

NURS 6309: Scientific Products: Preparation and Dissemination
Spring 2012

Instructor(s): Dr. Jennifer Gray

Office Number: Pickard Hall, 514

Office Telephone Number: 817-272-5295

Email Address: jgray@uta.edu

Office Hours: By appointment

Section Information: NURS 6309, 001

Time and Place of Class Meetings: Pickard Hall, Room 209, Selected Thursdays, 4 to 6:50 pm; First class meeting January 19, Two other class meetings scheduled with class input- one in late March, other in late April

Description of Course Content: Provides experiences in the development of scientific products for dissemination.

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

1. Analyze the characteristics of quality scientific products.
2. Apply available resources for preparation and dissemination of scientific products.
3. Develop quality scientific products.
4. Evaluate the scientific products of self and colleagues.

Required Textbooks and Other Course Materials:

- *You will have assigned readings from this book.*
A.P.A. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: APA.
- *You need a book on literature review. This is one possibility, but you may have or find another that better meets your needs.*
Hart, C. (2009). *Doing a literature review: Releasing the social science research imagination*. Thousand Oaks, CA: Sage.
- *You may find this book helpful if you lack confidence in writing and publishing. Dr. Heinrich writes with a personal style and has worksheets and ideas to help you become more creative.*
Heinrich, K. T. (2008). *A nurse's guide to presenting and publishing: Dare to share*. Boston: Jones & Bartlett.

Course Topics:

Unit I: Purposes and Methods of Dissemination

Dissemination in science
Methods of disseminating scientific knowledge
Types of presentations
Conducting and writing a literature review

Unit II: Abstracts, Posters, and Presentations

Writing an abstract
Developing a posters
Use of other visual aids for presentation
Public speaking
Making effective presentations

Unit III: Writing for publication

Journal selection
Components of a scientific manuscript or report
Constructing a written argument
Writing strategies
Ethical and legal issues in publishing
Editorial review process
Manuscript revision

Unit IV: Alternative methods of dissemination

Blogs, wikis, and web pages
Consumer media

Requirements:

1. Participation in class discussions
2. Refine writing to be clear, succinct, and grammatically correct
3. Deliver an oral presentation OR a scientific poster to peers
4. Provide a critique of a peer's manuscript
5. Write a manuscript for submission

Teaching Methods/Strategies:

In class lecture, discussion, seminars, and presentations; Online modules and discussion boards within Blackboard; Reading, reflection on practice and readings, preparation of course products

Descriptions of major assignments with due dates:

Date Due	Assignment	Points
	Professional presentation	
Feb. 18	Planning and abstract	10
Class in March/April	Oral presentation or poster presentation	15
	Manuscript	
January 28	Planning worksheet	10
March 24	Draft to faculty	10
April 21	Reviewing a peer's manuscript (manuscript to peer on April 7)	5
May 5	Final manuscript to faculty	15
	Quizzes (5 points each)	
Week 4-Feb 11 Week 8-March 10 Week 13-April 14 Week 15-April 28	Taken on Thursday, Friday, or Saturday of the assigned week; date is the last day to take the quiz	20
On-going	Participation in Discussion Board	15
	Total	100

Grading Policy: Grades will be based on a 100-point scale with the each assignment weighted as described in the major assignments section. Assignments are to be submitted by 11:59 pm on the due date. During the semester, a student may submit one assignment up to a week late by notifying the instructor prior to the deadline. Other assignments submitted late will be marked down at least 5 points.

GRADING:

A = 92 - 100

B = 83 - 91

C = 74 - 82

D = 68 - 73

Attendance Policy: Regular class attendance and participation is expected of all students. Students are responsible for all missed course information.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

Graduate students who wish to change a schedule by either dropping or adding a course must first consult with their Graduate Advisor. Regulations pertaining to adding or dropping courses are described below. Adds and drops may be made through late registration either on the Web at MyMav or in person through the student's academic department. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information. The last day to drop a course is listed in the Academic Calendar available at <http://www.uta.edu/uta/acadcal>.

