**N5328-003: Theory and Research Application in Nursing**

Fall 2013

**Instructor:** Donelle M Barnes, PhD, RN, CNE

 Associate Professor

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**(use Blackboard or MavMail for all course-related correspondence)**

**Office Hours:** Thursdays, 1 – 4 p.m.

**Time and Place of Class Meetings:**

Fridays; 9 to 11:50 a.m.; Pickard Hall 220

**Description of Course Content:** Integration of theoretical and empirical elements of nursing research with emphasis on proposal development.

**Student Learning Outcomes:**

1. Evaluate clinical and research evidence related to identified clinical problems. (MPO 2)
2. Apply theories and existing evidence to formulate a research question. (MPO 2)
3. Evaluate measurement methods used in nursing research. (MPO 2).
4. Develop a plan for data analysis. (MPO 2)
5. Develop a research proposal related to nursing practice, education, or administration. (MPO 2)
6. Demonstrate ethical decision-making in research. (MPO 2)

**Required Textbooks:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

Any nursing research text book, such as:

Grove, S. K., Burns, N., & Gray, J. R. (2013). The *practice of nursing research: Appraisal, synthesis, and generation of evidence* (7th ed.). St. Louis, MO: Elsevier Saunders.

Houser, J. (2011). *Nursing research: Reading, using, and creating evidence* (2nd ed.). Burlington, MA: Jones & Bartlett Learning.

Polit, D. F., & Beck, C. T. (2012). *Nursing research: Generating and assessing evidence for nursing practice* (9th ed.). Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams & Wilkins.

**Recommended Textbooks:**

Galvan, J. L. (2013). *Writing literature reviews: A guide for students of the social and behavioral sciences* (5th ed.). Glendale, CA: Pyrczak Publishing.

Hacker, D., & Sommers, N. (2011). *A writer’s reference* (7th ed.). Boston, MA: Bedford/St. Martin’s.

Pan, M. L. (2013). [*Preparing literature reviews: Qualitative & quantitative approache*](https://owa.uta.edu/owa/johnld%40exchange.uta.edu/redir.aspx?C=k1SHTwFMH0S8HsVH-8zgSLvcE2j_SdBIGHkOHGHWWWXvvlkJ5DxWArROYWU79OktrMtefOMPFvA.&URL=http%3a%2f%2fwww.amazon.com%2fPreparing-Literature-Reviews-Qualitative-Quantitative%2fdp%2fB002WSVU48%2fref%3dsr_1_1%3fie%3dUTF8%26s%3dbooks%26qid%3d1262204400%26sr%3d1-1)*s* (4th ed.). Glendale, CA: Pyrczak Publishing.

Patten, M. L. (2010). [*Proposing empirical research: A guide to the fundamentals*](https://owa.uta.edu/owa/johnld%40exchange.uta.edu/redir.aspx?C=k1SHTwFMH0S8HsVH-8zgSLvcE2j_SdBIGHkOHGHWWWXvvlkJ5DxWArROYWU79OktrMtefOMPFvA.&URL=http%3a%2f%2fwww.amazon.com%2fProposing-Empirical-Research-Guide-Fundamentals%2fdp%2fB002WSWISK%2fref%3dsr_1_2%3fie%3dUTF8%26s%3dbooks%26qid%3d1262205019%26sr%3d1-2) (4th ed.). Glendale, CA: Pyrczak Publishing.

Patten, M. L. (2012). *Understanding research methods: An overview of the essentials* (8th ed.). Glendale, CA: Pyrczak Publishing.

Pyrczak, F. (2010). *Making sense of statistics: A conceptual approach* (5th ed.).  Glendale, CA: Pyrczak Publishing.

**Course Topics:**

1. Orientation, Overview, & Getting Started
2. Literature Review and Analysis of Evidence
3. Research Problem and Purpose, Research Questions, and Hypotheses
4. Theoretical Framework
5. Research Methods (design, intervention, setting, and sample)
6. Defining & Measuring Research Variables
7. Sampling, Sample Size, and Description
8. Data Collection
9. Data Analysis and Interpretation
10. Ethics of Research

**Assignment’s Requirements:**

**Students must submit all assignments in Blackboard in order to pass the course.**

There are no options for extra credit. Only the assignments listed in this syllabus will earn you credit toward your final course grade.

There is a penalty for late work. Work is considered late if it is received after the scheduled due date and time. **Five percent** will be deducted from the final assignment grade **for each day** the work is late. Graded late work is not guaranteed to be returned at the same time on-time assignments are returned.

