

111 學年度第 1 學期

第 1 次校課程委員會會議議題及相關資料



案由一

各系各學年選修開設學分統計表

開課學期:111.1

入學學年	部別	學制	年級	系所	選修學分	班級數	可開課學分數	一上	一下	二上	二下	三上	三下	四上	四下	學程專班	累計開課學分	累計開課學分倍數	仍可開課學分數
111	日	四技	一	護理系	22	4	114	2									2	0.02	112
110	日	四技	二	護理系	25	4	130	0	8	16							24	0.24	106
109	日	四技	三	護理系	25	4	130	0	10	14	20	16					60	0.60	70
108	日	四技	四	護理系	22	3	86	2	6	0	12	12	16	0			48	0.73	38
111	日	四技	一	物治系	24	2	62	1									1	1.00	61
110	日	四技	二	物治系	24	2	62	0	10	12							22	0.46	40
109	日	四技	三	物治系	24	2	62	0	12	16	14	12					54	1.13	8
108	日	四技	四	物治系	22	2	57	0	12	12	12	10	6	0			52	1.18	5
111	日	四技	一	營養系	35	2	91	1									1	0.01	90
110	日	四技	二	營養系	34	2	88	0	6	6							12	0.18	76
109	日	四技	三	營養系	34	2	88	0	6	6	8	9					29	0.43	59
108	日	四技	四	營養系	32	2	83	0	6	9	6	9	8	9			47	0.7	36
109	日	四技	三	生科系	36	1	47	0	2	6	6	10					24	0.67	23
108	日	四技	四	生科系	34	1	44	0	2	4	6	10	10	4			36	1.1	8
111	日	四技	一	語聽系	27/23	1	33	4									4	0.08	29
110	日	四技	二	語聽系	27/23	1	33	3	4	9							16	0.32	17
109	日	四技	三	語聽系	27/23	1	33	6	6	6	6	4					28	0.56	5
108	日	四技	四	語聽系	21/25	1	30	8	4	6	6	4	2	0			30	0.7	0
111	日	四技	一	動物保健	46	1	60	1									1	0.0	59
110	日	四技	二	動物保健	40	1	52	0	4	6							10	0.3	42
109	日	四技	三	動物保健	40	1	52	0	7	6	8	8					29	0.7	23
108	日	四技	四	動物保健	36	1	47	0	4	4	8	10	8	0			34	0.94	13
111	日	四技	一	醫工系	40	2	104	0									0	0	104
110	日	四技	二	醫工系	40	2	104	6	3	14							23	0.3	81
109	日	四技	三	醫工系	40	2	104	3	3	15	14	17				6	58	0.7	46
108	日	四技	四	醫工系	40	2	104	3	3	9	18	14	12	0		3	62	0.8	42
111	日	四技	一	環安系	40/41/40	3	157	0.5									0.5	0.3	157
110	日	四技	二	環安系	37/39/38	3	148	0	16	18							34	0.30	114
109	日	四技	三	環安系	37/39/36	3	146	0	12	14	16	14				3	59	0.53	87
108	日	四技	四	環安系	33/37/32	3	133	0	14	12	16	14	14	0		3	73	0.7	60
111	日	四技	一	智科系	53	2	138	0.5									0.5	0.0	137
110	日	四技	一	智科系	53	2	138	0	12	15							27	0.39	111
109	日	四技	二	智科系	41	2	107	0	0	9	17	15					41	0.50	66
108	日	四技	三	智科系	38	2	99	0	0	6	15	12	8	15			56	0.7	43
111	日	四技	一	溝通英語系	38	1	49	0.5									0.5	0.0	49
110	日	四技	二	溝通英語系	38	1	49	0	6	6							12	0.32	37
109	日	四技	三	溝通英語系	40	1	52	0	6	8	6	12					32	0.80	20
108	日	四技	四	溝通英語系	36	1	47	0	4	8	4	6	2	12			36	1.0	11
111	日	四技	一	老福系	40	2	104	4.5									4.5	0.1	100
110	日	四技	二	老福系	40	2	104	4	6	13							23	0.29	81
109	日	四技	三	老福系	40	2	104	4	6	13	15	13				2	53	0.66	51
108	日	四技	四	老福系	38	2	99	2	6	11	15	11	17	9		4	75	1.0	24
111	日	四技	一	文創系	40	2	104	1									1	0.0	103
110	日	四技	二	文創系	40	2	104	0	0	12							12	0.15	92
109	日	四技	三	文創系	40	2	104	0	0	10	14	16					40	0.50	64
108	日	四技	四	文創系	38	2	99	0	0	12	14	18	16	12			72	0.9	27
111	日	四技	一	運休系	41	1	53	1									1	0.0	52
110	日	四技	二	運休系	41	1	53	0	8	12							20	0.49	33
109	日	四技	三	運休系	41	2	107	0	8	10	16	12					46	0.56	61
108	日	四技	四	運休系	39	2	101	0	10	12	14	12	10	0			58	0.7	43
111	日	四技	一	餐旅系	37/37/38	3	146	1									1	0.0	145
110	日	四技	二	餐旅系	37/37/38	3	146	0	29	29							58	0.5	88
109	日	四技	三	餐旅系	37/37/38	3	146	0	24	23	42	38					127	1.1	19
108	日	四技	四	餐旅系	38/36/36	3	143	6	33	23	25	39	0	0			126	1.1	17
111	日	四技	一	多遊系	47	2	122	0.5									0.5	0.0	122
110	日	四技	二	多遊系	47	2	122	0	17	15							32	0.34	90
109	日	四技	三	多遊系	37	2	96	0	3	9	9	9					30	0.41	66
108	日	四技	四	多遊系	34	2	88	0	6	9	9	15	12	9			60	0.88	28
111	日	四技	一	健管系	40	2	104	1									1	0.01	103
110	日	四技	二	健管系	40	2	104	0	12	14							26	0.33	78
109	日	四技	三	健管系	39	2	101	0	12	12	20	12					56	0.72	45