1. A student may not add a course after the end of late registration.
2. A student dropping a graduate course after the Census Date but on or before the end of the 10th week of class may with the agreement of the instructor, receive a grade of W but only if passing the course with a C or better average. A grade of W will not be given if the student does not have at least a C average. In such instances, the student will receive a grade of F if he or she withdraws from the class. Students dropping a course must: (1) complete a Course Drop Form (available online http://www.uta.edu/nursing/MSN/drop_resign_request.pdf or Graduate Nursing office rooms 512 or 606); (2) obtain faculty signature and current course grade; and (3) submit the form to Graduate Nursing office rooms 512 or 606.
3. A student desiring to drop all courses in which he or she is enrolled is reminded that such action constitutes withdrawal (resignation) from the University. The student must indicate intention to withdraw and drop all courses by completing a resignation form in the Office of the Registrar or by: (1) Completing a resignation form (available online http://www.uta.edu/nursing/MSN/drop_resign_request.pdf or Graduate Nursing office rooms 512 or 606); (2) obtaining faculty signature for each course enrolled and current course grade; (3) Submitting the resignation form in the College of Nursing office room 512 or 606; and (4) The department office will send resignation form to the office of the Registrar.
4. In most cases, a student may not drop a graduate course or withdraw (resign) from the University after the 10th week of class. Under extreme circumstances, the Dean of Graduate Studies may consider a petition to withdraw (resign) from the University after the 10th week of class, but in no case may a graduate student selectively drop a course after the 10th week and remain enrolled in any other course. Students should use the special Petition to Withdraw for this purpose. See the section titled Withdrawal (Resignation) From the University for additional information concerning withdrawal. <http://www.grad.uta.edu/handbook>

Last Day to Drop or Withdraw is March 30

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to

provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity: It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. According to the UT System Regents' Rule 50101, §2.2, "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

Plagiarism: Copying another student's paper or any portion of it is plagiarism. Copying a portion of published material (e.g., books or journals) without adequately documenting the source is plagiarism. Consistent with APA format, if five or more words in sequence are taken from a source, those words must be placed between quotation marks and the source referenced with author's name, date of publication, and page number of publication. If the author's ideas are rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing giving the author's name and date of publication. If a single author's ideas are discussed in more than one paragraph, the author must be referenced, according to APA format. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper. Students are expected to review the plagiarism module from the UT Arlington Central Library via <http://library.uta.edu/tutorials/Plagiarism>

Student Support Services Available: The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit www.uta.edu/resources for more information.

Electronic Communication Policy: The University of Texas at Arlington has adopted the University "MavMail" address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For

example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. **Students are responsible for checking their MavMail regularly.** Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

To obtain your NetID or for logon assistance, visit <https://webapps.uta.edu/oit/selfservice/>. If you are unable to resolve your issue from the Self-Service website, contact the Helpdesk at helpdesk@uta.edu.

Librarian to Contact:

Helen Hough, *Helen Hough*

Phone: (817) 272-7429

E-mail: hough@uta.edu

<http://libguides.uta.edu/nursing>

College of Nursing additional information:

Status of RN Licensure: All graduate nursing students must have an unencumbered license as designated by the Texas Board of Nursing (BON) to participate in graduate clinical nursing courses. It is also imperative that any student whose license becomes encumbered by the BON must immediately notify their Associate Dean for the MSN Program, Department of Advanced Practicum Dr. Gray/Dr. Schira. The complete policy about encumbered licenses is available online at: www.bon.state.tx.us

Confidentiality Agreement

You signed a Confidentiality Form in orientation and were provided a copy of the form. Please take your copy of this Confidentiality Form with you to your clinical sites. Please do not sign other agency confidentiality forms. Contact your faculty if the agency requires you to sign their confidentiality form.

Student Code of Ethics: The University of Texas at Arlington College of nursing supports the Student Code of Ethics Policy. Students are responsible for knowing and complying with the Code. The Code can be found in the student handbook online:

<http://www.uta.edu/nursing/handbook/toc.php>

No Gift Policy: In accordance with Regent Rules and Regulations and the UTA Standards of Conduct, the College of Nursing has a “no gift” policy. A donation to one of the UTA College of Nursing Scholarship Funds, found at the following link:

http://www.uta.edu/nursing/scholarship_list.php would be an appropriate way to recognize a faculty member’s contribution to your learning. For information regarding Scholarship Funds, please contact the Dean’s office.

Course Evaluation:

Course evaluation is a continuous process and is the responsibility of both the faculty and the students. Ongoing feedback (formative evaluation) is the only way to improve the course and to assure that it meets your needs and those of the discipline of nursing. It is your responsibility to give immediate, constructive feedback regarding class structure and process.