**Exception:** If you become ill or have an accident or family emergency and do not believe you can complete an assignment on time, you should phone or email the instructor immediately - BEFORE the due date and time. The instructor may postpone the deadline without penalty, depending on the circumstances. After the due date, points will be deducted for late work regardless of the excuse.

**Methods/Strategies:** Lecture, discussion, active learning activities

**Attendance Policy:** Regular class attendance and participation is expected of all students. Students are responsible for all missed in-class information. You can ask fellow students for information if you must miss a class. Each class attendance (7 meetings) will earn you 2% toward the final course grade. You must be on-time to earn that credit. On-time is defined as arriving within five minutes of the start of class (i.e. 9:05 a.m.).

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials and completing assignments.

**Grading Policy**: All grade calculations will be carried out to two decimal places, and there will be no rounding of final grades. All grades are posted in the Blackboard Gradebook. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Letter grades for written assignments and end-of-course grade:

A = 92.00 – 100 %

B = 83.00 – 91.99 %

C = 74.00 – 82.99 %

D = 65.00 – 73.99 %

F = Below 65.00 %

**Major Assignments:** (see course schedule for due dates/times)

Class Attendance/Participation 14 %

Literature Summary Table #1 10%

Literature Summary Table #2 10%

Literature Review Paper 10%

Theory Paper 20%

Human Subject Protections Certification 6%

Proposal Presentation (oral) 10%

Proposal Paper (written) 20%

### Overview of Assignments for N5328

A key outcome of this course is that students will develop a nursing research proposal for a quasi-experimental study related to nursing practice, education, or administration. The focus of all course assignments will contribute to the development of that proposal. Students will select a clinical problem, select an interventionaimed at that clinical problem, and analyze existing evidence for the intervention related to a specific outcome in a population and setting of interest. The analysis of existing theoretical and research evidence about the intervention and outcome will be used to identify a research problem (gap in the evidence) which will form the basis of a research proposal. **It is essential that you select a clinical problem, intervention, and outcome for your proposal and develop the literature review to support it VERY early in the semester because all course assignments depend on that.**

**OPTIONAL:** If you would like to do so, you can work with a classmate on this course project. Only two students can work together in a group. You must decide by the second week of classes if you are going to work with another student rather than independently. Once you make this decision, you CANNOT change your mind at a later date. You must finish all course assignments together. If you choose this option, you must email the instructor with the name of your co-investigator (classmate) by the second Friday in the semester. The same assignments will be submitted by both members of the team, and you will receive the same grade for each assignment. You can divide up the work however you wish.

**Select a clinical problem** of interest related to nursing practice, education, or administration. The problem needs to be significant to nursing because of its magnitude and because of its impact on patients, families, nurses, and/or society. The clinical problem may relate to individual passion about a clinical dilemma in nursing practice, a clinical agency’s interest in the problem, nurse-sensitive quality indicators, or research priorities/agendas published by professional organizations. Review recent research literature to find primary support for the significance of the problem and to determine what factors are related to or are causative factors for the clinical problem.If the clinical problem does not have documented primary evidence (in the literature) to support its significance (both magnitude and impact), you must pick a different topic/clinical problem.

**Select one intervention:** Review recent theoretical/clinical sources and research literature to determine what interventions have been used to address the clinical problem identified. Select an intervention that is of interest to nurses in your current practice area or to future roles in advanced practice, education, or administration. The intervention must be something done by registered nurses, nurse practitioners, educators, or nurse administrators and/or over which they have **decisional control.** There must also bea **gap in the research literature** about this intervention in relation to the selected clinical problem. This is the intervention which you will propose to test to determine whether it would improve an outcome related to the selected clinical problem of interest.

* If the intervention does not have theoretical and research support (in the literature), you must pick a different intervention.
* If there is already sufficient evidence to support that the intervention works for the clinical problem or outcome in your population, then you must pick a different intervention.

**Select an outcome** **variable** (or at most two variables) based on review of the literature. The outcome selected must be linked theoretically with the clinical problem identified and the intervention selected.

* If the intervention does not have any theoretical linkage with the outcome (in the literature), you must pick a different outcome.

Each student will receive feedback throughout the semester on assignments that build toward the final proposal. The expectation is that students will reflect upon classmate and faculty feedback to revise and refine the proposal as the semester progresses.

