**Principles of Research in Nursing**

**The University of Texas at Arlington**

**College of Nursing and Health Innovation**

**N5366-001**

**Fall, 2016**

**Instructor:** Cheryl Anderson RN, PhD, CNS

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Faculty Profile: <http://www.uta.edu/mentis> C. Anderson

Office Hours**:** Tuesday 11-1:30 pm

**Section Information:** N5366-001

**Time and Place of Class Meeting** Pickard Hall, room 205, Tuesday class (section 001), 2-4:50 pm

**Description of Course Content:** Integration of theoretical and empirical principles of nursing research to generate evidence for nursing practice.

**Student Learning Outcomes:**

1. Discuss the research process.
2. Evaluate clinical and research literature to identify gaps in knowledge.
3. Integrate theories and existing research evidence to formulate a research question.
4. Evaluate measurement methods used in nursing research.
5. Develop a plan for data analysis.
6. Demonstrate ethical principles in planning research.

7. Articulate clinical and research evidence related to identified clinical problems.

**Required Textbooks and Other Course Materials:**

Grove, S., Burns, N., & Gray, J. (2013). *The practice of nursing research: Appraisal, synthesis, and generation of evidence* (7th Ed.). St. Louis, MO: Elsevier. ISBN- 978-1-4557-0736-2.

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| Grove, S.K., & Cipher, D.J. (2016). *Statistics for nursing research: A workbook for evidence-*  *based practice* (2nd Ed.). St Louis, MO: Saunders.ISBN: 978-1-4160-0226-0 |
| American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: Author. ISBN: 978-1-4338-0561-5**Recommended Textbooks**Burns, N., & Grove, S. K. (2009). *Study guide for the practice of nursing research* (6th Ed.). St. Louis, MO: Saunders. ISBN: 978-1-4160-6108-3Salkind, N. J. (2004). *Statistics for people who think they hate statistics* (2nd Ed.). Thousand Oaks, Calif: Sage. ISBN: 076192776X |

**Descriptions of major assignments and examinations (see class calendar for due dates):**

1. Critique of research briefs (2 @ 10 points each) 20 points

2. Midterm examination 25 points

3. Research proposal 25 points

 Literature review, theory, problem statement, purpose prepared by sections, to be

 Hypothesis/research questions, design reviewed in class

 Sampling strategy, measurement tools

 Data Collection

 Data analysis, relevance to practice

4. Statistics (Study Questions) 5 points

5. Final examination/statistical applications 25 points

Critique of research process (steps) by review of two research briefs (a concise report of a study usually 3-4 pages in length)-identify gaps in knowledge (problem statement), purpose, existing research and theory used to formulate hypotheses/research questions, design, sampling strategies; evaluate measurement methods and data collection procedures and ethics; and plan of data analysis (statistical appropriateness) (use Research Brief exercise guide provided as template)

Midterm examination- testing over information presented in class and in textbook to date

Research proposal- Paper discussing how you would develop a research study of your choice to include comments on all steps of the research process, such as literature review, problem statement, purpose, hypotheses/research questions, design, sampling strategies, instrument evaluation, data collection methods, consent process, and plan of data analysis (see Blackboard for example of a research proposal) Proposal will be developed over the semester by completion of assignments # 1-8 (pg. 13) with one final product due at end of course incorporating all previous work. The proposal will be done by a “research team” of three or four peers. Sections will be discussed in class. A different topic per research team is required.

Statistics- Statistical Exercises in workbook- Students will complete assigned Statistical Exercises noted in class schedule. Studentwill complete the **“STUDY QUESTIONS”** s**ection** **only and review the answers after completion from the workbook. Your corrected version will be turned in on the day of the final exam as indicted in the class schedule.** Content may be included in the final exam. Use these as study guides.

Final examination- multiple choice exam testing knowledge of suitability of statistics to selected research studies/situations, sampling methods, and short essay as relates to critique of research brief.

**Attendance Policy: Attendance:** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have decided that class attendance is extremely important and strongly encouraged. Therefore, regular class attendance and participation is expected of all students. Students are responsible for all missed course information.

**Grading Policy:** 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.

Course Grading Scale

A = 90 to 100

B = 80 to 89

C = 70 to 79

D = 60 to 69 – cannot progress

F = below 59 – cannot progress

**Make-up Exams:** Please contact your faculty for approval.

**Test Reviews:** A brief test review will be held in class as time permits. All students are invited to visit and discuss their exam individually in my office. Any student making a grade under 80 on any assignment, please make an appointment with me to discuss individually.

