**The University of Texas at Arlington**

**College of Nursing and Health Innovation**

**N5366 Principles of Research in Nursing (Online)**

**Summer 2017**

**Instructor(s):** Deborah Behan, PhD, RN-BC

**Office Number:** Pickard Hall - 522

**Office Telephone Number:** (817) 272-4860 Best way to contact me is by my cell phone given in orientation and posted in course announcements

**Email Address:** [dbehan@uta.edu](mailto:dbehan@uta.edu)

**Faculty Profile:** https://www.uta.edu/mentis

**Office Hours:** Online in Blackboard; or by appointment.

**Section Information:** NURS 5366-003

**Time and Place of Class Meetings:** Blackboard can be accessed at <http://elearn.uta.edu>

All classes including orientation are online in Bb. See the weekly schedule for important dates.

**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 (MPO2).

2. Evaluate clinical and research literature to identify gaps in knowledge (MSN Essentials IV-6; MPO2).

3. Integrate theories and existing research evidence to formulate a research question (MSN Essentials IV-1; MPO2).

4. Evaluate measurement methods used in nursing research (MSN Essentials V-2; MPO2).

5. Develop a plan for data analysis (MSN Essentials V-2; MPO2).

6. Demonstrate ethical principles in planning research (MSN Essentials IV-2; MPO2).

7. Articulate clinical and research evidence related to identify clinical problems (MSN Essentials IV-3; MPO2).

**Required Textbooks and Other Course Materials:**

LoBiondo-Wood, G., & Haber, J. (2014). *Nursing research: Methods and critical appraisal for evidence based practice* (8th ed.). New York: Mosby Elsevier.

ISBN: 978-0-323-10086-1

Heavey, E. (2014). *Statistics for Nursing: A practical approach* (2nd ed.). Burlington, MA: Jones & Bartlett Learning. ISBN: 978-1-284-04834-6

**Recommended Textbooks:**

American Psychological Association. (2010). Publication Manual of the American Psychological Association (6th Ed.). Washington, DC: Author.

ISBN: 978-1-4338-0561-5

Hacker, D., & Sommers, N. (2011). A writer’s reference (8th ed.). Boston: Bedford/St. Martin’s. ISBN-10:0-312-60143-3

**Descriptions of major assignments and examinations with due dates:**

**1. Multiple-choice True/False exams: Taken online in Blackboard**

There are four (4) exams that cover the content of the reading assignments and lectures for those weeks. The purpose of the exam is to test your knowledge of the content, or see where you need to learn more.

Exams are open all day, beginning at 12 a.m. until 23:55 p.m., on the scheduled date (see weekly schedule below). They are timed exams, meaning that once you begin you will only have a certain number of minutes to take them. You must complete the exam by 23:55 p.m. More instructions are included in Blackboard.

Some of the exam questions will be testing your knowledge of the research article:

**Lee, H.K., Kim, S. Y., Sok, S.R., (2016). Effects of multivitamin supplements on cognitive function, serum homocysteine level, and depression in Korean older adults with mild cognitive impairment in care facilities.** *Journal of Nursing Scholarship****,* 48(3):223-231. doi: 10.1111/jnu.12201.** (Available full text, online, through the UTA Library.)

PRIOR TO EACH EXAM, you should read the above listed article, looking for application of your knowledge of the research process in that article.

During the exam, you may have the course textbook, the article, and your notes next to you at your computer. You may refer to them during the exam. You may NOT confer with other students or any other individual during the exam. It should be your work alone.

**2. Statistical Multiple-choice True/False exams: Taken online in Blackboard**

Students will complete two (2) exams that cover the review of statistics as well as from the new reading assignments for those weeks. The purpose of the exams is to test your knowledge of the content, or see where you need to learn more. The exams are open all day, beginning at 12 a.m. until 23:55 p.m. on the scheduled dates (see weekly schedule below). They are timed exams, meaning that once you begin you will only have a certain number of minutes to take them as previously instructed in the course.

**3. Proposal Paper: Submitted online in Blackboard.**

The final outcome of this course is that students will develop a nursing research proposal for a study related to nursing practice, education, or administration. The focus of all previous course assignments will contribute to the development of that proposal. Students will use the above listed article to replicate the study proposal with the addition of variables that are added and/or changed to improve on the current study weaknesses.

**Grading Percentages for this Course:**

Research Exams (4 X 10% each) 40 %

Statistics Exams (2 X 10% each) 20 %

Proposal Paper 40 %

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TOTAL 100 %

**Attendance Policy:** Regular class attendance (online) and participation is expected of all students. No points are given for online attendance; however, students are responsible for all online course content and information, including all announcements and discussion board posts.

**Other Requirements:** Graduate standing; taking this course concurrently with N5327, or following N5327. We will not use Respondus for this course

**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 = 80-89

C = 70-79

D = 60 to 69 – cannot progress

F = below 59 – cannot progress

**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>.

<http://www.uta.edu/deanofstudents/student-complaints/index.php>

**Make-up Exams:** Please contact your faculty for approval. **Please do NOT request altered exam dates or times; you are expected to adhere to the course schedule. An exception will be granted only for an emergency.**

If you become ill, 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. Once the due date has passed, a grade of zero will be assigned regardless of the excuse.

**Any make-up examinations given may include questions that are other than multiple choice, and/or T/F. Additionally, make-up exams may be set so that the highest grade possible is a 70%. Make-up examinations may be given at the convenience of the faculty.**

**Late Exams:** In Blackboard, if you exceed the number of minutes allowed for the exam, the software notifies you that the time has expired. **If you remain in the exam beyond the expiration time, five (5) percent will be deducted from the exam** grade for each minute that you remain in the exam. Be sure to save and exit the exam when the time has expired.

