Analytical Methods for Evidence-Based Practice
NUR 962  Section
Credit Hours 3
Fall 2014

Catalog Course Description: Integrate and critically evaluate knowledge from diverse sources to develop the best evidence-based practice guidelines for improving health outcomes. Explore rigorous methodologies to design, implement, and evaluate evidence-based interventions.

Course Objectives: At the end of this course, students will:
1. Synthesize existing literature and research to identify and implement the best evidence for practice.
2. Analyze research methods appropriately and effectively to design evidence-based interventions and evaluate outcomes.
3. Analyze practical strategies to evaluate treatment fidelity, outcomes of practice, and systems of care within a health care organization or community.
4. Design a rigorous process evaluation plan.
5. Analyze the best evidence for effective strategies that promote quality, cost effective health care and improve the practice environment.

Additional Course Objectives: At the end of this course, students will have translated their personal evidence-based project into the format of the Logic Model.

Overarching Course Objective:
The Essentials of Doctoral Education for Advanced Nursing Practice

III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice

Prerequisites: NUR 960 or concurrently

Co-requisites: None

Professional Standards Documents:


Course Faculty:

Jill Kilanowski, PhD, RN, APRN, CPNP, FAAN
Associate Professor
Office Address: 1355 Bogue Street, Room C249 Bott Building
East Lansing, Michigan 48824
Office Phone: 517/355-8265
Jill.kilanowski@hc.msu.edu

Office hours: Thursdays 1300-1500 Room C-249

Telephone communication: Please conduct telephone communication during regular office hours when possible or by appointment for times other than regular office hours.

Email communication: Only student msu.edu email addresses will be used. The goal is to respond to your questions within 72 hours between 8 a.m. and 5 p.m. as a general rule.

Please contact me as soon as possible if you need particular accommodations due to a disability so that suitable arrangements can be made.

Instruction:

a. Methodology: The course will be taught through in-person class discussion during ‘intensive’ week held on campus and through Internet conferencing and the MSU Desire2Learn Learning Management System. Assignments will include readings, using the software SPSS to learn data entry and statistical analysis, discussion forum postings, viewing of digital media, presentation, and writing.

b. Writing Requirements: SPSS assignments will be graded for accuracy, writing assignments will be graded with rubrics. All assignments must conform to the APA 6th edition of style.

c. Required Texts/software:


Available at: [http://catalog.lib.msu.edu/record=b10294978~S39a](http://catalog.lib.msu.edu/record=b10294978~S39a) (unlimited users)

SPSS 22.0 statistical software

There is a free 14 day trial from IBM downloaded from the Internet

Students can purchase a 12 month rental for $42.99 from onthehub.com

d. Selected chapters required readings found in:

Brown, Sarah J. (2014). *Evidence-based nursing, the research-practice connection*, Burlington, MA: Jones & Bartlett Learning. *Chapter will be available electronically via Desire2Learn, there is no need to purchase the book.*

Available at: [http://catalog.lib.msu.edu/record=b10424914~S39a](http://catalog.lib.msu.edu/record=b10424914~S39a). *(one user at one time)*

e. Optional texts/resources:
You may wish to use your research textbook and/or statistics textbook from previous courses for concept review. Here are just a few. There are also many helpful websites for statistics.


There is also a web page from the University of North Carolina at Chapel Hill about literature reviews at [http://writingcenter.unc.edu/resources/handouts-demos/specific-writing-assignments/literature-reviews](http://writingcenter.unc.edu/resources/handouts-demos/specific-writing-assignments/literature-reviews)

**Required Resources, References, Supplies**

You will be required to use the Internet and possibly the library for class assignments. You will need to have access to the statistical software SPSS or purchase at the MSU computer store. You will need to evaluate your compute for compatibility. You will also need to view the movie “Miss Evers Boys” for an assignment and this can be viewed on You Tube or many public libraries have this movie to borrow. There may be a group assignment. We may meet 1-2 times in person during the semester for a guest speaker on campus. I suggest you bring a thumbdrive/flashdrive to intensives for SPSS work.

**Distance Learning Services Help Line**
1.800.500.1554 (24 hrs, 7 days/week)
517.355.2345 (24 hrs, 7 days/week)
Always check with the Help Line first!
Evaluation:

a. Learning Assessments and Grading:
   SPSS exercises, written assignments, classroom presentation, and participation in online discussions. Please see rubrics for the assignments for further details. There is no opportunity for “extra credit” in this course. Once an assignment is graded there is no opportunity for revisions.

b. Course Grading Requirements:
   1) As one of the nine required doctoral courses, a 3.0 grade must be attained in this course.
   2) A student who fails or does not receive a 3.0 grade in this course must meet with the Faculty of Record for this course. After the meeting with the Faculty of Record for this course, the student is to meet with his/her Major Professor and guidance committee to determine a remediation action to continue progression in the doctoral program. This course may be repeated only once.

c. Course Grading Scales: The standard College of Nursing grading scale will be utilized.