**Reference List for N5328 Assigned Readings**

The course reference page available in Refworks contains a listing of articles from the reference list as extra articles/resources that may be of benefit to you. You can access the page by going to RefWorks (after you have signed into the Library using your own UTEID & password). When you get to the login page for Refworks, do not use your own Refworks account info, instead use the course log in information (Login Name = N5328, Password = student). For citations that have the article attached, click on View so that you can download the article to your desktop.

**Research Article Examples** (will be used in class to illustrate research proposal development)

Headley, J. A., Ownby, K. K., & John, L. D. (2004). The effect of seated exercise on fatigue and quality of life in women with advanced breast cancer. *Oncology Nursing Forum, 31*, 977-983. doi: 10.1188/04.ONF.977-983

John, L. D. (2001). Quality of life in patients receiving radiation therapy for non-small cell lung cancer. *Oncology Nursing Forum, 28*, 807-813. Retrieved from <http://www.ons.org/Publications/ONF>

**Literature Review & Research Problem Identification**

Pinch, W. J. (2001). Improving patient care through the use of research. *Orthopaedic Nursing, 20*(4), 75-81. Retrieved from <http://journals.lww.com/orthopaedicnursing/pages/default.aspx>

**Schmelzer, M. (2006a). The critique: A necessary part of scientific inquiry**. *Gastroenterology Nursing, 29*, 324-325. Retrieved from <http://journals.lww.com/gastroenterologynursing/pages/default.aspx>

**Schmelzer, M. (2006b). How to start a research proposal**.*Gastroenterology Nursing, 29*, 186-188. Retrieved from <http://journals.lww.com/gastroenterologynursing/pages/default.aspx>

**Schmelzer, M. (2007). Where is the theory in evidence-based practice?** *Gastroenterology Nursing, 30*, 446-448. Retrieved from <http://journals.lww.com/gastroenterologynursing/pages/default.aspx>

**Schmelzer, M. (2008). The importance of the literature search.** *Gastroenterology Nursing, 31*, 151-153. Retrieved from <http://journals.lww.com/gastroenterologynursing/pages/default.aspx>

Shirey, M. R., Hauck, S. L., Embree, J. L., Kinner, T. J., Schaar, G. L., Phillips, L. A., … McCool, I. A. (2011). Showcasing differences between quality improvement, evidence-based practice, and research. *The Journal of Continuing Education in Nursing, 42*, 57-70. doi: 10.3928/00220124-20100701-01

Stillwell, S. B., Fineout-Overholt, E., Melnyk, B.M., & Williamson, K.M. (2010). Evidence*-*basedpractice: Step by step: Searching for the evidence: Strategies to help you conduct a successful search. American Journal of Nursing, *110*(5), 41-47. Retrieved from<http://journals.lww.com/ajnonline/pages/default.aspx>

**Theory**

Bond, A. E., Eshah, N. F., Bani-Khaled, M., Hamad, A. O., Habashneh, S., Kataua', H., … Maabreh, R. (2011). Who uses nursing theory? A univariate descriptive analysis of five years’ research articles. *Scandinavian Journal of Caring Sciences, 25*, 404-409. doi: 10.1111/j.1471-6712.2010.00835.x

Donabedian, A. (2005). Evaluating the quality of medical care. *The Milbank Quarterly, 83*, 691–729. doi:10.1111/j.1468-0009.2005.00397.x (Original work published 1966, *The Milbank Memorial Fund Quarterly, 44*, 166–2 03).

Kelly, K. C., Huber, D. G., Johnson, M., McCloskey, J. C., & Maas, M. (1994). The medical outcomes study: A nursing perspective. *Journal of Professional Nursing, 10*, 209-216. Retrieved from <http://www.professionalnursing.org/>

Mitchell, P., Ferketich, S., & Jennings, B. (1998). Quality health outcomes model. *Image: The Journal of Nursing Scholarship, 30*, 43-46. Retrieved from <http://journalofnursingscholarship.org/>

Tarlov, A. R., Ware, J. E., Jr., Greenfield, S., Nelson, E. C., Perrin, E., & Zubkoff, M. (1989). The Medical outcomes study: An application of methods for monitoring the results of medical care. *Journal of the American Medical Association, 262*, 925-930. [doi:10.1001/jama.262.7.925](http://dx.doi.org/10.1001/jama.262.7.925)