Formal evaluation of the course and the instructor occurs at the end of the course. You will receive instructions at your University of Texas at Arlington e-mail address about how to complete the course evaluations online. Your ratings and comments are sent to a computer not connected to the College of Nursing, and faculty members do not receive the results until after they have turned in course grades.

Bomb Threats:

If anyone is tempted to call in a bomb threat, be aware that UTA will attempt to trace the phone call and prosecute all responsible parties. Every effort will be made to avoid cancellation of presentations/tests caused by bomb threats. Unannounced alternate sites will be available for these classes. Your instructor will make you aware of alternate class sites in the event that your classroom is not available.

Online Conduct: The discussion board should be viewed as a public and professional forum for course-related discussions. Students are free to discuss academic matters and consult one another regarding academic resources. The tone of postings should be professional in nature. It is not appropriate to post statements of a personal or political nature, or statements criticizing classmates or faculty. Inappropriate statements/language will be deleted by the course faculty and may result in denied access to the Discussion boards.

For this course Blackboard communication tools, discussion boards, and UTA MAV email will be used extensively and should be checked often.

Departmental Office/Support Staff for Campus-Based Programs
Department of MSN Administration, Education, and PhD Programs

Jennifer Gray, RN, PhD
Associate Dean and Chair, Graduate Advisor
Email: jgray@uta.edu

Vivian Lail-Davis, Administrative Assistant II
Office # 512-Pickard Hall, (817)-272-1038
Email: Vivian@uta.edu

Felicia Chamberlain, Administrative Assistant I
Office # 515- Pickard Hall (817)-272-0659
Email: chamberl@uta.edu

Course Assignments and Grading Criteria

Professional Presentation: Planning and Abstract- Due February 18, 11:59 pm, 10%

Description	Evaluative Standard	Possible Points	Your Points
Conference Selection	Conference described- type, length, intended audience Rationale for selection of the conference logical and appropriate for student	10	
Abstract details	Identify the due date, type of submission, and the formatting required for the abstract	10	
Abstract	Appropriate information included. Communicated a message that fit the conference theme	60	
Format	Meets conference requirements for abstract- type of abstracts, headings, length No grammatical errors	20	
		100	

Professional Presentation: Implementation- Due on Second Class Day-15%

Students will be advised whether to do poster or oral presentation based on previous experience. Will be evaluated by the criteria for type of presentation

Poster

Description	Evaluative Standard	Possible Points	Your Points
Title	The poster title is concise, readable, and captures the viewer's attention. The title, authors, and affiliations of the authors are included in a readable format.	5	
Design	The colors and design of the poster are pleasing and not distracting. The layout is visually pleasing. The layout is logical- the viewer can easily follow the ideas being presented. The poster has sufficient open areas (white space).	20	
Readability	The font size, style, and color are readable from a distance of 10 feet. The graphics are large enough to be seen from a distance of 10 feet.	10	
Content	Content is appropriate for the purpose of the poster, complete and accurate, and concisely presented.	30	
Presentation	Presenter able to answer questions about the poster content	20	
Peer Evaluation	Average of peer ratings	15	
		100	

Oral Presentation with Slides or other visuals

Description	Evaluative Standard	Possible Points	Your Points
Title and Background	The title is concise, readable, and captures the viewer's attention. The title, authors, and affiliations of the authors are included. Background image (if used) fits the presentation content Background image stays in the background and does not interfere with readability of text.	10	
Content	Logical presentation Clear message Fits with conference or purpose of presentation	30	
Slide design	No more than 6 bullet points per slides, no more than 6 words per bullet No more than 12 slides total Special effects are used minimally and effectively. Fonts are large and easy to read (No smaller than 28 font) Use no more than 2 types of font per presentation Stick to two colors with a third for accent Font is high contrast against background color. Clip art and graphs are placed close to the related text. Graphic, table, or diagram supports the point being made	20	
Presentation	Clear speaking voice Keeps presentation to time limit Engaging style Does not read the slides	25	
Peer Evaluation	Average of peer ratings	15	
		100	

Manuscript for Publication

One of the most important tools you have as a scholar is writing for publication. The purpose of this assignment will be to write a *scholarly* manuscript suitable for publication. You may utilize a paper or presentation that you have already developed or you may start from scratch. Be sure to browse several scholarly journals for inspiration! A full-length manuscript (generally 15-20 pages double-spaced; see the specific guidelines for the journal you select) should be submitted to the faculty.