各系各學年選修開設學分統計表

開課學期:111.1

108	日	四技	四	健管系	37	2	96	0	12	12	16	10	15	16		81	1.09	15
111	日	四技	一	食科系	38/38/38	3	148	4								4	0.04	144
110	日	四技	二	食科系	38/38/38	3	148	25	24	24						73	0.64	75
109	日	四技	三	食科系	38/38/38	3	99	0	8	25	17	20				70	0.92	29
108	日	四技	四	食科系	35/35/35	3	137	11	11	18	8	18	25	0		91	1.3	46
111	日	四技	一	妝品系	44/42	2	112	1								1	0.0	111
110	日	四技	二	妝品系	44/42	2	112	2	10	13						25	0.29	87
109	日	四技	三	妝品系	44/42	2	112	1	9	14	17	18				59	0.69	53
108	日	四技	四	妝品系	41/39	2	104	1	7	12	14	16	19	22		91	1.1	13
111	日	四技	一	幼保系	38	2	99	5								5	0.1	94
110	日	四技	二	幼保系	38	2	99	6	8	16						30	0.39	69
109	日	四技	三	幼保系	38	2	99	4	8	20	14	14				60	0.79	39
108	日	四技	四	幼保系	36	2	94	4	10	10	14	18	10	10		76	1.06	18
111	日	四技	一	美髮系	34	2	88	0.5								0.5	0.01	88
110	日	四技	二	美髮系	42	2	109	4	11	25						40	0.48	69
109	日	四技	三	美髮系	42	2	109	4	8	23	19	16				70	0.83	39
108	日	四技	四	美髮系	40	2	104	6	6	17	17	0	0	12		58	0.7	46

- 1.可開課學分數係以"選修學分"×"班級數"×1.3倍計算。
- 2.分組班級選修學分數不同時，則以各班選修學分數合計值×1.3倍計算。
- 3.學程專班係指外系為該學程專班所開設的學分學程課程，學分列入該學程專班之系所的開課總量計算。
- 4.上述表格不含(實作創課、總整問題導向式跨域專題製作課程、教學創新先導計畫課程、高教深耕計畫)。

入學學年	部別	學制	年級	系所	選修學分	班級數	可開課學分數	一上	一下	二上	二下	三上	三下	四上	四下	累計開課學分	累計開課學分倍數	仍可開課學分數
111	進	四技	一	營養系	47	1	26	0								0	0	26
110	進	四技	二	營養系	48	1	62	0	4	7						11	0	51
109	進	四技	三	營養系	48	1	62	0	4	7	6	7				24	1	38
108	進	四技	四	營養系	46	1	60	0	4	5	6	7	7	8		37	0.8	23
111	進	四技	一	環安系	43/43	2	112	0								0	0	112
110	進	四技	二	環安系	40/40	2	104	0	0	8						8	0.1	96
109	進	四技	三	環安系	40/40	2	104	0	0	8	14	14				36	0.5	68
108	進	四技	四	環安系	38/38	2	99	0	0	8	14	14	14	14		64	0.8	35
111	進	四技	一	智科系	48	1	62	0								0	0.0	62
110	進	四技	二	智科系	48	1	62	0	0	6						6	0.1	56
109	進	四技	三	智科系	49	1	64	0	0	9	5	6				20	0.4	44
108	進	四技	四	智科系	46	1	60	0	0	6	5	6	6	12		35	0.8	25
111	進	四技	一	溝通英語系	44	1	57	0								0	0.0	57
110	進	四技	二	溝通英語系	44	1	57	0	4	10						14	0.3	43
109	進	四技	三	溝通英語系	44	1	57	0	2	12	8	6				28	0.6	29
108	進	四技	四	溝通英語系	42	1	55	0	2	12	12	6	4	8		44	1.0	11
111	進	四技	一	老福系	51	1	66	0								0	0.0	66
110	進	四技	二	老福系	51	1	66	0	2	6						8	0.2	58
109	進	四技	三	老福系	51	1	66	0	2	8	8	6				24	0.5	42
108	進	四技	四	老福系	49	1	64	0	2	6	8	8	10	9		43	0.9	21
111	進	四技	一	文創系	42	1	55	0								0	0.0	55
110	進	四技	二	文創系	42	1	55	0	0	8						8	0.2	47
109	進	四技	三	文創系	42	1	55	0	0	8	8	8				24	0.6	31
108	進	四技	四	文創系	40	1	52	0	0	8	8	8	8	4		36	0.9	16
111	進	四技	一	運休系	44	1	57	0								0	0.0	57
110	進	四技	二	運休系	44	1	57	0	2	6						8	0.2	49
109	進	四技	三	運休系	46	1	60	0	2	6	10	6				24	0.5	36
108	進	四技	四	運休系	44	1	57	0	2	6	12	8	12	8		48	1.1	9
111	進	四技	一	餐旅系	40	2	104	0								0	0.0	104
110	進	四技	二	餐旅系	40	2	104	0	4	7						11	0.1	93
109	進	四技	三	餐旅系	40	3	156	0	0	12	13	13				38	0.3	118
108	進	四技	四	餐旅系	43/43/43	3	168	6	0	6	8	20	12	18		70	0.5	98
111	進	四技	一	多遊系	55	2	143	2								2	0.0	141
110	進	四技	二	多遊系	55	2	143	2	12	13						27	0.2	116
109	進	四技	三	多遊系	50/45	2	124	4	7	10	18	18				57	0.6	67
108	進	四技	四	多遊系	42/48	2	117	4	7	7	17	12	18	14		79	0.9	38
111	進	四技	一	健管系	41	1	53	0								0	0.0	53
110	進	四技	二	健管系	41	1	53	0	1	8						9	0.2	44
109	進	四技	三	健管系	39	1	51	0	1	8	8	8				25	0.6	26
108	進	四技	四	健管系	37	1	48	0	1	6	8	6	6	4		31	0.8	17
111	進	四技	一	食科系	41/41/41	3	160	3								3	0.0	157
110	進	四技	二	食科系	41/41/41	3	160	10	9	17						36	0.3	124
109	進	四技	三	食科系	41/41/41	3	160	0	8	14	15	22				59	0.5	101
108	進	四技	四	食科系	36/35/35	3	138	0	12	9	19	22	16	16		94	0.9	44
111	進	四技	一	妝品系	45	1	59	0								0	0.0	59
110	進	四技	二	妝品系	45	1	59	0	2	2						4	0.0	55
109	進	四技	三	妝品系	45	2	134	0	4	4	8	8				24	0.3	110
108	進	四技	四	妝品系	42	2	109	0	4	4	8	6	10	10		42	0.5	67
111	進	四技	一	幼保系	46	1	60	2								2	0.0	58
110	進	四技	二	幼保系	44	1	57	2	4	4						10	0.2	47
109	進	四技	三	幼保系	44	1	57	4	4	6	6	6				26	0.6	31
108	進	四技	四	幼保系	42	1	55	2	4	4	6	8	8	6		38	0.9	17
111	進	四技	一	護理系	26	1	34	0								0	0.0	34
110	進	四技	二	護理系	21	1	27	0	0	2						2	0.1	25
109	進	四技	三	護理系	21	1	27	0	0	2	0	2				4	0.2	23
108	進	四技	四	護理系	19	1	25	0	0	0	0	2	4	4		10	0.5	15
107	進	四技	五	護理系	19	1	25	0	0	0	0	2	4	4	4	14	0.7	11
111	進	四技	一	動物保健	46	1	60	0								0	0.0	60