**Research Design**

Schmelzer, M. (2000). Understanding the research methodology: Should we trust the researchers’ conclusions? *Gastroenterology Nursing, 23*, 269-274. Retrieved from <http://journals.lww.com/gastroenterologynursing/pages/default.aspx>

**Measurement**

Harris, M. R., & Warren, J. J. (1995). Patient outcomes: Assessment issues for the CNS. *Clinical Nurse Specialist*, *9*, 82-86. Retrieved from <http://journals.lww.com/cns-journal/pages/default.aspx>

Mlinar, A., **Schmelzer, M.**, & Daniels, G. (2007). Are your measurements reliable?. *Gastroenterology Nursing, 30*, 382-384. Retrieved from <http://journals.lww.com/gastroenterologynursing/pages/default.aspx>

**Schmelzer, M.**, & Daniels, G. (2007). Measurement tool requirements. *Gastroenterology Nursing, 30*, 136-138. Retrieved from <http://journals.lww.com/gastroenterologynursing/pages/default.aspx>

Stover, M. (2007). Identifying and locating complete psychosocial instruments. *Behavioral and Social Sciences Librarian, 26*(2), 47-61. doi: 10.1300/J103v26n02\_04

**Data Analysis**

Duffy, M. E. (1988). Statistics: Friend or foe? *Nursing & Health Care, 9*, 73-73. Retrieved from Medline.

Schmelzer, M. (2004). Understanding statistics: What is alpha? *Gastroenterology Nursing, 27*, 292-293. Retrieved from <http://journals.lww.com/gastroenterologynursing/pages/default.aspx>

**Ethics**

**Lanter, J. (2006). Clinical research with cognitively impaired subjects: Issues for nurses. *Dimensions of Critical Care Nursing, 25*, 89-92.** Retrieved from <http://journals.lww.com/dccnjournal/pages/default.aspx>

**Schmelzer, M. (2006). Institutional review boards**. *Gastroenterology Nursing, 29*, 80-81. Retrieved from <http://journals.lww.com/gastroenterologynursing/pages/default.aspx>

Sims, J. M. (2010). A brief review of the Belmont Report. *Dimensions of Critical Care Nursing, 29*, 173-174. Retrieved from <http://journals.lww.com/dccnjournal/pages/default.aspx>

## General Guidelines for N5328 Papers

Professional expression of ideas is expected in all work submitted for this class. Any paper that includes errors in grammar, punctuation, format, or expression of ideas that significantly obscure content of the paper will have points deducted.

Students in the MSN program are expected to purchase and use the most recent Publication Manual of the American Psychological Association (APA). The 6th Edition of the *APA Publication Manual* (2010) is to be used in conjunction with the guidelines in this syllabus and instructions given in class to demonstrate correct style and format in all papers (including grammar and punctuation, use of numbers and abbreviations, and citation of sources).

Submitting assignments: Upload all completed assignments to the appropriate area in Blackboard. Before uploading any assignment, save the file using your last name, first initial, and brief assignment name as the file name (Ex: Barnes D Lit rev paper). Before uploading articles cited in the papers, save the articles using the last name of the first author (& additional authors as needed) and publication year (Ex: Headley et al 2004). Do not include any extra punctuation in file names uploaded to Blackboard. **Be sure to upload all needed files before submitting the assignment. The paper you submit for grading is the paper that will be graded.**

Title page: Each paper is to have a formal title page at the beginning of the paper. This page should include the following: Title of the paper, student’s name, name of the course, name of the instructor, and date of completion or submission.

Pagination: Page numbering starts with the title page. Numbering continues through the reference list and any appendices. Arabic (1, 2 etc.) numbers are to be used. Insert page breaks after the title page, before the reference list, and before appendices.

Margins: Margins are to be 1 inch on all sides. Text should be left justified only. This means that the right margin may appear irregular. If a word is too long to be completed on one line, it should not be hyphenated.

Type size and font: Type should be 12 characters per inch. The font should be Times New Roman.

Spacing: Double spacing is to be used for the body of papers with the exception of the final proposal paper. Indent the first line of each paragraph ½ inch using the tab key (not manual spacing).

Punctuation: One space should follow each comma, colon, or semicolon. Insert two spaces after punctuation marks ending sentences. There are specific rules for when and when not to use each punctuation mark. Review the APA Manual for the specific rules (p. 87-96).

Figures and tables: Figures and tables should be inserted into the body of the paper as close as possible to where they are discussed in text (NOT at the end of the paper).