Suggested sources for your manuscript:

- Project or paper initiated in one of your previous classes
- Literature review on your research/dissertation interest
- "Hot" scholarly topic
- Relevant topic from non-nursing literature not yet introduced to nursing
- Recent verbal presentation that can be converted to a manuscript

This is a major assignment in the course with grades given for completion of each phase.

Planning Worksheet- Due January 28, 10%

This is not a formal paper. No cover page is needed. Copy the prompts below into a new document as bullet points. You may use phrases, instead of complete sentences, to provide the requested information. Add your name in the header prior to submission.

- Journal you have selected
- Intended audience of the journal
- Rationale for this selection
- Type of paper (clinical, conceptual, policy, research)
- Required format (length, headings, referencing style)
- Main message of the manuscript (desired conclusion for the reader of the manuscript)
- Outline with major sections to be made and supporting points (build the case)

Draft to faculty-Due March 24, 11:50 PM, 10%

Criteria	Possible Score	Your Score
Introduction opens broadly, captures the reader's attention, and presents purpose of the paper.	10	
Background and significance section presents logical case for importance of the topic.	25	
Body of the paper is consistent with previous sections and presents a synthesis of the literature.	35	
Punctuation, grammar, spelling, and sentence structure; Paragraphs have logical flow of ideas	15	
Reference list Correct format for target journal	15	
Total	100	

Review of Peer's Manuscript-10 points, April 7- receive manuscript from peer; April 21- return manuscript with review to peer- 5%

Send a finished manuscript to your designated reviewer. Receive the manuscript you are to review. Review the manuscript using Track Changes and inserting comments as needed. Send the reviewed manuscript to your partner and the instructor.

Evaluation of Peer Review	Possible Points	Your Points
Evidence of detailed, thoughtful review of content	20	
Accuracy of feedback that was provided.	30	
Evidence that formatting, grammar, writing, and APA considerations were included in review	20	
Tone of review respectful and collegial	30	
Total	100	

Complete Manuscript -15%
May 5

Criteria	Possible Score	Actual Score
Cover/title page includes information required by the journal	5	
Title has audience appeal and is descriptive of the article; <12 words	2	
Introduction is engaging <ul style="list-style-type: none"> ○ Aim clearly communicated ○ Organizing sentence is included 	3	
Background and significance section provides strong rationale for the importance of the topic	10	
Review of the literature is comprehensive and relevant to topic. Content of the section builds a logical argument for the conclusion. Information is presented with adequate detail, but without losing the main point being made.	20	
Effective flow of ideas <ul style="list-style-type: none"> ○ Topic sentences appropriately placed ○ Transitions connect one idea to the next 	15	
Relevant, appropriate citations; Research citations were published in 2007 or more recently (majority). Theoretical and landmark citations may be older	15	
Conclusion <ul style="list-style-type: none"> ○ Aim restated ○ Take-away message clearly presented ○ Logical conclusion 	15	
Form <ul style="list-style-type: none"> ○ Appropriate format and style (determined by journal) ○ Grammar (active voice as much as possible; no errors) ○ Spelling & Punctuation correct 	15	
	100	

Quizzes- Due on assigned weeks, 20% of course grade

Short, timed quizzes on the content of each unit
 Will be taken online and open book
 Multiple choice and matching questions

Participation in Discussion Board

15% of course grade

Purpose of the assignment:

- Work collaboratively with peers to develop higher-level thinking skills.
- Develop the skill of scholarly dialogue.
- Demonstrate movement toward the achievement of all course objectives.

A post or message that demonstrates substance contributes to the learning by doing one or more of the following:

- Reflection about meaning
 - Describe thoughtfully what something means or new insights it provides
 - Raise a question as a seed for clarification or further discussion
- Analysis
 - Discuss relevant themes, concepts, main ideas, or relationships among ideas
 - Identify hidden fallacies or assumptions in the reasoning.
- Elaboration
 - Build on ideas of others or ideas found in the readings by adding details, examples, a different viewpoint, or other relevant literature
- Application
 - Provide examples of how principles or concepts can be applied to actual situations, or discuss the implications of theory for practice
- Synthesis
 - Integrate multiple views to provide a summary, a new perspectives, or creative refashioning of ideas
- Evaluation
 - Assess the accuracy, reasonableness, or quality of ideas.

