**NURS 5366 Principles of Research**

**Fall, 2015**

**Instructor: Michael Young, Ph.D.**

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**Faculty Profile:** [**https://www.uta.edu/mentis/public/#profile/profile/view/id/11413**](https://www.uta.edu/mentis/public/#profile/profile/view/id/11413)

**Office Hours:** By appointment, request by email

**Course and Section:** NURS 5366, Section 004

**Time and Place of Class Meetings:** We are scheduled to meet on Thursdays from 2pm to 4:50pm in Pickard Hall, Room 554. The room may change; if so I will email everyone. First class day is August 27. Last class day is December 3. We will not meet face-2-face on November 12, or November 26 (Thanksgiving). My schedule for the fall is not entirely set, so there may be a few other Thursdays we may not meet face-2-face. I will let you know as far ahead as I can. Regardless of whether we meet face-2-face or not, materials for each week will be posted on-line using Blackboard discussion.

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

**Student Learning Outcomes:** By the end of this course, the students should be able to:

1. Conduct a critical review of research literature

2. Apply theories and existing evidence to formulate a research question

3. Evaluate measurement methods used in research

4. Critically examine factors that represent threats to internal and external validity and take the necessary steps to reduce threats to internal and external validity.

5. Explain the various types of research designs.

6. Develop a plan for data analysis, including selection of appropriate statistical tests and demonstration of ability to interpret results.

7. Apply sound research principles in critically evaluating research reports and proposals.

8. Develop a research proposal related to some area of nursing/health promotion

9. Discuss a variety of ethical dilemmas in human subject research.

**Course Prerequisites:**

Graduate standing

**Textbook and Other Course Materials**

There is no required textbook for the course. We will cover a lot of information, but will not use a specific text as a reference. Many students, however, want a book to which they can refer if they want additional information about topics covered in the course, beyond the material that I will supply to you. There are a host of research methods texts available. I have not found a nursing research methods book with which I am happy or can recommend. A nursing text that I do have on my shelf – understand that I am not fond of this one either – but the examples used will be from nursing is The Practice of Nursing Research. Susan Grove is the lead author. A book that I do like, with examples that may be a better fit for the kinesiology side of the college, than for nursing, is Research Methods in Physical Activity. Jerry Thomas is the lead author.

\*American Psychological Association (2010). Publication Manual of the American Psychological Association (6th edition) , Washington, D.C. It is not required that you purchase this, but since your proposal is expected to be in APA style, and probably every Nursing course you take will want you to use APA style, you may want to have access to a copy of the APA stylebook.

\*You will also be expected to read lectures, articles, discussions, and power points posted to blackboard. See course schedule. Sometimes students might also be asked to locate articles on a given topic.

\*If you do not already have a Qualtrics account through the College of Nursing, get one. There is no cost to you. Go to:

[www.utanursing.qualtrics.com](https://owa.uta.edu/owa/meyoung%40exchange.uta.edu/redir.aspx?C=CrVvanQShke91Z_1IJ81M8zv0zfN4dBIfuZCM4mMgrDsnSPMy7AeIQmKNp3qz08lCS_3jHAyuOc.&URL=http%3a%2f%2fwww.utanursing.qualtrics.com)

**Other documents that may be helpful to you – none are required.**

Refworks Bibliographic Management Tutorial - found at

<https://www.refworks.com/Refworks/login.asp?WNCLang-false>

You can do the tutorial and sign up for your own account (if you don’t already have one). The UTA account is RWUTArlington

Pan, M. Ling (2008). Preparing Literature Reviews: Qualitative and Qualitative Approaches (3rd ed). Glendale, CA: Pyrezak.

Girden ER. (1996). Evaluating research articles from start to finish, Sage Publications, Thousand Oaks.

Hacker D, Sommers N. (2010). A writer’s reference (7th ed.), Boston, MA: Bedford/St. Martin’s.

**Teaching Methods/Strategies**

Lectures, class discussion, discussion board via Blackboard, learning activities

**Tentative Topic Schedule (Course Content)**

This is a nursing research course. As such, we will deal with a number of issues related to planning, conducting, and reporting research of interest to nurses.

**Part One:** What is research? We will discuss how it is we come to know, the research process, the scientific method, different types of studies, and the use of theory in research.

**Part Two:** Developing the research proposal. Developing a proposal is like developing a game plan or a business plan. In this case the researcher uses the research literature to build a case for his/her study –using the strengths, overcoming the weaknesses, avoiding the pitfalls of previous work, to address gaps in knowledge and make a contribution to the literature.