Running Headers: Running headers are recommended but not required.

Headings: Headings within the paper are essential. Grading criteria are helpful in determining appropriate headings for specific assignments. There are specific rules for placement and format of headings. See the APA Manual for further guidance (p. 62-63).

Quotations: It is expected that students will synthesize and paraphrase information obtained from the literature rather than relying on quotes. Quotations should be rare and limited to only that which is absolutely essential. Unwarranted use of quotations will result in deductions from the assignment grade. When more than 5 words in a row are directly taken from another source, it is considered a quotation and must be cited as such. In the rare instance when quoting is absolutely necessary, the words must be enclosed in quotes (or if more than 40 words, displayed as an indented block) and the original author or speaker and page number must be cited. See the APA Manual for how to properly cite quotations. Failure to correctly cite quotations is plagiarism, and this will be reported to the appropriate officials.

Reference citations in text: Every sentence that is not your own original idea must have a citation to a source, even in the introduction to the paper. Any sentence that is not clearly linked to a citation means that you are claiming that idea as your own original idea (if it is not your own idea, then it is plagiarism, and you will not receive credit for that portion of the paper). Sources must be cited during or at the end of each fact, not only at the beginning or end of the paragraph or be clearly linked to a citation in the previous sentence. There are specific guidelines for citing primary and secondary sources in text (including for first and subsequent citations) as well as for personal communications. See the APA Manual for further guidelines. Failure to correctly cite sources is plagiarism, and this will be reported to the appropriate officials.

Reference list: The reference list includes only the references cited within the paper. There are specific guidelines for citation of various types of sources. These guidelines include spacing, commas, periods, capitalization, italicization, and order of elements of the citation. Format your reference list using the hanging indent function in Microsoft Word (in paragraph formatting) rather than manual spacing. Use double spacing within and between references (with the exception of references in the final proposal which should be single spaced with a space between each reference.

**UT ARLINGTON & COLLEGE OF NURSING POLICIES/INFORMATION**

**Drop Policy:** Students may drop or swap (adding/dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After late registration, 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 dropped automatically 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. The last day to drop a course is listed in the Academic Calendar available at [http://www.uta.edu/uta/acadcal.](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://grad.pci.uta.edu/students/forms/masters/> 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 at <http://grad.pci.uta.edu/students/forms/masters/> ) 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 in the UTA Graduate Catalog for additional information concerning withdrawal <http://grad.pci.uta.edu/about/catalog/current/> .

**Census Date: September 09, 2013**

**Last Day to Drop or Withdraw: October 30, 2013**

**Americans with Disabilities Act:**  UTA 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 UTA 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](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:**  It is the philosophy of UTA 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."

As a licensed registered nurse, graduate students are expected to demonstrate professional conduct as set forth in the Texas Board of Nursing rule **§215.8. In the event that a graduate student holding an RN license is found to have engaged in academic dishonesty, the college may report the nurse to the Texas BON using rule §215.8 as a guide.**

**Plagiarism:** Copying another student’s paper or any portion of it is plagiarism. Copying a portion of

published material (e.g., books, journals, electronic sources) 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 in quotes 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 of 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 UTA Central Library via <http://library.uta.edu/plagiarism/index.html>.

**Student Support Services Available**: UTA 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](http://www.uta.edu/resources) for more information.

**Electronic Communication Policy:** UTA has adopted MavMail as its official means to communicate with students about important deadlines and events as well as to transact university-related business. **All students are assigned a MavMail account and are responsible for checking the inbox regularly.** There is no additional charge to students for using this account, which remains active even after graduation. For information about activating/using MavMail: <http://www.uta.edu/oit/cs/email/mavmail.php>.

 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.

Students are responsible for having a functioning computer and being familiar with its use. For example, papers must be written in Word software (presentations in Powerpoint) and uploaded into Blackboard. You must be able to open documents in Word, power point presentations, and other files. If you have difficulty with your computer, it is your responsibility to problem-solve that issue. You may always phone or email the Help Desk in the UTA Library at 817-272-2208, or you can email them at helpdesk@uta.edu

Blackboard and UTA email should be checked at least every other day except weekends and holidays. In general, faculty will check Blackboard and UTA email daily with the exception of weekends and holidays. An immediate response to emailed questions is not guaranteed, particularly within the 48 hour window before an assignment is due or on weekends or holidays.