**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.

**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.

 http:// catalog.uta.edu/academicregulations/grades#graduatetext For student complaints, see <http://www.uta.edu/deanofstudents/student-complaints/index.php>.

**CONHI-language**

**Drop Policy: {On campus students only}** 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=20166>

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:

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

**Census Day: September 12, 2016**

**Last day to drop or withdraw: November 2, 2016 by 4pm**

**Disabilities Accommodations:**  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),* *The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* 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. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may have caused diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. 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).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *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)*.*

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///C%3A%5CUsers%5Colivier%5CAppData%5CLocal%5CTemp%5Cjmhood%40uta.edu).

**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. Additional information is available at <https://www.uta.edu/conduct/>.

"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 <http://www.uta.edu/universitycollege/resources/index.php>

**The English Writing Center (411LIBR)**: The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

**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:** The University of Texas at 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 face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online 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 via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** For semester-long courses**,** 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.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**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 (northeast corner of building). 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. See Emergency/Fire Evacuation Procedures ([https://www.uta.edu/policy/procedure/7-6)](https://www.uta.edu/policy/procedure/7-6%29)). To subscribe to the MavAlert system that will send information in case of an emergency to cell phones or email accounts subscribe at <https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>

**Librarian to Contact:**

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| **Peace Williamson**Phone: (817) 272-6208E-mail: peace@uta.edu | **Lydia Pyburn** 817-272-7593llpyburn@uta.edu | **Heather Scalf**817-272-7436scalf@uta.edu | **Kaeli Vandertulip**817-272-5352Kaeli.vandertulip@uta.edu |

Contact all nursing librarians:

library-nursing@listserv.uta.edu

**Helpful Direct Links to the UTA Libraries’ Resources**

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| Resources  |

Research Information on http://libguides.uta.edu/nursing

Nursing

Library Home Page <http://library.uta.edu/>

Subject Guides <http://libguides.uta.edu>

Chat with the Librarians <http://ask.uta.edu>

Database List <http://libguides>.uta.edu/az.php

Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>

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

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

Library Tutorials [library.uta.edu/how-to](http://library.uta.edu/how-to)

Connecting from Off- Campus <http://libguides.uta.edu/offcampus>

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| Academic Plaza Consultation services | [library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza) |
| Study Room Reservations | [openroom.uta.edu/](http://openroom.uta.edu/) |

In addition to providing the general library guide for nursing (<http://libguides.uta.edu/nursing>), we can put together course specific guides for your students.  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> and <http://libguides.uta.edu/pols2311fm> .

**Please contact Kaeli if you would like this for your course.**

**Course Schedule.** Your course schedule to follow contains dates for all major work to be completed. “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. “

[Academic Calendar](http://www.uta.edu/uta/acadcal.php) (consult for last day to drop, etc.).

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**UTA College of Nursing and Health Innovation--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 Dr. Mary Schira, Associate Dean- Department of Advanced Practice Nursing. The complete policy about encumbered licenses is available online at: [www.bon.state.tx.us](http://www.bon.state.tx.us)

**MSN Graduate Student Dress Code:** The College of Nursing and Health Innovation expects students to reflect professionalism and maintain high standards of appearance and grooming in the clinical setting. Students must adhere to the Dress Code Policy. www.uta.edu/nursing/file\_download/234/BSNDressCode.pdf **Clinical faculty has final judgment on the appropriateness of student attire and corrective action for dress code infractions. Students not complying with this policy will not be allowed to participate in clinical.**

**UTA Student Identification: MSN Students MUST be clearly identified as UTA Graduate Students and wear a UTA College of Nursing and Health Innovation ID in the clinical environment.**

**Blood and Body Fluids Exposure:** A Health Verification form was signed by all MSN students at start of the program documenting personal health insurance coverage. All MSN students have mandatory health insurance and will need to manage exposure to blood and fluids. Current CDC guidelines can be found at:<http://www.cdc.gov/>

**Ebola exposure**: Please inform your faculty if you have been in contact with anyone who has Ebola/have traveled to a country that has Ebola virus.

**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.

**Graduate Student Handbook:** Students are responsible for knowing and complying with all policies and information contained in the Graduate Student handbook online at: <http://www.uta.edu/nursing/msn/msn-students>

**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/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: is <http://www.uta.edu/nursing/student-resources/scholarship> 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.