**Part Three:** Research ethics. Much of our work in nursing research involves the use of human subjects. How do researchers protect the rights of subjects? We will also address obtaining IRB approval, as well as ethical issues in conducting research, and in writing/publishing.

**Part Four:** Research design –reducing threats to internal/external validity. Studies should be designed in a way that will allow the researcher to attribute outcomes (or lack of outcomes) to the intervention. Researchers should be able to generalize results. Sampling issues will be addressed. Developing survey instruments, and both conducting cross-sectional and experimental studies will be addressed.

**Part Five:** Data Analysis/Statistics. Statistics are the tools of the trade. In this section, we will discuss the selection of appropriate statistical tests and their interpretation of the results of statistical tests. This includes both descriptive and inferential statistics.

**Part Six:** Qualitative research. Not the number crunching – but that aspect of research that can provide a richness/fullness to the data. Sometimes described as putting the meat on the bones.

**Part Seven:** Presenting and Publishing. It is not enough to conduct a study. Researchers must disseminate their results. This is done by presenting results at professional meetings and publishing in professional journals.

**Class Schedule**

 **Each week starts on a Monday. I will post materials the Sunday before. Generally discussion questions and other assignments are due on the following Saturday by 2p.m. We will not meet face-2-face September 24, November 12, or on Thanksgiving (November 26). My own schedule is a bit uncertain at this time, so there may be other weeks that we do not meet. I will let you know as soon as I know.**

Week 1 & 2 – August 24 (meet face-2-face on Thursday, August 27and September 3) Introduction to the course; What is research?

Week 3 – September 7 (meet face-2-face September 10

Developing the proposal/ Reviewing the literature

Week 4 – September 14 (meet face-2-face on September 17)

 Threats to internal validity/Design issues

Week 5 – September 21 (do not meet face-2-face this week)

Sampling techniques/External validity (faculty research assignment due Sept 26)

Week 6 – September 28 (meet face-2-face on October 1)

 Levels of measurement Descriptive Statistics

Week 7 – October 5 (meet face-2-face on October 8)

 Statistical Inference/Probability – Exam 1 this week

Week 8 – October 12 (meet face-2-face on October 15)

 Chi-Square/t-test - Student Powerpoint Presentations due

Week 9 – October 19 (meet face-2-face on October 22)

 Analysis of Variance (1 & 2 way) – Ask questions (written)

Week 10 - October 26 (meet face-2-face on October 29)

 – Student Class Presentation - Ask Questions/Responses in class

Week 11 – November 2 (meet face-2-face on November 5)

 Correlation, cronbach’s alpha, multiple regression, Student Presentations – Responses (written)

Week 12 – November 9 (do not meet face-to-face this week)

 Logistic regression, factor analysis,

Week 13 – November 16 (meet face-2-face on November 19)

 Ethics in research – IRB and publication issues

Week 14 – November 23 (do not meet face-2-face this week)

 Qualitative research, proposal issues

Week 15 – November 30 (meet face-to-face on December 3)

 Review of semester material

Proposals due December 5

Final Exams begin December 12

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Michael Young.*

**ASSINGNMENTS & GRADING SCALE**

**Assignments**

Participation/quiz/short assignments (60 points)

Exams (300 points)

Research proposal (100 points)

Research article/Student presentation/questions/responses (61 points)

Faculty research (10) points

Total points possible - 531

**Grading Scale** – 531 points possible

 A – must earn at least 478 points

 B – must earn at least 425 points

 C – must earn at least 372 points

 D – must earn at least 318 points

 F – below 318 points

**Participation/short assignments (60 points)** – You may earn up to three points per week for participation (total 45 points) and potentially another 15 points for short assignments. You do this by making meaningful posts to the discussion board. If there are multiple discussion items some weeks, resulting in more than 45 points possible, then every point earned above 45 is, in effect, extra credit. In addition you may also respond to another student’s post. To get credit posts need to be more than “me too” “how about them Mavs” etc. Sometimes such comments are appropriate, but don’t expect to get points for them. Sometimes there will be a single correct answer - other times not. Generally, your post needs to be at least three lines in length. More than that, you should have something to say. Your post needs to reflect some degree of preparation – and perhaps give some indication you have read the material on which the question is based. Since these posts are on-line you have the luxury of thinking about the question, looking up relevant material, and taking time to develop a thoughtful response. There will also a few quizzes and other short assignments totaling at least 15 points.

