- (3) should communicate with the instructor, as needed, to discuss recommended accommodations. A request for a meeting may be initiated by the student or the instructor.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the

Office of Accessibility Services  
874 Traditions Way  
108 Student Services Building  
Florida State University  
Tallahassee, FL 32306-4167  
(850) 644-9566 (voice)  
(850) 644-8504 (TDD)  
oas@fsu.edu  
<https://dsst.fsu.edu/oas>

### **Confidential campus resources**

Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

Victim Advocate Program University Center A, Room 4100, (850) 644-7161, Available 24/7/365, Office Hours: M-F 8-5 <a href="https://dsst.fsu.edu/vap">https://dsst.fsu.edu/vap</a>	University Counseling Center, Askew Student Life Center, 2ndFloor, 942 Learning Way (850) 644-8255 <a href="https://counseling.fsu.edu/">https://counseling.fsu.edu/</a>	University Health Services Health and Wellness Center, (850) 644-6230 <a href="https://uhs.fsu.edu/">https://uhs.fsu.edu/</a>
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### **Free Tutoring from FSU**

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact [tutor@fsu.edu](mailto:tutor@fsu.edu). High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

### **Syllabus Change Policy**

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.