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<th>%</th>
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<tr>
<td>90-100</td>
<td>4.0</td>
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<td>85-89</td>
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<td>80-84</td>
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<td>(Minimum passing grade)</td>
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<td>&lt; 79</td>
<td>Not passing</td>
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d. Writing Requirements:
   The College of Nursing requires that students refer to a style manual when writing required papers and bibliographies. The reference format adopted by the College of Nursing is the Publication Manual of the American Psychological Association (most recent edition).

e. Required Activities – all grading rubrics are posted in D2L
   - Assignment #1 – Summary report of year one’s progress towards final EBP 15%
     - [this is due the first day of intensives, bring copies for class and send electronically]
   - Assignment #2- SPSS exercise (varying number of items per exercise) 20%
   - Assignment #3- Presentation (synchronous- not power point) 15%
     - Mind mapping, concept mapping, extranormal, second life, Haiku Deck (for ipads) Pixxa Perspective (ipad), Prezi, PowToon, Keynote (Mac), Prezentit, etc…
   - Assignment #4- Your evidence-based project explained using the Logic Model and diagramed for your institutional use with the Iowa Model 40%
   - Assignment #5- Participation in on-line discussion and weekly assignments 10%
     Students will be awarded points towards their grade and 1 point will be deducted for every week when not completed
ASSIGNMENT GUIDELINES: IMPORTANT: PLEASE READ

Class participation is critical to a successful graduate-level course. Each student is expected to prepare in advance to participate in group discussions and activities as assigned. Students are responsible for all materials covered in class, assigned readings, and in-class activities. Due dates are firm unless negotiated at least two weeks ahead of time to Dr. Kilanowski. Certainly, I understand that unexpected emergences occur in life- please discuss these privately.

Assignment#1-Guidelines- Summary report of year one’s progress towards final EBP (15 points)

The goal of this assignment is to provide an opportunity to reflect on where you started upon your entrance into the DNP program at MSU, and where you were at the end of your first year. See attached rubric. (15 points) No more than 5 pages are expected. Summary sections to be labeled:

- Executive summary- one paragraph abstract of your intended EBP = 350 words
- Source of inspiration for idea
- PICO (T)
- Summary- Review of literature-
  - What is the gap
  - What is the synthesis of published literature
- Theoretical/conceptual framework that you have identified to guide your scholarly project
- Proposed variables/what are you going to measure
- Proposed measurement tools/what preliminary ideas do you have for instruments
- Access- where will the study be conducted
- Challenges/changes to original idea

Assignment #2- Guidelines- SPSS exercises (20 points)

The book SPSS Basics will be used as an instructional tool to learn how to enter data into SPSS and how to analyze data using statistical tests. At the end of each chapter there are exercises to be completed and submitted online. Please include SPSS output that is labeled with your name and exercise chapter number. This is worth 20% of your final grade

- 100%-99% total correct answers = 20 points [71-72 correct]
- 90-98% total correct answers = 17 points [65-70 correct]
- 85-89% total correct answers = 13 points [61-64 correct]
- 80-84% total correct answers = 8 points [58-60 correct]
- 79% or lower total correct answers = 4 points [less than 57 correct]
[The collection of completed assignments scanned to emailed or mailed is due at the one week after the module is completed]

Assignment #3- Guidelines- Presentation (synchronous- not power point) (15 points)

A responsibility of doctoral prepared nurses is the dissemination of findings. Each student will present their final project using a choice of presentation styles (but not power point). Each student is limited to 15 minutes, followed by 2 minutes of questions and answers. A sample of programs
may include but not limited to: Mind mapping, concept mapping, second life, Haiku Deck (for ipads) Pixxa Perspective (ipad), Prezi, PowToon, Keynote (Mac), Prezentit, etc. See rubric in D2L.