**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. Refer to UTACON Student Handbook for more information.

***For this course Blackboard communication tools and UTA MAV email will be used extensively and should be checked daily***

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911.

**Graduate Nursing Support Staff**

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| **Judy LeFlore, PhD, RN, NNP-BC, CPNP-PC & AC, ANEF, FAAN**Associate DeanChair, Graduate Nursing ProgramsDirector, PNP, ACPNP, NNP ProgramsPickard Hall Office #514Email address:  jleflore@uta.edu | **Kathy Daniel, PhD, RN, ANP/GNP-BC, AGSF**Associate Chair, Graduate Nurse Practitioner ProgramsPickard Hall Office #511817-272-0175Email address: kdaniel@uta.edu |
| **Rose Olivier**, Administrative Assistant IPickard Hall Office # 513(817) 272-9517Email address: olivier@uta.edu  | **Lauri John, PhD, RN, CNS**Associate Chair, Graduate Educator and Administration ProgramsPickard Hall Office #519817-272-0172Email address: ljohn@uta.edu |
| **Janyth Mauricio,** Clinical CoordinatorPickard Hall Office # 518 (A-L)(817) 272-0788Email address: janyth.mauricio@uta.edu  | **Angel Trevino-Korenek,** Clinical CoordinatorPickard Hall Office # 518 (M-Z)(817) 272-6344Email address: angel.korenek@uta.edu |
| **Janette Rieta**Administrative Assistant – NADM, NEDUPickard Hall #518817-272-1039jrieta@uta.edu | **Christina Gale**Support Specialist I Pickard Hall Office #518817-272-1039Email address:  christina.gale@uta.edu |

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| **Graduate Advisors:** |
| **Campus-based Programs:****NP Students with last Name A-K and Post MSN Certificate NP Program Students:**Lisa RoseGraduate Advisor IIPickard Hall Office # 119(817) 272-9087Email: lrose@uta.edu  | **Campus-based Programs:****NP Students with Last Name L-Z and ALL NNP Program Students:**Luena WilsonGraduate Advisor IIPickard Hall Office # 119(817) 272- 4798Email: lvwilson@uta.edu |
| **Accelerated On-line (AO) ADM/EDU/FNP** **Students with last name A-L**Timara Spivey, Graduate AdvisorPickard Hall Office #119817-272-4297Email:  tnspivey@uta.edu | **Accelerated On-line (AO) ADM/EDU/FNP Students  with last name M-Z**Caitlin Wade, Graduate Advisor IIPickard Hall Office #119817-272-9397Email:  cwade@uta.edu |

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THE FOLLOWING INFORMATION IS FOR COURSE ASSIGNMENTS SPECIFICALLY-PLEASE REVIEW CAREULLY FOR GRADING RIBRICS AND EXPECTATIONS

**General Guidelines for the N5366 Proposal Paper**

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).

**Title page:** Each paper is to have a formal title page at the beginning of the paper following APA format. 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, running head, page number and unique title. An example that can be copied and pasted is provided in the syllabus.

**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. 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 one space 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 header is required on the title page.

**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.

Unique 1

Running head: UNIQUE TITLE

Proposal Paper for XXX

[Your name here]

The University of Texas at Arlington College of Nursing

In partial fulfillment of the requirements of

N5366 Principles of Research in Nursing

 Cheryl Anderson RN, PhD, CNS

Instructor

[Date]

**REASEARCH PROPOSAL PAPER**

A final 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 eight specific course assignments will contribute to the development of a final proposal. Students will select a clinical problem, select an intervention aimed 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 to complete course assignments.

As doing research is a team effort, three to four students will work together on this project. You must decide by the SECOND week of classes who you are going to work with and your general topic and inform the instructor. You must finish all course assignments together. Each assignment will be submitted by all members of the team, and each member will receive the same grade for each assignment. You can divide up the work however you wish. Working in groups is something familiar to all professional nurses. Conflicts and workload division should be handled by the group. However, if one student is considered to be not doing “his or her part” to the finished project, faculty may intervene and will determine the outcome of the grade based on an individual, case-by-case basis. It may be determined that the team member that has not contributed fully to the assignment will receive a zero for their portion(s) of the grade.

**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 an 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 be a 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 (maximum 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.