Substantive posts do not have to be long. Not all long posts are substantive nor are all short posts non-substantive. Cite sources as appropriate.

You will be evaluated on your participation each week (Sunday through Saturday). To get full participation points for the week, make your initial substantive post on Sunday through Tuesday. Respond to at least two other students' posts as the week progresses. Weekly scores will be averaged and weighted to be equal to 15% of the course grade.

Weekly scoring of participation

100 points

Made initial substantive post on Sunday through Tuesday

Made at least two additional posts, including at least one Wednesday or later

70 points

Made initial post but only responded once later in the week

Lower points may be given if posts are not substantive

50 points

Made initial post on Sunday through Tuesday, but did not post later in the week OR

Made initial post after Tuesday

Lower points may be given if posts are not substantive

Assigned Readings

- Aaron, L. (2008). Writing a literature review article. *Radiologic Technology*, 80(2), 185-186.
- Alspach, G. (2010). Converting presentations into journal articles. *Critical Care Nurse*, 30 (2), 8-15. doi: 10.4037/ccn2010788
- Baggs, J. G. & Froman, R. (2009). It's b-a-a-a-a-a-ck again: Reprise of Edition 6. *Research in Nursing & Health*, 32, 477-479. doi: 10.1002/nur.20351
- Berg, J. (2005). Creating a professional poster presentation: Focus on nurse practitioners. *Journal of the American Academy of Nurse Practitioners*, 17(7), 245-248. doi:10.1111/j.1745-7599.2005.0041.x
- Brown, H. (2008). View from the frontline: Blogging. *He@lth Information on the Internet*, 61, 9-10.
- Erren, T., & Bourne, P. (2007). Ten simple rules for a good poster presentation. *Public Library of Science Computational Biology*, 3 (5), e102. doi:10.1371/journal.pcbi.0030102
- Happell, B. (2005). Disseminating nursing knowledge- A guide to writing for publication. *International Journal of Psychiatric Nursing Research*, 10(3), 1147-1155.
- Happell, B. (2008a). Conference presentations: A guide to write the abstract. *Nurse Researcher*, 15(4), 79-87.
- Happell, B. (2008b). The responsibility of review: Guidelines to promote professional courtesy and commitment through the peer review process. *International Journal of Psychiatric Nursing Research*, 13(3), 1-9.
- Happell, B. (2009). Presenting with precision: Preparing and delivering a polished conference presentation. *Nurse Researcher*, 16 (3), 45-56.
- Jackson, D., Haigh, C., & Watson, R. (2009). Editorial: Nurses and publications- impact of the impact factor. *Journal of Clinical Nursing*, 18, 2357-2358. doi: 10.1111/j.1365-2702.2009.02927.x
- Johnson, C. & Green, B. (2009). Submitting manuscripts to biomedical journals: Common errors and helpful solutions. *Journal of Manipulative and Physiological Therapeutics*, 32, 1-12. doi:10.1016/j.jmpt.2008.12.002
- King, C. R. (2009). Issues and best practices related to ethical writing and publishing. *Journal of the Association of Vascular Access*, 14(1), 40-45. DOI: 10.2309/java.14-1-7
- MacInnis, D. (2003). Responsibilities of a good reviewer: Lessons learned from kindergarten. *Journal of the Academy of Marketing Science*, 31(3), 344-345.
- Moos, D. D., & Hawkins, P. (2009). Barriers and strategies to the revision process from an editor's perspective. *Nursing Forum*, 44(2), 79-92.
- Ruth-Sahd, L., & King, C. (2006). A diamond in the rough, to a polished gemstone ring: Writing for publication in a nursing journal. *Dimensions of Critical Care Nursing*, 25 (3), 113-120.
- Swann, J. (2009). Writing for publication: Sharing ideas and information. *Nursing & Residential Care*, 11 (4), 2004-2006.
- Wachs, J. E., Williamson, G., Moore, P.V., Roy, D., & Childre, F. (2010). You're a published author. *AAOHN*, 58 (6), 233-236.
- Walker, C. A. (2003). A scholar is what a scholar writes: Practical tips on scholarly writing. *Journal of Theory Construction & Testing*, 7(1), 6-9.