 **Exams (300 points)** – You may earn up to 300 points for the semester from your scores on exams. There will be one midterm exam, worth 100 points and a comprehensive final worth 200 points.

**Research proposal (100 points)** – Guidelines for this assignment appear below.

**Research article (Total 61 points)** –

**Powerpoint presentation**. Students will select a published research article, then develop a power point based on the article (20 points). The idea is to have something that could be used in a poster presentation – 14-16 sides. There will be several examples posted. Students will post these, and a copy of the article, no later than October 17 (20 points).

**Questions** –written. Students will ask a meaningful question of at least 10 of the other students concerning their presentation. Don’t ask the same question of multiple students. Students will post these no later than the week of October 24 (15 points).

**Questions/Answers** – face-to-face. Students will answer questions about their presentation in an in-class setting. any question asked concerning the presentation in a face-to-face setting. On October 29 we will be meeting face-to-face and students will also answer questions about their presentation in class (10 points)

**Answers** – written. Students will respond in writing to at least four student questions and an instructor question, if asked. Students will post these no later than the week of November 3. (16 points).

**Faculty Research (10 points)** – Students can meet this requirement by: (1) interviewing a **current full-time** UTA nursing faculty member and reporting on their “research philosophy” and their current work or (2) finding a published research article by a **current full-time** UTA nursing faculty member (on which the faculty member is first or second author) and provide a summary of the article, including one thing from the article that was a particular interest to the student. The full-time UTA nursing faculty member you select must hold a Ph.D., have at least one published research article. You may not use the faculty article you select for your presentation of a research article (above assignment). Due September 26.

 I don’t want everyone reporting on the same faculty member or the same article. In fact what I want is only one student per faculty member interview and one student per faculty article. If I have more than one person reporting on the same faculty member or article then only the first one posted gets credit. So – it looks to me that people should probably use the discussion board to stake their claim to a particular faculty member or article.

**COURSE POLICIES AND REQUIREMENTS:** Reading Assignments - Students are expected to complete all readings in order to participate in discussions and activities and to do well on exams.

 **Class Assignments:** Class assignments must be submitted on or before the designated due date. I reserve the right to not accept late work or to deduct a substantial percentage of the value of the assignment for not meeting the deadline, if I do decide to accept late work.

 **Exams:** There will be one midterm exam, plus a comprehensive final. At this point I anticipate they will be taken on-line. If that turns out to be the case, they will be open book/open note exams. Students may use whatever materials they might have available to develop responses and answer questions. They are, however, to work alone. This is not a group project with other students, nor are you allowed to call in Uncle Billy or Cousin Susan to serve as a consultant. It’s all you. The schedule will show you the time frame in which the exams will be available. It will also show you the amount of time you have to take the exams. If you have to look up all of your answers you will not have enough time to complete the exam. Prepare well, so you don’t need to use a text book. You only have one opportunity to take a given exam. If you fail to take an exam during the time it is scheduled, you will receive a score of zero for that exam.

 **SOME GUIDELINES FOR THE DEVELOPMENT OF THE RESEARCH PROPOSAL:** This is the major assignment for this course. There is no obligation to actually conduct the study you propose, but students sometimes use the proposal for this course as the proposal for a study they do plan to conduct – as in an independent research project, a thesis, or a project with a faculty member. The proposal should provide a rationale for the study, including a critical review of the research literature, as well as a detailed methods section. If a questionnaire is to be used in the study, then a draft copy of the questionnaire should be included. Many students find the Writing Center to be of help in developing their proposal. I encourage you to use them. Additional guidelines:

(1) Topic - Narrow the topic. I don’t want to see a proposal dealing with “the health effects of smoking.” A study dealing with the effects of a parent-child take home program for fifth graders in preventing the initiation of cigarette smoking, is an example of a proposal dealing with smoking, but with a more focused scope;

(2) Appearance – Neatly typed, using APA style for citations and references. There are a number of different styles used, but for this paper use APA;

 (3) Provide adequate coverage of the topic – (or how long should this be?) – Your paper should have at least 10 full pages of text, double spacing everything (not more than double spacing anywhere), 12 point font, with one inch margins. Cover page, abstract, references, tables, budget do not count as text.;