**Grading Criteria for 5366 Proposal (noted as Assignments #1-8)**

**For this assignment place all materials in a pocket folder. Please turn in each time keeping all old assignments on one side and the new assignment separated out on the other side. If a copy of the previous assignment is needed for making revisions, please make a second copy for me-you keep original with my notes. Space limitations below for assignments are JUST GUIDES—may be longer or shorter.**

1. Literature Review- Identify your topic; search relevant journals for 5 appropriate research articles (do NOT use research abstracts, posters, or a meta-analysis/meta-synthesis) related to your topic .from different disciplines (such as medicine, nursing, social work); and synthesize the literature in table format using the headings below. Write one paragraph *integrating* the information of all articles regarding what is known in the field. This paragraph will later serve as the *Introduction* for your final version of the proposal. ***Please turn in all five articles for this assignment only.* 15 Points Possible**

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| --- | --- | --- | --- | --- | --- |
| Author/title of article(during search save reference) | Research Design  | Population & Sample | Intervention, if any | Outcome/Findings | Notes for possible later use on: framework, statistics used, sampling method, measurement tools and nursing implications |

2. Problem Statement/Purpose Write a significance (or wow) statement. Identify a problem (gap) from the synthesized literature and write your problem statement. From the problem statement write a purpose statement for your proposed study. Identify the independent and dependent variables within the purpose statement. Write your hypothesis for your proposed study. Label all items by name. One paragraph. **10** **Points Possible**

3. Identify the theoretical/conceptual framework for your proposed study, author of the theory, and concepts within the theory that you will be using in your proposed study. State how the theoretical concepts are linked to your variables within your purpose statement. Provide conceptual definitions of concepts from within the theory. Construct conceptual map showing linkage between concepts. One paragraph (Map is a separate page) **10 Points Possible**

4. Identify and explain the research design and describe the intervention proposed and why it was selected for your proposed study. (See p. 229 intervention fidelity) The “procedure” as to how your intervention will be implemented is described here in detail. One -two pages. **10 Points Possible**

5. Identify the target population you intend to sample. List inclusion/exclusion criteria, and proposed demographic variables. Identify the sampling method and how the population will be obtained, and the process you would use to determine the sample size. Briefly describe the setting. Two paragraphs. **10 Points Possible**

6. Provide from your readings operational definitions (e.g. tools, blood pressure machine, lab tests) of your study variables and state why selected (e.g. adequate reliability/validity or precision/accuracy, or other reasons). Provide a sample demographics/information sheet with a minimum of five questions related to information you need to know and collect because of the potential influence on your outcome variable. For the final version of the paper later you will attach a copy of tool(s) as Appendix A. Two paragraphs. **10 Points Possible**

7. Provide your plan for data collection and data analysis. Explain how you will collect data (**who, where, when, what, how**). Also state appropriate statistic(s) to be used to test your hypothesis and why each is appropriate. One to two pages. **10 Points Possible**

8. Create a consent pertinent to the study you propose. Attach the consent form as Appendix B of the final version of the paper. (See BB for templates and models to review----your consent is not more than 5 pages! **10 Points Possible**

APA- Correct grammar, spelling, punctuation, citations, APA format, no plagiarism, paraphrasing, limited quotes, appropriate headings, clarity (final refinement of paper with corrections made from all previous sections reflected)

Corrected FINAL VERSION of proposal following APA criteria above  **15 Points Possible**

 **100 Points Total**

**Reference List for N5366 Assigned Readings**

**Research Article Examples (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

(Also see example of research proposal posted in BB, Groves, S.)

**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-based practice: 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