1.可開課學分數係以"選修學分"×"班級數"×1.3倍計算。

2.分組班級選修學分數不同時，則以各班選修學分數合計值×1.3倍計算。

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弘光科技大學全英語含 EMI 課程授課開課申請表

Application Form for English-Taught Course and English Mediated-Instruction (EMI) course in Hungkuang University

開課資料 Course Information Date 申請日期：2022 年 Year 09 月 Month 06 日 Day			
開課單位 Application Unit	護理系	開課學年期 Course School year/semester	__111__ 學年度 School Year __1__ 學期 Semester
開課學制 Division of course offering	<input type="checkbox"/> 五專 Five-year junior college <input type="checkbox"/> 碩士班 Master program <input type="checkbox"/> 二專 Two-year junior college <input checked="" type="checkbox"/> 博士班 Doctoral program <input type="checkbox"/> 二技 Two-year college <input type="checkbox"/> 四技 Four-year college		
修課別 Division of course taking	<input checked="" type="checkbox"/> 必修 Required <input type="checkbox"/> 選修 Elective	開課部別 Division of course giving	<input type="checkbox"/> 日間部 Day division <input type="checkbox"/> 進修部 Evening division <input type="checkbox"/> 在職專班 On job tensional class
課程名稱 Course Name	中文 Chinese： 英文 English：	護理哲理與知識建構 Philosophy and Knowledge Construction in Nursing	
<input type="checkbox"/> 第 1 次申請 The first time application <input checked="" type="checkbox"/> 曾申請，請列學年期：__110—2__ Applied before, list the semester and school year： 符合教育部 EMI 計畫規定之課程 In compliance with the EMI course regulated by the Ministry of Education plan <input checked="" type="checkbox"/> 是 Y <input type="checkbox"/> 否 N			
授課教師資料 Course Teacher Information			
授課教師 Course Teacher	陳彰惠	所屬單位 Academic Unit	護理系
職稱 Position	<input checked="" type="checkbox"/> 教授 Professor	專兼任 Full/Part-time	<input checked="" type="checkbox"/> 兼任 Part-time
授課教師 英文能力說明	Chung Hey Chen, RN, PhD , is an Adjunct Chair Professor, Department of Nursing, Hungkuang University, Taichung City, Taiwan. She received a BSN		

<p>Proof of the course teacher's English proficiency</p>	<p>from the National Taiwan University in 1975, and a MSN from the University of Pittsburgh in 1987, and a PhD from the University of Pittsburgh USA in 1994. From 2008/8 to 2018/7, She was a Professor at National Cheng Kung University Institute of Allied Health Sciences & Department of Nursing; since domestic and foreign students share classes, all the courses taught were EMI.</p> <p><u>INTERNATIONAL ACADEMIC ACTIVITIES</u></p> <p>February 28-29, 2008: Convener of 11th Annual International Conference of the East Asian Forum of Nursing Scholars (EAFONS), Kaohsiung, Taiwan</p> <p>2011 Sigma Theta Tau International: Nurse Researcher Hall of Fame honoree</p> <p>2010 – 2013: ICN Bank of Nurse Experts in the area of Women's Health</p> <p>2013 October – now: grant reviewer of Sigma Theta Tau International</p> <p>2008 – 2015: Executive member of EAFONS</p>
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課程說明 Course Description	
<p>授課教師請簡述擬以全英語授課原因 Please briefly state the reason for English-Taught Course teaching</p>	<p>本課程是護理博士班一年級生必修課，這學期有3位本國生和2位外籍生合班上課，擬以全英語授課以促進教學成效。 This course is a required course for first-year nursing doctoral students. This semester, 3 domestic students and 2 foreign students will take classes together. It is planned to be taught in English to promote teaching effectiveness.</p>
須檢附資料 Requisite information for attachment	
<p>『中英文教學大綱』請以附件資料方式檢附說明（格式自訂） Chinese/ English syllabi are required to be attached as reference information for further review.(The format is adjustable.)</p>	

<p>申請人簽章 Applicant's Signature</p>	<p>系（科、所）課程委員會/學群會議/語言中</p>	<p>學院課程委員會核章 Signature of College Curriculum Committee</p>	<p>校課程委員會核章 Signature of Institute Curriculum Committee</p>
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	心會議 Department (Junior college、Program/Masters and Doctors) Curriculum Committee/College meeting/Language Center meeting		
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陳彰惠	護理系研究生課程委員會 2022.9.6 通過	護理學院課程委員會 11.9.7第1次院務會議	
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教務處審核 Review of the Office of Academic Affairs

符合本校開課辦法申請資格，並補助 1.5 倍鐘點。
 In accordance with the application regulations for English-Taught Course of this school, 1.5 times of hour pay per hour will be granted.
 選課號 Course number :

- 備註 Notes :
- 採用「全英語授課」之教師應填具本申請表並附中英文教學大綱及英文教學計畫書，經各級課程委員會審議通過後實施。
 Those who applied for English-Taught Course shall fill out this form with an attachment of both Chinese/English syllabi and English teaching plan. The English-Taught Course will be approved after passing the review of all levels of curriculum committees.
 - 為鼓勵本校專任教師以英語教授專業課程，依本校教師鐘點計算準則第十九條規定「經本校核可實施全英語授課之教師鐘點，其鐘點費以 1.5 倍計算。若為全英語教學相關計畫之課程，則依本校相關要點規定辦理。外籍教師、國際溝通英語系或外語暨 EMI 教學中心聘任專兼任教師教授之課程與國際溝通英語系之課程，其鐘點費仍以 1 倍計算。」
 To encourage full-time faculty to teach English-Taught Course, based on Article 19 of Teacher's Hour Pay Calculation Regulations, the teacher who teaches English-Taught Course shall get 1.5 times of the original pay. If the English-Taught Course belongs to the project of Digital General Education Curriculum, it shall comply with the regulations of this school. The hour pay of both foreign teachers and the teachers in the Department of English for Global Communication or Foreign Language and EMI Teaching Center remains the same.

FM-10490-B62
 表單修訂日期：110.10.12
 Revision date of the form

保存期限 Deadline：5 年 5 years

弘光科技大學護理系博士班 111 學年度第一學期教學計畫表

Course Title: Philosophy and Knowledge Construction in Nursing

護理哲理與知識建構

Credit Hour: Three credit hours 3 學分

Instructor: Chung-Hey Chen 陳彰惠, PhD, Professor

Date: September, 2022

一、Course description 課程簡介:

This course is an introduction to the nature of scientific inquiry and explanation and critique of theoretical conceptualizations in nursing discipline. The structure and body of nursing knowledge is examined and codified through systematic classifications. Emphasis is placed on identification of spheres of knowledge from nursing research, theory, and practice and from these spheres, synthesis of general concepts and principles which contribute to a science of nursing.