 (4) References – Include references to relevant literature that will allow you to make the case for your study. For the purpose of this assignment, include at least 20 references on a separate reference page(s). It is anticipated that these will be references to articles in scholarly/professional journals (for example, The Journal of Nursing Research, Journal of Sex Research, Cancer Nursing, American Journal of Health Education, Nursing Research, American Journal of Health Education, American Journal of Health Behavior). The actual journals and articles cited will depend on your topic. Cite all references. Reference all citations. References should be recent; generally within the last five –eight years – unless you are using the reference to provide historical context, it is a highly acclaimed work, or was written by your instructor ☺. Cite all references. Reference all citations. Don’t over rely on one or two sources. Someone might have one citation to each of 19 references, and 33 citations to the 20th reference – that’s not what I want. Also keep in mind that 20 references is not the maximum number allowed. It is the minimum number expected;

(5) Organization – Regardless of the type of paper one develops, one way for writers to organize their material is to identify the main points they wish to convey, and for them to use these points as major headings in the paper. Then use these headings to guide the presentation of material. For a research proposal the major areas will probably be: introduction, review of literature, and methods. You will probably want to use additional headings within each of these sections to organize your material;

(6) Content/Critical Review/Identification of Knowledge Gaps – The idea is to set the stage for your study. You do this by helping the reader understand what is known about the problem you are attempting to address. What has previous research found? What are the strengths and weaknesses of previous works? What are the gaps in knowledge? How can you capitalize on the strengths of previous work, overcome weaknesses/avoid pitfalls to develop a study that addresses gaps in knowledge and makes a contribution to the literature? In writing proposals (and manuscripts) questions authors must address are - why this study is important? Why should anyone care about your study or your findings?

(7) Grammar, spelling, punctuation – Make good use of grammar, use correct spelling (use spell check, but do more than spell check. Spell check may show that your spelling of the word “sex” was correct, when the word you had intended to use was “six;”

(8) Synthesis – Your job is to take material you have gathered from a variety of sources and to use it to create a new document. This should not be a paper in which the first page comes from article number 1, and the second page comes from article number 2, etc. or a paper that is choppy, because this material came from here and that material came from there. The idea is to create a paper that is yours, one that flows, or as some people have said – one that reads like an interesting, well-documented, story. This is more than a story. It is your research plan.

**Scoring Rubric for the proposal –** there is no rubric other than the guidelines I have provided above. If you follow them, you will score well; if you don’t follow them you won’t.

**More on Citations/Literature**

**Examples of citing material**

A recent study of nursing students completed at the University of Texas-Arlington found that the way in which students rated another person as to selected character traits and desirability as a patient varied by whether the person was described as 25, 50, or 75 years old and whether the description was of a man or of a woman. A woman was judged to have more positive character traits if she was 75 than if she was 25 or 50, but was also judged to be the least desired patient; the 75 year old men rated barely better as a patient. Men, regardless of age, were judged less positively as to character, but more desirable as a patient. In fact the 25-year old male was rated the least positive as to character (when compared to the other two age groups for males and all three ages for women) but was also judged to be the most desired patient. The authors indicated the study may be evidence of a discriminatory attitude toward older adults, and a perception that in general males are viewed as character deficient (Young, Penhollow, & Smith, 2014).

Several researchers have examined the impact of changing abortion laws from parental notification to parental consent. In each instance researchers found a drop in legal abortions, an increase in births to teens, and an increase in child abuse (George & Jones, 2009; Smith, 2010; Tina & Nelson, 2015).

A recent study by Smith and Wesson (2013) found descriptions of women, that included information that they sometimes provided condoms to their male partners in sexual situations, were rated unfavorably on a number of variables, when compared to the same descriptions, with the condom information omitted. Descriptions of men that included information that they provided condoms in sexual situations, however, were rated much more favorably than the same descriptions without the condom information.

 In each case the students described the study in his/ her own words, but also cited the article(s). The citation should correspond to an article listed in the references. All references should be cited. All citations should be referenced.

A literature review should not simply report, “These researchers found this, and those researchers found that.” Ideally, there will be some commentary on the research. For example in the condom study, reported above, the student might indicate – “A strength of the study was participants were randomly assigned to one of six scenarios. The results may not apply to condom use in general, however, because – (1) all participants were college students; perceptions may differ among different age groups and people of similar age who are not in college, (2) A large percentage of the participants were Hispanic; their perceptions may differ from those of other ethnic groups; (3) The study is concerned with initiating condom use in a hooking-up situation; perceptions may differ concerning condom use in on-going relationships.”

**TOPICS FOR THE RESEARCH PROPOSAL:** The proposal must be health/nursing related. My preference is that it address some aspect of health behavior. This is not a report on the status of a problem, an analysis of an article, or a philosophical thought piece. You are proposing a research study. The study may be experimental or a one time survey. It may deal with the effects of a school-based program for young people, a community program for older adults, the effects of simulation training for nurses on patient outcomes, or anything in between. I suspect most proposals will involve the collection of data from human subjects, but that is not an absolute requirement. Regardless of your topic, however, you need to show how your proposed study will bridge a gap in knowledge and potentially make a contribution to the literature.