**Assignment #4- Guidelines- Your evidence-based project explained using the Kellogg Logic Model and diagramed for your institutional use with the Iowa Model (40 points)**

Please log onto the Kellogg Foundation site and download and save instruction and forms for the Logic Model. Please use your evidence-based project and imbed your scholarly project into the Logic Model. www.wKKf.org/resources-directors/2006/02wk-Kellogg-foundation-logic-model-development-guide. The Kellogg Logic Model will be used to assist you in the planning process of our scholarly project. You will complete and submit Exercise 1 (pg. 17), checklist (pg. 20), exercise 2 (pg. 23), exercise 3 (pg. 33). As part of this plan you will include your previously identified theoretical model. Be sure to include your plan for fidelity. In addition, you will use the Iowa Model and create a figure with its elements and insert your EBP project into the steps with information on how you will conduct your study in your institution. For example: you may need to identify and include get keepers, information on team formation, resources, etc. Be sure to include a preliminary data analysis plan and preliminary study budget. See rubric in D2L.

**Assignment #5- Guidelines- Weekly discussion and participation in on-line discussions (10 points)**

Class participation is critical for a successful graduate-level course and is expected behavior during your second year. This behavior includes being respectful and courteous to all. As seen in other classes, there is a short presentation available on Netiquette by Nicole Marcisz at http://prezi.com/0eqsy1uwwog/basic-netiquette. Each student is expected to prepare for class, and respond to posted discussion questions. Students are responsible for all materials covered in class, assigned readings, and in-class activities. It is expected that students will be thoughtful in their response when a weekly assignment is to share challenges of utilizing the Kellogg Logic Model and when offering suggestions to classmates. You can see in the class calendar that each week there is a topic. You will be asked to integrate, critically evaluate knowledge, and discuss that topic in one of the articles you have identified that will help you design and conduct your scholarly project. You must include an APA citation of the article. The goal is to not use the same article for each weekly topic (but this may occur once).

**University & College Policies:**

The College of Nursing expects that students will demonstrate professional behavior in all situations. Specific expectations for clinical and other professional venues can be found in the appropriate handbook. You are responsible for reviewing and acting in accordance with the policies and procedures found in the following sources, including the following topics: Professionalism, Academic Integrity, Accommodations for Students with Disabilities, Disruptive Behavior, Attendance, Compliance, and Progression.

- CON MSN Student Handbook: [http://nursing.msu.edu/MSN%20Programs/Handbooks/default.htm](http://nursing.msu.edu/MSN%20Programs/Handbooks/default.htm)
- Information for MSU Students: [http://www.msu.edu/current/index.html](http://www.msu.edu/current/index.html)
- Academic Programs: [http://www.reg.msu.edu/AcademicPrograms](http://www.reg.msu.edu/AcademicPrograms)
Professionalism:

All graduate students at Michigan State University should be fully familiar with the Graduate Student Rights and Responsibilities (published by the Graduate School; available at http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities). Ethical research (published by the University committee on Research Involving Human Subjects [UCRIHS]; available at http://www.msu.edu/user/ucrihs/); The MSU Guidelines for Integrity in Research and Creative Activities, http://grad.msu.edu/all/ris04activities.pdf and specific principles for informal conflict management, in the Graduate Student Resource Guide (published by the Graduate School; available at http://grad.msu.edu/conflict.htm).

The Graduate Student Rights and Responsibilities (GSRR) Articles address professional standards for graduate students as follows: “Each department/school and college shall communicate to graduate students, at the time of their enrollment in a degree program or course in the unit, any specific codes of professional and academic standards covering the conduct expected of them.” (Article 2.4.7). “The graduate student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards” (Article 2.3.8).

In addition to meeting academic standards included in the Academic Progression Guidelines, students and faculty in the Doctoral Program in Nursing have shared responsibility for adherence to the professional standards referred to the Doctoral Student Handbook of the CON.

Professional expectations are rooted in the maintenance of high quality working relationships with faculty, peers, research participants, staff, and all others with whom the graduate student interacts. Aspects of high quality working relationships that are addressed in the GSSR as shared faculty-student responsibilities include: mutual respect, understanding, and dedication to the education process (2.1.2); maintenance of a collegial atmosphere (2.3.7); and mutual trust and civility (2.3.1.2).

University Policies:

Academic Honesty: Article 2.3.3 of the Academic Freedom Report states: “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, the College of Nursing adheres to the policies on academic honesty specified in General Student Regulation 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See http://splife.studentlife.msu.edu/regulations/general-student-regulations and/or the MSU Web site www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work NUR 901. Students who violate MSU rules may receive a penalty grade, including but not limited to--a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also https://www.msu.edu/unit/ombud/RegsOrdsPolicies.html).