本課程介紹科學探究和解釋的本質，以及對護理學科理論概念化的評論。經由系統分類檢驗和編纂護理知識的結構和主體。強調從研究、理論和實踐中識別護理知識領域，並從這些護理知識領域中綜合形成有助於護理科學的一般概念和原理。

二、Course Objectives 教學目標:

Upon completion of the course, the students will be able to: 完成課程後，學生將能夠：

1. Understand the nature of scientific inquiry and explanation.
了解科學探究和解釋的本質。
2. Explain philosophical aspects on nursing science.
解釋有關護理科學的哲學觀點。
3. Evaluate traditional science and alternative epistemologies.
評估傳統科學和另類認識論。
4. Formulate philosophical thinking and writing.
闡明哲學思考和寫作。
5. Describe kinds of theory that major paradigms of science generate.
描述主要科學典範產生的理論種類。
6. Develop a beginning theory using inductive or hypothetic-deductive approaches.
採用歸納法或假設-演繹法建立初始階段的理論。

三、Methodology: 教學方法：

1. Participation in discussions in class around topics 參與相關主題的課堂討論
2. Mode of critical inquiry used to frame discussions 應用批判性探究模式進行討論
3. Independent learning experiences 自主學習經歷
4. Critical analysis and synthesis of ideas and views 對思想和觀點進行批判性分析和綜合
5. Class presentations 課堂報告

四、Evaluation：評分方法及評分比

1. Class participation 課堂參與討論 20%
2. In-class presentation 口頭報告 40%
3. Term paper 書面報告 40%
Oral 15% (organization, clarity, idea, discussion, time)
Written 25% (organization, idea, writing style)
4. The term paper can range from 10 to 15 pages in length including references, double-spacing, and APA-7 writing style. The paper written in either English or Chinese is acceptable, due at Jan. 11, 2023.

五、Required Textbook：

1. Reed, P. G., & Shearer, N. B. C. (2012). *Perspectives on nursing theory* (6th ed.). Philadelphia, New York: Lippincott.

六、Suggested Textbooks:

1. Bandman, E.L., & Bandman, B. (1994). *Critical thinking in nursing* (2nd ed.). Norwalk, CT: Appleton & Lange.
2. Chinn, P. L., & Kramer, M. K. (2022). *Knowledge development in nursing: Theory and process* (11th ed.). St. Louis, Missouri: Mosby.
3. Cooper, H.M. (1998). *Synthesizing research: A guide for literature reviews (Applied social research methods)* (3rd ed.). New Delhi: Sage.
4. Fawcett, J. (1999). *The relationship of theory and research* (3rd ed.). Philadelphia: F. A. Davis.
5. Johnson, B.M., & Webber, P.B. (2013). *An introduction to theory and reasoning in nursing* (4th ed.). New York: Lippincott.
6. Kikuchi, J. F., & Simmons, H. (1994). *Developing a philosophy of nursing*. Thousand Oaks, CA: Sage.
7. King, I.M., & Fawcett, J. (2005). *The language of nursing theory and metatheory*. Center Nursing Press.
8. Hempel, C. G. (1966). *Philosophy of natural science*. Englewood Cliffs: Prentice-Hall.
9. McCloskey, J.C. & Bulechek, G.M. (2012). *Nursing interventions classification (NIC)* (6th ed.). St. Louis: Mosby.
10. Meleis, A. I. (2018). *Theoretical nursing: Development and progress* (6th ed.). Philadelphia, New York: Lippincott.
11. Omery, A., Kasper, C. E., & Page, G. G. (1995). *In search of nursing science*. Thousand Oaks, CA: Sage Publications, Inc.
12. Polifroni, E. C., & Welch, M. (1999). *Perspectives on philosophy of science in nursing: An historical and contemporary anthology*. New York: Lippincott.
13. Reynolds, P. D. (2007). *A Primer in theory construction*. New York: Macmillan.
14. Suppe, F. (1977). *The structure of scientific theories* (2nd ed.). Illinois: Urbana.
15. Walker, L. O., & Avant, K. C. (2018). *Strategies for theory construction in nursing* (6th ed.). Norwalk, CT: Appleton & Lange.
16. 孔恩著(Thomas S. Kuhn)，程樹德、傅大為、王道還譯(2021)•科學革命的結構(50週年紀念修訂版)·台北：遠流。
17. 陳迺臣(2001)•教育哲學導論—人文、民主與教育。台北：心理。

18. 傅大為、朱元鴻主編 (2001) •孔恩：評論集·台北：巨流。
19. 黃光國 (2018) •社會科學的理路 (第四版)·台北：心理。
20. 鈕則誠 (1996) •護理學哲學-一項科學學與女性學的科技研究·台北：銘傳管理學院出版中心。

Philosophy and Knowledge Construction in Nursing

護理哲理與知識建構

Classroom: 護理系 E102-01

Date	Time	Topic	Instructor
111/09/14	W3	9:10-11:55 (1) Course Introduction 課程介紹 Nursing Theory Development 護理理論之發展	陳彰惠
111/09/21	W3	9:10-11:55 (2) Theory Implication for Nursing Research and Practice 護理研究和實踐的理論意涵	陳彰惠
111/09/28	W3	9:10-11:55 (3) Concept Analysis and Theory Analysis 概念分析與理論分析	陳彰惠
111/10/05	W3	9:10-11:55 (4) Philosophy of Science and Nursing Science 科學哲學與護理科學	陳彰惠
111/10/12	W3	9:10-11:55 (5) Scientific Knowledge Construction 科學知識之建構	陳彰惠
111/10/19	W3	9:10-11:55 (6) Proposal Writing for Funding 研究計畫的撰寫	陳彰惠
111/10/26	W3	9:10-11:55 (7) Healthcare Policy: The Roles of Nursing Value and Empirical Evidence 護理價值、實證與健康照護政策	蔡淑鳳/ 陳彰惠
111/11/02	W3	9:10-11:55 (8) Theory and Reasoning in Nursing (I) 護理理論與推理	陳彰惠
111/11/09	W3	9:10-11:55 (9) Scholar Research Trajectory 學者研究軌跡與哲理思考	胡文郁/ 陳彰惠
111/11/16	W3	9:10-11:55 (10) 1. The Language of Nursing Theory (II) 護理理論的語言 2. International Classification for Nursing Practice 國際護理實踐分類	陳彰惠
111/11/23	W3	9:10-11:55 (11) 1. Structures of Nursing Knowledge Development 護理知識發展的結構 2. The Inseparability of Theory and Practice (III) 理論與實踐密不可分	陳彰惠
111/11/30	W3	9:10-11:55 (12) Theory and Knowledge Translation (IV) 理論與知識轉譯	陳彰惠
111/12/07	W3	9:10-11:55 (13) Philosophies of Nursing Science in Research (V) 研究之護理科學哲學	陳彰惠