The discussion board should be viewed as a public and professional forum for course-related discussions. The tone of postings should be professional in nature. Although constructive discussion and feedback is important in a learning environment, 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 Main Discussion Board. Refer to UTACON Student Handbook for more information.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UTA’s efforts to solicit, gather, tabulate, and publish student feedback data are required by state law; student participation in the SFS program is voluntary.

**Librarian to Contact: Antoinette Nelson**, *Nursing Librarian*

Phone: (817) 272-7433

E-mail: nelsona@uta.edu

[**http://libguides.uta.edu/nursing**](http://libguides.uta.edu/nursing)

**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](http://www.bon.state.tx.us)

**Student Code of Ethics:** UTA 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 available online at: <http://www.uta.edu/nursing/msn/msn-students>

**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.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which are located at the three corners of this triangular building (Pickard Hall). When exiting the building during an emergency, you should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

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**N5328-003**

**Fall 2013 Schedule**

**Fridays; 9 to 11:50 a.m.; PKH 220**

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| **Date** | **Classroom Topics**  | **Assignments Due** |
| **Aug. 23****Classroom** | 1. Orientation, Overview, & Syllabus2. Clinical Problem Identification3. Literature Review 4. Review Literature Summary Tables #1 and #2 Criteria5. Active Learning: Discuss topic areas of interest | Review this week’s topics in research textbookIdentify topic area for proposal  |

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| **Aug. 30****Online** | 1. Research Problem Identification2. Developing Background/Significance | Read Lit Review articles (see list in syllabus, p. 4-5).Discussion online in Bb as needed |
| **Sept. 6****Classroom** | 1. Active Learning: Discuss progress on problem identification2. Research Purpose, Research Questions, & Hypotheses.3. Review Lit Review Paper Criteria  | Review this week’s topics in research textbook **Literature Summary Table #1 (with copies of articles) DUE by 5 p.m.** (to Blackboard) |
| **Sept. 13****Online** | Individual consultation via email | **Literature Summary Table #2 (with copies of articles) DUE by 5 p.m.** (to Blackboard) |
| **Sept. 20****Classroom** | * Theoretical Framework
* Defining & Measuring Research Variables:

 Conceptual & Operational Definitions* Review Theory Paper Criteria
* Active Learning Activities:
	+ Discuss Theory and Theory Application articles
* Chocolate Chip Cookie Study
 | **Lit Review Paper (with copies of articles) DUE by 5 p.m.** (to Blackboard)Review this week’s topics in research textbookRead Theory, Theory Application, and Measurement articles |

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| **Sept. 27****Online** | * Discuss purpose statements, research questions, and hypotheses
* Discuss tables of concepts & variables
* Discuss definitions of variables
 | Online discussion as needed |
| **Oct. 4****Classroom** | 1. Research Methods/Design2. Sampling Sample Description Sample Size Calculation | **Theory Paper DUE (with copies of articles) by 5 p.m.** (to Blackboard)Review this week’s topics in research textbookRead Research Design articles |
| **Oct. 11****Online** | Collecting and Managing Data | Review this week’s topics in research textbook.Sign up for meeting Oct. 25 or Nov. 1 with instructor |
| **Oct. 18****Classroom** | Statistical Analysis Techniques Review Human Subjects Protections,Proposal Presentation Criteria (oral), and Final Proposal Criteria (written)  | Read Data Analysis article |
| **Oct. 25****Online** | Individual meetings with instructor to discuss proposal (via telephone) | Be prepared to discuss progress on proposal development with Instructor |

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| **Nov. 1****Classroom** |  Individual meetings with instructor to discuss proposal (in office 521) | Be prepared to discuss progress on proposal development in Instructor’s office |
| **Nov. 8****Online** | Ethics of Research* Informed Consent
* Protection of Human Subjects
 | Complete UTA’s Human Subjects Protection training modules. **Human Subjects Protections Certificate** **DUE by 5 p.m.** (in Blackboard) Read Ethics articles |
| **Nov. 15****Classroom** | Proposal Presentations in class | **Proposal Presentations (oral) DUE****(PowerPoint & copy of measurement instruments by 8 a.m.;** in Blackboard.) |
| **Nov. 22****Classroom** | Proposal Presentations in class | **Proposal Presentations (oral) DUE****(PowerPoint & copy of measurement instruments by 8 a.m.;** in Blackboard.) |
| **Dec. 4****(Wed)** |  | **Final Proposal (written) due by 5 p.m. in Blackboard** |