**Grade Grievances**: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

**Expectations of Out-of-Class Study:** 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 on their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Attendance Policy: I encourage you to attend and participate in all class meetings. The only class meeting you are required to attend, however, is October 29 when students give a brief presentation and answer questions. This activity is worth 10 points. Students who do not attend and participate will receive a score of zero on the assignment.**

**CONHI - language**

**Drop Policy:** 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 Office of Financial Aid and Scholarships at <http://www.uta.edu/fao/>  .  The last day to drop a course is listed in the Academic Calendar available at <http://www.uta.edu/uta/acadcal.php?session=20146>

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 last day to drop may, receive a grade of W. Students dropping a course must:

(a)  Contact your graduate advisor to obtain the drop form and further instructions before the last day to drop.

**Census Day: September 14, 2015**

 **Last day to drop or withdraw: November 4, 2015 by 4:00pm**

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

**Title IX:** The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php). For information regarding Title IX, visit [*uta.edu/titleix*](http://www.uta.edu/titleix/).

**Academic Integrity:**  All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted.

Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with the University policy, which may result in the student’s suspension or expulsion from the University.

"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 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 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 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/plagiarism/index.html>

**Student Support Services**:UT 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. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Student Success Faculty:** In order to assist masters nursing students who are at academic risk or who need academic support, there are graduate faculty members available to you. The goal of the success faculty members is to support student achievement in masters-level coursework so students can reach their educational goals. Students may contact a success faculty member directly, or a course instructor may encourage you to contact a success faculty member.

The success faculty in the MSN Program:

Dr. Donelle Barnes is available as a writing coach to assist students in the MSN Core courses; theory, research, and evidence based practice. Since these courses are writing intensive, Dr. Barnes can help students improve the clarity and organization of their written papers. She can be reached via email: donelle@uta.edu.

Dr. Mary Schira is available as a success faculty to assist with diverse resources that may include study skills, testing challenges/approaches, managing multiple responsibilities, and addressing personal issues impacting academic performance.   Course content challenges may also be addressed, with referral to additional resources as indicated.  Dr. Schira can be reached via email:  schira@uta.edu.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. **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. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

If you are unable to resolve your issue contact the Helpdesk at helpdesk@uta.edu.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**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. When exiting the building during an emergency, one 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 individuals with disabilities.

**Librarian to Contact:**

|  |  |  |
| --- | --- | --- |
| Peace Williamson – 817-272-6208peace@uta.edu | Lydia Pyburn – 817-272-7593llpyburn@uta.edu | Shawn Lee – 817-272-5352 |

Research Information on Nursing:

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

Library Home Page [http://www.uta.edu/library](http://www.uta.edu/library%22%20%5Ct%20%22_blank)

Subject Guides [http://libguides.uta.edu](http://libguides.uta.edu" \t "_blank)

Subject Librarians [http://www.uta.edu/library/help/subject-librarians.php](http://www.uta.edu/library/help/subject-librarians.php%22%20%5Ct%20%22_blank)

Database List [http://www.uta.edu/library/databases/index.php](http://www.uta.edu/library/databases/index.php%22%20%5Ct%20%22_blank)

Course Reserves [http://pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do%22%20%5Ct%20%22_blank)

Library Catalog <http://uta.summon.serialssolutions.com/#!/>

E-Journals <http://pulse.uta.edu/vwebv/searchSubject>

Library Tutorials [http://www.uta.edu/library/help/tutorials.php](http://www.uta.edu/library/help/tutorials.php%22%20%5Ct%20%22_blank)

Connecting from Off- Campus [http://libguides.uta.edu/offcampus](http://libguides.uta.edu/offcampus%22%20%5Ct%20%22_blank)

Ask A Librarian [http://ask.uta.edu](http://ask.uta.edu/%22%20%5Ct%20%22_blank)

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: [http://www.uta.edu/library/services/distance.php](http://www.uta.edu/library/services/distance.php%22%20%5Ct%20%22_blank)

The subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit [http://libguides.uta.edu/os](http://libguides.uta.edu/os%22%20%5Ct%20%22_blank) and [http://libguides.uta.edu/pols2311fm](http://libguides.uta.edu/pols2311fm%22%20%5Ct%20%22_blank) .