111/12/14	W3	9:10-11:55	(14) Philosophies of Nursing Practice (VI) 護理實踐哲學	陳彰惠
111/12/21	W3	9:10-11:55	(15) Epistemology and Evidence in Practice (VII) 認識論和臨床實踐證據	陳彰惠
111/12/28	W3	9:10-11:55	(16) Presentation of a Reflection Paper 自選主題反思與報告	陳彰惠
112/01/04	W3	9:10-11:55	(17) Presentation of a Reflection Paper 自選主題反思與報告	陳彰惠
112/01/11	W3	9:10-11:55	(18) Future Directions for Nursing Theory 護理理論的未來方向 Course Evaluation 課程評值	陳彰惠

弘光科技大學全英語含 EMI 課程授課開課申請表

Application Form for English-Taught Course and English Mediated-Instruction (EMI) course in HungKuang University

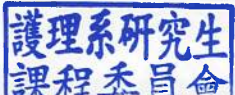

開課資料 Course Information Date 申請日期：__年 Year__月 Month__日 Day			
開課單位 Application Unit	護理系	開課學年期 Course School year/semester	111 學年度 School Year 1 學期 Semester
開課學制 Division of course offering	<input type="checkbox"/> 五專 Five-year junior college <input type="checkbox"/> 碩士班 Master program <input type="checkbox"/> 二專 Two-year junior college <input checked="" type="checkbox"/> 博士班 Doctoral program <input type="checkbox"/> 二技 Two-year college <input type="checkbox"/> 四技 Four-year college		
修課別 Division of course taking	<input checked="" type="checkbox"/> 必修 Required <input type="checkbox"/> 選修 Elective	開課部別 Division of course giving	<input checked="" type="checkbox"/> 日間部 Day division <input type="checkbox"/> 進修部 Evening division <input type="checkbox"/> 在職專班 On job tentional class
課程名稱 Course Name	中文 Chinese :	護理研究暨實證轉譯	
	英文 English :	Nursing research and translating evidence into nursing practice	
■ 第1次申請 The first time application <input type="checkbox"/> 曾申請，請列學年期：_____ Applied before, list the semester and school year : 符合教育部 EMI 計畫規定之課程 In compliance with the EMI course regulated by the Ministry of Education plan <input checked="" type="checkbox"/> 是 Y <input type="checkbox"/> 否 N			
授課教師資料 Course Teacher Information			
授課教師 Course Teacher	李時雨	所屬單位 Academic Unit	護理系
職稱 Position	<input checked="" type="checkbox"/> 教授 Professor <input type="checkbox"/> 副教授 Associate Professor <input type="checkbox"/> 助理教授 Assistant Professor <input type="checkbox"/> 講師 Lecturer	專兼任 Full/Part-time	<input checked="" type="checkbox"/> 專任 Full-time <input type="checkbox"/> 兼任 Part-time
授課教師 英文能力說明 Proof of the course teacher's English proficiency	任課教師李時雨教授： 1. 具博士學位、博士後訓練。 2. 旅居美國超過30年。 3. 於美國的臨床執業共16年。 4. 於美國大學任教逾15年且獲得終身教授。 5. 自2007在美國即開始擔任博士生指導教授。		

12

課程說明 Course Description	
授課教師請簡述擬以全英語授課原因 Please briefly state the reason for English-Taught Course teaching	學校國際處為護理系招攬了兩位無法用中文溝通的越南籍博士生，所以此課程務必以全英語上課，否則會影響此兩位國際生的受教權。 目前，雖然沒有該兩位外籍新生在英文的聽、讀、說、寫能力之相關客觀資料，但基於兩位外籍生無中文能力，且為減少學生沒必要的壓力而影響其學習成果，故任課教師務必在博士班的111學年度第一學期使用全英語教學。

須檢附資料 Requisite information for attachment

『中英文教學大綱』請以附件資料方式檢附說明（格式自訂）
 Chinese/ English syllabi are required to be attached as reference information for further review.(The format is adjustable.)

申請人簽章 Applicant's Signature	系（科、所）課程委員會/學群會議/語言中心會議 Department (Junior college、Program/Masters and Doctors) Curriculum Committee/College meeting/Language Center meeting	學院課程委員會核章 Signature of College Curriculum Committee	校課程委員會核章 Signature of Institute Curriculum Committee
李灼華	 加註 9.6 南島	 11.9.17 第一次 會議通過	

教務處審核 Review of the Office of Academic Affairs

符合本校開課辦法申請資格，並補助1.5倍鐘點。
 In accordance with the application regulations for English-Taught Course of this school, 1.5 times of hour pay per hour will be granted.
 選課號 Course number : 00244

- 備註 Notes :
- 採用「全英語授課」之教師應填具本申請表並附中英文教學大綱及英文教學計畫書，經各級課程委員會審議通過後實施。
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 - 為鼓勵本校專任教師以英語教授專業課程，依本校教師鐘點計算準則第十九條規定「經本校核可實施全英語授課之教師鐘點，其鐘點費以1.5倍計算。若為全英語教學相關計畫之課程，則依本校相關要點規定辦理。外籍教師、國際溝通英語系或外語暨 EMI 教學中心聘任專兼任教師教授之課程與國際溝通英語系之課程，其鐘點費仍以1倍計算。」
 To encourage full-time faculty to teach English-Taught Course, based on Article 19 of Teacher's Hour Pay Calculation Regulations, the teacher who teaches English-Taught Course shall get 1.5 times of the original pay. If the English-Taught Course belongs to the project of Digital General Education Curriculum, it shall comply with the regulations of this school. The hour pay of both foreign teachers and the teachers in the Department of English for Global Communication or Foreign Language and EMI Teaching Center remains the same.

FM-10490-B62
 表單修訂日期：110.10.12
 Revision date of the form
 保存期限 Deadline：5年 5 years

弘光科技大學護理研究所 111 學年度第一學期教學計畫表

Hungkuang University College of Nursing

First Semester, 2022

課程名稱：護理研究暨實證轉譯

Course: Nursing research and translating evidence into nursing practice

學制年級：護理博士班一年級 (First-year doctoral program)

課程代號：00244

Course number: 00244

學分：3 學分

Course Credit: 3 credits

上課時數 111.09.12~111.01.13 每週 3 小時(星期三)(第 8-10 節 15:35-18:15)

Time: September 12, 2022 to January 13, 2023

上課地點：護理系 E102-01

Location: E 102-01

負責教師：李時雨教授 (slee103@hk.edu.tw)

Faculty: Shih-Yu Lee, PhD, RN, FAAN (slee103@hk.edu.tw)