Students engaged in scholarly activities (e.g. dissertation, scholarly projects) should follow the guidelines of scholarly writings as outlined in the Publication Manual of the American Psychological Association (most recent edition). Ethical principles ensure the accuracy of scientific and scholarly knowledge and protect intellectual rights. Principles include reporting of results, plagiarism, publication credit, sharing data, and copyright.
Students should submit papers to Turnitin Dropboxes without identifying information included in the paper (e.g. name or student number), the system will automatically show this info to faculty in your course when viewing the submission, but the information will not be retained by Turnitin.

Please read each part of the following site to fully understand your responsibilities and the position of the University regarding:

- Cheating
- Plagiarism
- MSU regulations, ordinances, and policies regarding academic honesty and integrity

*** A student anti-plagiarism checklist has been posted on D2L. Please submit with every assignment.

Academic dishonesty in any form will not be tolerated in the College of Nursing. Any student involved in academic dishonesty will be reported to the Office of Academic Affairs and the Office of Student Services in the College of Nursing and a grade of 0.0 may be issued for the course.

Research Misconduct and Questionable Research Practices within the college are defined consistently with the Interim University Document on Intellectual Integrity approved by the President of Michigan State University on August 5, 1994 and revised June 29, 1995. Refer to the CON Doctoral Student Handbook.

Accommodations for students with disabilities: Students with disabilities should contact the Resource Center for Person with Disabilities to establish reasonable accommodations. For an appointment with a disability specialist, call 353-9642 (voice, 355-1293 (TTY), or visit MyProfile.rcpd.msu.edu

**Disruptive behavior:** Article 2.3.5 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.3.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

**Attendance:** Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. See the Ombudsman’s web site for a discussion of student observance of major religious holidays, student-athlete participation in athletic competition, student participation in university-approved field trips, medical excuses and a dean's drop for students who fail to attend class sessions at the beginning of the semester.

**College of Nursing Policies:** Professional Development Guidelines [found in the CON Student Handbook at the CON website]. Students are responsible for the information found in the CON Doctoral Student Handbook. Effective conflict management/negotiation skills are essential for navigating the graduate school experience and maintaining high quality working relationships. Specific principles for conflict are responsible for making concerted good faith efforts to resolve
conflicts with others in a constructive and informal fashion, prior to proceeding to formal conflict resolution options as consistent with the GSRR statement on informal conflict resolution (Article 5.3.2.). Doctoral students who have specific questions or concerns about professional standards or conflict resolution issues should consult with their Major Professor, the Director of the Doctoral Program, and/or the University Ombudsman for guidance, as appropriate.

Course Calendar: ALL ASSIGNMENTS DUE ON WEDNESDAY, 0800 EST to Dropbox, except assignment #1