**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

**CLASS SCHEDULE**

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| **WEEK OF:** | **Topics and Readings** | **Assignments DUE** |
| **Week 1****August 30** | Introduction to CourseReview of Syllabus & ScheduleSources of knowledgeSteps of the research processTypes of quantitative research**Grove, Burns, & Gray- Chapters: 1-3** | **Pickard Hall:** **Section 001-Room 205** **Pretest****Review Steps of Research Process under Research Files (BB) for class 1st day****Review article for next week research practice critique (posted on BB)-- BRING EACH WEEK for use in class.** |
| **Week 2****September 6** | Continue Steps of the research processLiterature Review**Grove, Burns, & Gray- Chapter: 6** **(See references in syllabus for additional readings)** | **Determine “research team” and select topics of interest for proposal (no duplicate topics---email to me by end of week)****If time permits groups will meet together to “brainstorm” potential topics****Review practice critique**  |
| **Week 3****September 13** | Student Share- Proposal Literature Review  Continue Review of Literature for your  proposal topic: read articles and textbookProblem and Purpose**Grove, Burns, & Gray- Chapters: 5; 28 (info on research proposal --use information as you complete your proposal)** | **Share 3 potential topics your team considered and state why selected the one you did. Share some articles reviewed on chosen topic.****Review practice critique**  |
| **Week 4****September 20** | **ONLINE DAY (OFF CAMPUS)***Secondary Analysis-Big Data Sets*  Readings: in text: 254-255On BB: read article on big data sets  | **Required Activities-****Review Powerpoint slides on Available Data (under Research Files—posted on BB)** **Find a research article describing a study using secondary analysis/available data to share in class** |
| **Week 5****September 27** | Objectives, Questions & HypothesesTheoretical FrameworksReview of Primary and Secondary Analysis**Grove, Burns, & Gray- Chapters: 7, 8** | **Share article: secondary data analysis****Due- Assignment # 1** **(Follow criteria p. 15 of syllabus—note points earned per section- to be added for proposal grade)****Review practice critique**  |
| **Week 6****October 4** |  Research Design---Primary Analysis**Grove, Burns, & Gray- Chapter: 10, 11** | **Student Share- Proposal:****Research Problem Statement****Research Purpose Statement****Independent and dependent variables** **Hypotheses or Questions** |
| **Week 7****October 11** | Continue- Research Design---Primary Analysis Intervention based research**Grove, Burns, & Gray- Chapter: 10, 11, 14** | **Assignment # 2****Student Share- Proposal Theoretical Framework****Review practice critique** |
| **Week 8****October 18** | Sampling MethodsSample SizePower Analysis**Grove, Burns, & Gray- Chapter: 15** | **Student Share-Proposal Research Designs****Assignment # 3****Begin Statistics Exercises:****“Study Questions” (15) on** **Sampling Methods** **Power Analysis** **Effect size****“Study questions” are collected at end of course Proof of completion = 5%---information .will be on final exam****Exercise- Sampling Plans**(workbook 1)**Review practice critique**  |
| **Week 9****October 25** | Measurement Tools and Reliability & Validity of Measures--LOM**Grove, Burns, & Gray- Chapter: 16** | **Student Share-Proposal Sample Methodology****Assignment # 4****Review practice critique** |
| **Week 10****November 1** | **MIDTERM****(COMPREHENSIVE THROUGH** **WEEK 9 LECTURES)**1-2:30pmComments on IRB and Consents**Grove, Burns, & Gray- Chapter: 9** | **Assignment # 5****Continue Statistics Exercises:****“Study Questions”** **Reliability Values** **Validity Values** |
| **Week 11****November 8** | Data Collection---Statistical Theory (lecture) Descriptive Statistics**Grove, Burns, & Gray- Chapters: 20, 21, 22** | **Assignment # 6****Assignment # 8****Research Critique # 1****(Use template and example posted on BB; review Chapter 18, pages, 454+)****Continue Statistics Exercises:****“Study Questions”****Central Tendency** |
| **Week 12****November 15** | Continue Statistical Analysis- Relationships, Differences, and Predictions**Grove, Burns, & Gray- Chapter: 23, 24, 25** | **Student Share- Data Collection and Data Analysis****Assignment # 7****Statistics Exercises “Study Questions”** **Pearson’s product** **Simple linear regression** **t-test (independent and**  **dependent)** |
| **Week 13****November 22** | Continue Statistical Analysis Group meetings for final proposals as requested as time permits**Grove, Burns, & Gray- Chapters: 23, 24, 25** | **Research Critique # 2****Review practice critique**  |
| **Week 14****November 29** | Research Findings and Dissemination**Review****Final APA student proposal paper due****(Include conceptual framework (map) and measurement tools as Appendix A and B along with reference list)****Grove, Burns, & Gray- Chapter: 27** | **FINAL CORRECTED VERSION OF PROPOSAL DUE****Statistics Exercises “Study Questions”** **ANOVA** **Chi Square** **Spearman rank order** **Mann-Whitney U** |
| **Week 15****December 6** | **Course Evaluation (Online)****FINAL EXAM** | **ALL “Study Questions” stats exercises DUE** **FINAL EXAM 2-4pm (45 multiple choice questions and short research brief for critique{short answer)** |