Office: N 309

Office telephone:04-2631-8652 # 7191

課程概述：

本課程旨在提供博士生發展進先進知識，提升邏輯思維，以及瞭解如何進行研究設計，執行與完成研究工作，並能習得將研究結果轉譯為臨床應用的實作能力。課程活動將包括讓學生發展與支持、分析和傳播研究相關的知識和技能的經驗。課程內容將包括各種研究方法所需具有的相關知能，包括測量、取樣、研究工具發展、資料收集、資料分析、次級資料的臨床應用等等，並能了解如何於研究過程中遵守學術研究倫理。此外，學生也將習得如何將研究結果轉化為臨床應用。建議學生能先具有實證護理的相關概念。

Course Description:

This course is designed to provide doctoral students with advanced knowledge, improve logical thinking, comprehend how to design, conduct and implement research, and acquire competency to translate research results into clinical application. Course activities will provide students with experiences to develop knowledge and skills related to the support, analysis, and dissemination of research. The course content will cover the relevant knowledge required for various research methods, including measurements, sampling, instrumentation, data collection, data analysis, clinical application of secondary data, etc., and understand how to comply with academic research ethics in the research process. In addition, students will learn how to translate research findings into clinical applications. It is recommended that students have the relevant concepts of evidence-based nursing practice.

課程目標(博士班核心能力指標及使用代碼)*：

完成課程後，學生們將期待能達到以下目標：

1. 討論進階的研究課題和方法. (I)(II)(IV)
2. 識別量性研究方法的優勢和局限性. (I)(II)(IV)
3. 展現具有量性研究方法所需之技能. (I)(II)(IV)
4. 應用工具開發的原則來選擇研究測量工具. (I)(II)
5. 識別出將研究結果應用於影響醫療保健服務或衛生政策之策略. (I)(II)(III)(IV)

Course objectives (Ph.D. program core competence code)*:

After completing the course, the students are expected to achieve the following goals:

1. Discuss advanced research topics and methods. (I)(II)(IV)
2. Identify the strengths and limitations of quantitative research methods. (I)(II)(IV)
3. Display the required skills for quantitative research methodology. (I)(II)(IV)
4. Apply the principles of instrumentation to select research measurements. (I)(II)
5. Identify strategies for applying research findings to influence health care delivery or health policy. (I)(II)(III)(IV)

***博士班能力指標及使用代碼：**

- I 具有建構及轉譯知識的進階護理實務專業能力。
- II 具有執行跨領域嚴謹的護理實務研究能力。
- III 擁有改進護理現況的領導管理及創新能力。
- IV 優化國際專業學習及視野的能力。

***Doctoral program core competency code:**

- I Advanced nursing practice expertise with knowledge of construction and translation.
- II Ability to perform cross-disciplinary nursing practice research.
- III Leadership management with improved care status and innovative ability.
- IV Ability to optimize international professional learning and vision to meet international trends and domestic industry needs.

教學方法：講述、討論以及報告。

Teaching Methods: Lecture, discussion, and presentation.

作業及課程評值：

所有作業都需要以文字檔交至創課(遲交每天扣 10 分，如果有困難請盡早聯絡老師)。

必須完成課堂指定的活動才能獲得及格成績。

帶領研究文章的批判評論 (15%)

每位學生將帶領評論一篇文章。部分任務: 1) 選定一篇與自己研究主題相關

的研究文章，2)擬定討論問題，3)在文章討論前一周的星期三完成對問題的回答，並將其提交給講師。學生將在課堂或 TronClass 中領導課堂討論。評值基於回答的質量以及學生在課堂上對文章討論的引導程度。

創課討論作業 (10%)

對於討論問題，每位學生需為每個問題發布一份原創答覆，並引用文獻至少回復一位同學的發布。

撰寫研究問題/假設 (5%，最終草案將於 10 月 18 日 23:59 到期)

每位學生將根據他/她的興趣領域寫出 2-3 個研究問題或假設。問題/假設的合理性是必要的。初稿需要在 9 月 20 日發佈在 TronClass 上。

單篇研究文章批判 (20%；截止日期 11/22, 23:59)

每位學生將評論一篇指定的研究文章。學生將提交 APA 7th 格式、12 號字體、2 行距的評論（限於 5 頁，不包括封面頁）。

研究計畫 I (40%，截止日期 1/9/2023, 23:59)

每個學生都應完成與他/她的研究興趣相關的研究問題的研究計畫的部分內容。建議書應符合弘光科技大學的指引（頁數限制除外）。

以下部分的量性研究計畫（計畫第一部分）必須完成並提交：問題的介紹/重要性、具體目標、研究問題/假設、理論/概念框架和文獻回顧。對文獻的回顧必須是全面的，並反映感興趣領域的科學研究現狀。提案的各個部分必須寫得很好，極少的語法錯誤或錯別字，清晰的表述理論，內容組織具邏輯性，以及對現有文獻的綜合，包括對理論和/或方法問題的適當批評文學。

學生將提交 APA 7th 格式、12 號字體、2 行距、不超過 15 頁（不包括封面，表格和參考文獻）。

學期間，學生必須在規定時間提交進行中的部分計畫草稿（參見下面的課程日曆）。這個措施可以提供學生在最後報告之前接收反饋以加強計畫的機會。這些草稿務必如期完成。除了書面提案外，學生還將向全班正式介紹他們的計畫提案，以獲得反饋和批評。

期末口報 (10%)

學生將在學期末報告他們的研究計畫 I。此口報有時間限制，將模擬國際研習會或會議做口報(需用英語口報)。評估基於學生的演講技巧（例如，演講速度、語言清晰度、在給定時間內完成）、PPT 演講的內容和研究術語使用的準確性。學生在口報將收到使用的評值表。

Assignments and course evaluation:

1. All assignments need to be submitted to the TranClass in word (5 points per day deducted for late assignments, contact faculty member as soon as possible if you are experiencing any challenging).
2. Classwork must be completed to receive a passing grade.

Lead critique of a research article (15%)

Each student will sign up to lead the critique of an article. Part of the assignment: 1) select a research article related to his/her area of interest, 2) formulate discussion questions, and 3) complete the answers to the questions one week before the article will be discussed and submitted to the instructor. Students will lead the class discussion either in the classroom or TronClass. The evaluation is based on the quality of the responses and how well the student leads the class discussion of the article.

TranClass discussion assignment (10%)

For discussions posted in TranClass, each student must post an original response to each question, and use citation(s) to respond to at least one classmate's post.

Writing research questions/hypotheses (5%, final draft due 10/18 at 12:59)

Each student will write 2-3 research questions or hypotheses based on his/her area of interest. The rationale for the questions/hypotheses is needed. The first draft needs to be posted on the TronClass on 9/20.

Single article critique summary (20%, Due 11/22 at 23:59)

Each student will critique an assigned research article. The student will submit a summary of critique in APA 7th style, font size 12, line space 1.5 (limited to 5 pages excluding cover page).