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<thead>
<tr>
<th>Week</th>
<th>Dates (weeks of) /Modules/Course objective</th>
<th>Content</th>
<th>Readings/Assignments</th>
<th>Discussion questions weekly + Due Dates for assignments. Each week there will be posted discussion questions.</th>
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<tbody>
<tr>
<td>1</td>
<td>8/25 First day 8/27 Objective # 1 &amp; 5 Please view taped audio-message in D2L</td>
<td>Introduction to course Self-reflection on progress</td>
<td>Chapter 17 in Brown Holcomb, Ch 1 Mateo &amp; Foreman Ch 1-6 Wholey + Ch 1</td>
<td>Assignment #1 Due 9/2</td>
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<tr>
<td>2</td>
<td><strong>Intensive week 9/2</strong> First meeting- Module 1 Introduction of evaluation Objective # 1 &amp; 5 Second meeting – 9/5 Module 2 Using SPSS for data analysis Objective # 2</td>
<td>Introduction to using the statistical software SPSS</td>
<td>Introduction into SPPS Holcomb- Ch 2,3,4 (Ch 3 use APA format for “i”) Appendix A,B, C</td>
<td>In person 1600-1900 EST C288</td>
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<td>3</td>
<td>9/8 Module 2 Objective # 2 &amp; 4</td>
<td>SPSS</td>
<td>Giuliano &amp; Polanowicz article Wholey + Ch 20 Holcomb Ch 5-11- use APA format for graphs and figures, include outputs</td>
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<tr>
<td>4</td>
<td>9/15 Module 2 Objective # 2 &amp; 4</td>
<td>SPSS</td>
<td>Statistical and research instructional videos Khan Academies JFK PP reviews Holcomb Ch 12-17</td>
<td>Assignment #2 Due 9/24</td>
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<td>Week</td>
<td>Date</td>
<td>Objective</td>
<td>Activity</td>
<td>Reading Material</td>
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<td>5</td>
<td>9/22</td>
<td>Module 3</td>
<td>Logic Model</td>
<td>Wholey Chapter 2-3</td>
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<td>Organization of planning EBP</td>
<td>Iowa Model</td>
<td>Mateo &amp; Foreman Ch 7</td>
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<td></td>
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<td>Objective # 2, 3 &amp; 4</td>
<td>STAR model (briefly)</td>
<td>Posted article on Iowa Model &amp; STAR model</td>
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<td>Kellogg Foundation-link</td>
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<td>6</td>
<td>9/29</td>
<td>Objective # 1</td>
<td>Grading the evidence</td>
<td>EBP Video #2</td>
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<td>Posted research articles</td>
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<td>Prepare draft of exercise 1-Logic Model-needed for next week’s discussion. Post your draft. Due 10/8</td>
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<td>7</td>
<td>10/6</td>
<td>Objective # 1,2,3 Synchronous Tuesday 10/7 1800-2100 EST C288</td>
<td>AGREE/GRADE</td>
<td>Brown Chapters 14-15, Mateo &amp; Foreman Ch 16 Wholey + Ch 24</td>
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<td>Share what challenges you encountered in the draft of exercise #1. Class exercise</td>
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<td>8</td>
<td>10/13</td>
<td>Middle of semester Objective # 2</td>
<td>Research designs</td>
<td>Wholey Ch 1,4, 6-10,22 Mateo &amp; Foreman Ch 8 Kleinpell Ch 3, 5</td>
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<tr>
<td>9</td>
<td>10/20</td>
<td>Module 4</td>
<td>Data Collection Methods- Quantitative</td>
<td>Wholey + Ch 11-15 Mateo &amp; Foreman Ch 10-14 Thorsteinsson article Posted articles</td>
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<td>Data collection for evaluation Objective # 2, 3</td>
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<td>Draft of program implementation-Logic Model needed for next week’s discussion. Post your draft. Due 10/29. Assignment of types of instruments.</td>
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<tr>
<td>10</td>
<td>10/27</td>
<td>Objective # 2, 3 Synchronous Tuesday 10/28 1800-2100 EST C288</td>
<td>Data collection Methods- Qualitative</td>
<td>Wholey + Ch 16-19 Mateo &amp; Foreman Ch 9 Cesario &amp; Santana-Donato article</td>
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<td>Share what challenges you encountered with draft. Focus group exercise.</td>
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<tr>
<td>11</td>
<td>11/3</td>
<td>Module Evaluating data Objective # 2, 3</td>
<td>Fidelity Reliability and validity</td>
<td>Posted articles</td>
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<tr>
<td>12</td>
<td>11/10</td>
<td>Objective # 3</td>
<td>Instruments to evaluate readiness of nurses and organizations to conduct EBP</td>
<td>Smith &amp; Donzze article (take CEU test questions and submit); Pravikoff, Pierce &amp; Tanner; Newhouse; Synder-Halpern; Helfrich, Li, Sharp, &amp; Sales</td>
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<td>Draft of evaluation-Logic Model needed for next week’s discussion. Post your draft. Due 11/19</td>
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<td>Date</td>
<td>Objective</td>
<td>Activity</td>
<td>Readings</td>
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<tr>
<td>13</td>
<td>11/17</td>
<td>Objective # 2</td>
<td>Instruments to evaluate outcomes</td>
<td>Share what challenges you encountered with draft.</td>
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<td>Wholey + Ch 5, 23,27-28</td>
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<td>Mateo &amp; Foreman Ch 15 &amp; 18</td>
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<td>Kleinpell Ch 4</td>
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<td>14</td>
<td>11/24</td>
<td>Module 5</td>
<td>Protection of Human Subject</td>
<td>“Miss Evers Boys” film</td>
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<td>Thanksgiving week</td>
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<td>Videos</td>
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<td>Power points</td>
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<td>Mateo &amp; Foreman Ch 19</td>
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<td>15</td>
<td>12/1</td>
<td>Module 6</td>
<td>Student presentations</td>
<td>Synchronous presentations</td>
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<td>Student evaluation</td>
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<td>TBA</td>
<td>Presentations</td>
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<td>Last week of classes</td>
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<td>Mateo &amp; Foreman Ch 20-21</td>
<td>Assignment #5</td>
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<td></td>
<td>Objective # 1-5</td>
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<td>Wholey + Ch 24-26</td>
<td>Due-Copy of presentation to Dr. K</td>
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<td>11/30 0800 EST for presentation on 12/2.</td>
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<td>12/8</td>
<td>Exam week</td>
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<td>Assignment #6 DUE 12/10</td>
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**Additional required readings**

**See document in D2L**