Part I of research proposal (oral presentation 10%, writer paper 40%, Due 1/9/2023 at 23:59)

Each student is expected to complete sections of a research proposal on a research problem relevant to his/her research interest. The proposal should conform to HKU's guidelines (except for page limitations).

The following sections of the quantitative proposal (Proposal Part I) must be completed and submitted: introduction/significance of the problem, specific aims, research questions/hypotheses, theoretical/conceptual framework, and review of the literature. The review of the literature must be comprehensive and reflect the state of the science for the area of interest. The sections of the proposal must be well-written with few grammatical errors or typographical errors, the theory clearly presented, content organized with logical inks among ideas, and a synthesis of the existing

literature including an appropriate critique of the theoretical and/or methodological issues in the literature.

The student will submit a summary of critique in APA 7th style, font size 12, double spaced (limited to 15 pages excluding cover page, table, and references).

During the semester there are times identified (See class calendar that follows) that students must submit drafts of portions of the proposal in progress. These provide opportunities for students to receive feedback to strengthen the proposal prior to submitting the final Part I of the proposal. These drafts must be satisfactorily completed. Along with the written proposal, students will give a formal presentation of their proposal to the class for feedback and critique.

Presentation (10%)

Students will present a summary of their research proposal (part I) at the end of the semester. There is a timed presentation and will be simulated as an international professional presentation at a conference or meeting (must use English). Students will be evaluated on their presentation skills (e.g., presentation pace, verbal clarity, completion within the given time), the content of the PPT presentation, and accuracy in the use of research terminology. Students will receive the rating sheet that will be used prior to the presentation.

課程進度：星期三第 8-10 節 15:35-18:15 上課教室 E102-01

Week	Date	Topic	Learning activities
1	9/14	<p>1. 課程概述 Course Overview</p> <p>2. 護理研究導論：臨床問題的意義。確定科學的狀態—搜索文獻並整理參考文獻 Introduction to nursing research: significance of a clinical problem. Determining the state of the science – searching the literature and organizing your references</p>	<p>Learning activities</p> <p>*Readers (see references)</p> <p>*Dulock & Holzemer (1991)</p> <p><u>Activity:</u></p> <ol style="list-style-type: none"> 1. Review the dissertation guideline to become familiar with the required format for the dissertation proposal 2. Post the following to TronClass (due 9/20, 23:59): Write at least two hypotheses or research questions for your research area of interest. These should be specific and conform to the criteria for well-written research questions/hypotheses
2	9/21	<p>1. 道德保障—保護人類參與者 (IRB 自我培訓) Ethical safeguards – protection of human participants (IRB self-training)</p> <p>2. 研究設計的要素、設計水平、因果推理、內在和外在效性 Elements of research designs, levels of design, causal inference, internal and external validity</p>	<p>* Germán & Rosemarie (2019).</p> <p><u>Activities:</u></p> <ol style="list-style-type: none"> 1. Revise research questions or/and hypotheses 2. Discuss Dulock & Holzemer (1991): begin to apply the substruction process to discuss elements of your own research area.
3	9/28	<p>使用理論框架和通過文獻回顧綜合科學現狀，為指導研究建立嚴謹、合乎邏輯的基礎 Creating a rigorous, logical foundation to guide research using theoretical frameworks and synthesizing the state-of-the-science through a review of the literature</p>	<p>* Shinjyo et al. (2020)</p> <p><u>Activities:</u></p> <ol style="list-style-type: none"> 1. Critique Shinjyo et al. (2020) 2. Submit students' lead critique article to TronClass. Due 9/28 23:59. 3. Apply Dulock & Holzemer's substruction to your own study.
4	10/5	<p>制定計畫的具體研究目標及個別之研究假設和研究問題 Developing specific research aims for proposal with separate research hypotheses and research question</p>	<p><u>Activity:</u></p> <ol style="list-style-type: none"> 1. Apply Dulock & Holzemer's substruction to your own study 2. Revise research questions or/and hypotheses. 3. Submit the discussion questions for your lead critique article via Discussion Board. Due one week before the assigned week.
5	10/12	<p>使用具有中介變量、調節變量和控制變量的解釋模型進行理論測試 Theory testing using explanatory models with mediating, moderating, and control variables</p>	<p>* Wilckens et al. (2017)</p> <p>* Norman (2010)</p> <p><u>Activities:</u></p> <ol style="list-style-type: none"> 1. Student leads critique article.
6	10/19	<p>研究變量的概念化和操作，測量工具選擇(問卷、生物指標) I Conceptualization and operation of study variables, instrument</p>	<p>*Humphreys et al., (2020)</p> <p><u>Assignment (5%):</u> Final research questions/hypotheses. Due 10/18,</p>

		selection(questionnaire, biological indicators) I	23:59. <u>Activities:</u> 1. Student leads critique article.
7	10/26	研究變量的概念化和操作，測量工具選擇(問卷、生物指標) II Conceptualization and operation of study variables, instrument selection (questionnaire, biological indicators) II Guest speaker: Biomarkers measurements	*Tsai et al., (2014) <u>Activities:</u> 1. Student leads critique article
8	11/02	制定嚴格可行和符合倫理的方法來選樣、納入/排除標準、受試者參與、招募和保留人類受試者，以加強非實驗設計的內在和外在校度 Developing rigorous, feasible, and ethical approaches to sampling, inclusion/exclusion criteria, subject participation, recruitment, and retention of human subjects to strengthen internal and external validity of the non-experimental designs Guest speaker: research in the vulnerable population	*Sammarco & Konecny (2010) <u>Activity:</u> 1. Student leads critique article
9	11/09	期中考周 Midterm 自訂進度學習 Self-paced learning	<u>Assignment (nongraded):</u> Submit draft of theoretical framework and explain how it relates to your research proposal topic(approx. 2-3 pages, double spaced, due 11/08 at 23:59)
10	11/16	結果研究和介入研究 I Outcomes research and intervention research I Guest speaker: intervention study	* Dunbar et al., (2016) <u>Activity</u> Student leads critique article.
11	11/23	1.結果研究和介入研究 II Outcomes research and intervention research II 2.相關設計和比較設計 Correlational and comparative designs Guest speaker: RCT	* Hsu et al. (2021) <u>Assignment (20%):</u> Single critique article. Due 11/22, 23:59. <u>Activity:</u> Discuss Hsu et al. (2021) article
12	11/30	研究項目管理的良好實踐原則。 Good practice principles of project management Guest speaker: data management	*Aycock et al. (2016) *Cochrane et al. (2016)
13	12/07	1. 探索性和描述性設計 Exploratory and descriptive designs 2. 資訊與護理研究 Informatics and nursing research Guest speaker: Electric data collection	* Doering et al. (2017) <u>Activity</u> Discuss Doering et al. (2017) article <u>Assignment due (nongraded):</u> Submit a draft review of the literature and evidence tables (no more than 10 pages, due 12/06 23:59)

14	12/14	1. 次級數據分析的使用：設計問題 Use of secondary data analysis: design issues 2. 通過薈萃分析綜合證據 Synthesizing evidence through meta-analysis Guest speaker: meta-analysis	* Ioannou et al. (2021) * Shinjyo et al. (2020) <u>Activity</u> Discuss Ioannou et al. (2021) article
15	12/21	臨床環境中實驗設計的挑戰 Challenges in experimental designs in clinical settings	* Sobell (2016) <u>Activity</u> Discuss Sobell (2016) article
16	12/28	混合方法研究 Mixed-methods research Guest speaker: triangulation study	* Cochrane et al. (2016) <u>Activity</u> Discuss Cochrane et al. (2016) article
17	1/04	報告 Presentation	<u>Assignment (10%)</u> Oral presentation of your proposal part I
18	1/11	期末評值 End-of-semester evaluation	<u>Assignment (40%)</u> : The final version of proposal-part I. Due 1/09, 23:59)

課程大綱是做為總綱

本課程大綱是課程作業和活動的總體大綱，在學期期間如有需要可能會有所變化。

SYLLABUS AS GENERAL OUTLINE

This course syllabus is a general outline of course assignments and activities, subject to change if needed during the course of the semester.

Textbooks

Creswell, J. W. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th Ed.). Thousand Oaks, CA: Sage Publications, Inc. ISBN 978-1-4522-2610-1.

Portney, L.G., & Watkins, M.P. (2009). *Foundations of clinical research: Applications to practice*, 3rd edition. Upper Saddle River, NJ: Pearson Education, Inc. ISBN 0-13-17460-9.

Recommended

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th Ed.). Washington, D.C.: Author.

Burns, N., & Grove, S. K. (2013). *The practice of nursing research: Appraisal, synthesis, and generation of evidence*(7th Ed.). Elsevier Publishing.

DiIorio, C. (2005). *Measurement in health behavior*. San Francisco: Jossey-Bass.

Field, A. (2013). *Discovering statistics using SPSS statistics, (4th edition)*. Sage Publications.

Littell, J. H., Corcoran, A., & Pillai, V. (2008). *Systematic reviews and meta-analysis*. New York: Oxford University Press.

Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory* (3rd Ed.). New York, NY: McGraw-Hill, Inc.

- Patton, M.Q. (2015). *Qualitative research and evaluation methods* (4th Ed.). Los Angeles: Sage.
- Tashakkori, A., Johnson R.B., & Teddlie, C. (2020). *Foundations of mixed methods research*. Thousand Oaks, CA: Sage Publications, Inc.
- Waltz, C., Strickland, O. L., & Lenz, E. R. (2017). *Measurement in nursing and health research*. 5thedition. NY: Springer Publishing Co.
- Wilson, J. H., & Joye, S.W. (2017). *Research methods and statistics: An integrated approach*. Sage Publications.
- 参考文献
- Aycock, D. M., Clark, P. C., Thomas-Seaton, L., Lee, S. Y., & Moloney, M. (2017). Tools to facilitate project management in nursing research. *Western Journal of Nursing Research*, 39(3). doi:10.1177/0193945916656605
- Cochrane, B., Foster, J., Boyd, R., & Atlantis, E. (2016). Implementation challenges in delivering team-based care ('TEAMcare') for patients with chronic obstructive pulmonary disease in a public hospital setting: A mixed methods approach. *BMC Health Services Research*, 16, 347, doi:10.1186/s12913-1592-2.
- Doering, J.J., Szabo, A., Goyal, D., & Babler, E. (2017) Sleep quality and quantity in low-income postpartum women. *The American Journal of Maternal and Child Nursing*, 42 (3), 166-172. doi: 10.1097/NMC.0000000000000323.
- Dulock, H. L. & Holzemer, W. L. (1991). Substruction: Improving the linkage from theory to method. *Nursing Science Quarterly*, 4, 2, 83-87.
- Dunbar, S. B., Clark, P. C., Stamp, K. D., Reilly, C. M., Gary, R., Higgins, M., & Kaslow, N. (2016). Family partnership and education interventions to reduce dietary sodium by patients with heart failure differ by family functioning. *Heart & Lung*, 45(4), 311-318. doi:10.1016/j.hrtlng.2016.04.001
- Germán, N.H. & Rosemarie, B. (2019). A survey in Mexico about ethics dumping in clinical research. *BMC Medical Ethics*, 20(1): 38. doi: 10.1186/s12910-019-0378-6.
- Hsu, C.C., Lee, H.F., & Lin, M.H. (2021) Exploring the association between sleep quality and heart rate variability among female nurses. *International Journal of Environment Research and Public Health*, 18(11), 5551. doi: 10.3390/ijerph18115551.
- Humphreys, L., Bigby, C., Iacono, T., & Bould, E. (2020). Development and psychometric evaluation of the Group Home Culture Scale. *Journal of Applied Intellectual Disabilities*, 33 (3), 515-528. doi:10.1111/jar.12693
- Ioannou, M., Wartenberg, C., Greenbrook, J.T.V., Larson, T., Magnusson, K., Schmitz, L., Sjögren, P., Stading, I., Szabó, Z., & Steingrímsson, S. (2021). Sleep deprivation as treatment for depression: systematic review and meta analysis. *Acta Psychiatrica Scandinavica*, 143 (1), 22-35. doi: 10.1111/acps.13253.
- Norman, G. (2010). Likert scales, levels of measurement and the "laws" of statistics. *Advances in Health Science Education*, 15(5), 625-632. doi:10.1007/s10459-010-9222-y.
- Shinjyo, N., Waddell, G., & Green, J. (2020). Valerian root in treating sleep problems and associated disorders -- a systematic review and meta-analysis. *Journal of Evidence-Based Integrative Medicine*, 25, 1-31. doi:10.1177/2515690X20967323.
- Sobell, L. C. (2016) Bridging the gap between scientists and practitioners: The challenge before us -- republished article. *Behavior Therapy*, 47(6), 906-919. doi:10.1016/j.beth.2016.11.007
- Tsai, S. Y., Shun, S. C., Lai, Y. H., Lee, Y. L., & Lee, S.Y. (2014). Psychometric evaluation of a Chinese- version of the Lee Fatigue Scale-short form in women during pregnancy and postpartum. *International Journal of Nursing Studies*, 51(7), 1027-1035. doi:10.1016/j.ijnurstu.2013.10.023

Wilckens, K. A., Erickson, K. I., & Wheeler, M. E. (2017). Physical activity and cognition: A mediating role of efficient sleep. *Behavioral Sleep Medicine, 00*: 1-18. doi:10.1080/15402002.2016.1253013

臨時動議