**Late Work:** The instructor will impose penalties for late work. **Five (5) percent will be deducted** from the final grade of the assignment for each day the work is late. Work is considered “late” if it is received after the scheduled due date and time.

**Test Reviews:** Contact faculty to request a review of your exam. The review may be done via phone, or email.There are no online test reviews in order to protect test questions.

**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 12-20 hours per week on their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**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=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: June 22, 2017**

**Last day to drop or withdraw July 20, 2017 by 4:00 p.m.**

**Disability Accommodations:** UTArlington 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 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 cause 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:\Users\olivier\AppData\Local\Temp\jmhood@uta.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](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). 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](mailto: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>

**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/>

**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](mailto: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](mailto: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](mailto: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.

**Librarian to Contact:**

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| --- | --- | --- | --- |
| Peace Williamson  817-272-6208  [peace@uta.edu](mailto:peace@uta.edu) | Lydia Pyburn  817-272-7593  [llpyburn@uta.edu](mailto:llpyburn@uta.edu) | Heather Scalf  817-272-7436  [scalf@uta.edu](mailto:scalf@uta.edu) |  |

Contact all nursing librarians:

[library-nursing@listserv.uta.edu](mailto:library-nursing@listserv.uta.edu)

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

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| **Research Information on Nursing** | [**http://libguides.uta.edu/nursing**](http://libguides.uta.edu/nursing) |
| **Library Home Page** | <http://library.uta.edu/> |
| **Subject Guides** | <http://libguides.uta.edu> |
| **Ask us** | <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> |
| **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/) |

For help with APA formatting, you can go to:

1. <http://libguides.uta.edu>
2. Scroll down and click on “Nursing”
3. Click on “APA Guide” for advice on various aspects of paper writing.  This is a short-cut for the APA Manual.  When in doubt, refer to the Manual.

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> .

**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 most recent Edition of the APA Publication Manual 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: Behan D Hoffman K Problem Purpose Hypothesis).** 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, running head, and page number. An example that can be copied and pasted is provided in the syllabus. Do not include the line that is at the bottom of the page since it is part of the syllabus only.

**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 or two spaces after punctuation marks ending sentences. There are specific rules for when and when not to use each punctuation marks. 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). Review the APA Manual for specific rules (p. 128-150).

**Running Headers**: Running header is required on the title page. (See APA manual page 299-230).

**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. 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. The citation should not be only at the beginning or end of the paragraph, instead, it must be clearly linked to the 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. It is preferred all citations be the primary source, do not use secondary sources. 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, DOIs, 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.

Running head: APA GUIDELINES 11

APA Guidelines for Students Submitting Papers in the Graduate Nursing Program

The running head is a shortened version of the paper’s full title, and it is used to help readers identify the titles for published articles (even if your paper is not intended for publication, your paper should still have a running head).

The running head’s title should be in capital letters. The running head should be flush left, and page numbers should be flush right. On the title page, the running head should include the words “Running head.” For pages following the title page, repeat the running head in all caps without “Running head.”

Type your title in upper and lowercase letters centered in the upper half of the page. APA recommends that your title be no more than 12 words in length and that it should not contain abbreviations or words. Your title may take up one or two lines. All text on the title page, and throughout your paper, should be double-spaced. Do not bold, underline or italicize the title

Beneath the title, type the **author's name**: first name, middle initial(s), and last name. Do not use titles RN or certifications

Student A. Studious and Student B. Studious

The University of Texas at Arlington

College of Nursing and Health Innovation

In partial fulfillment of the requirements of

N1234 Course Title

Instructor

Assignment Due Month Date, Year

APA Guidelines for Students Submitting Papers in the Graduate Nursing Program

The title should be centered on the page, typed in 12-point Times New Roman Font. It should not be bolded, underlined, or italicized.

Notice that main title is repeated above. First paragraph and all paragraphs are indented one half inch. When typing, be sure to type to the end of the line and continue typing without hitting the Enter key on your keyboard. If you hit the Enter key on your keyboard, your paper will not have correct double spacing because you will not be using word wrapping. It is important that your intro paragraph be 2-5 sentences long and that the last sentence is your paper’s thesis sentence.

A Level 1 heading should be centered, bolded, and uppercase and lower case.

**Put Subtitle Here**

Begin your second paragraph here. This is a body paragraph. It should follow the SESC formula: State, Explain, Support, Conclude. The first sentence states the paragraph’s topic. The second sentence explains the paragraph’s topic with more detail. The third, fourth, and fifth sentences should provide support for the paragraph’s topic. If you are using sources, a good place to put them is in the support section. The last sentence of the paragraph concludes and refers back to the paragraph’s main topic.

Level 2 and Level 3 headings. A Level 2 heading should be flush with the left margin, bolded and 12 point Times New Roman.

Level Two Heading

A Level 3 heading should be indented 0.5 inches from the left margin, bolded and lower case followed by a period. The text should follow immediately.

Level three heading.

**Put Subtitle Here**

Begin your third paragraph here. This is also a body paragraph. It should also follow the SESC formula: State, Explain, Support, Conclude. The first sentence states the paragraph’s topic. The second sentence explains the paragraph’s topic with more detail. The third, fourth, and fifth sentences should provide support for the paragraph’s topic. If you are using sources, a good place to put them is in the support section. The last sentence of the paragraph concludes and refers back to the paragraph’s main topic.

**Put Subtitle Here**

Begin your fourth paragraph here. This is a body paragraph. It should follow the SESC formula: State, Explain, Support, Conclude. The first sentence states the paragraph’s topic. The second sentence explains the paragraph’s topic with more detail. The third, fourth, and fifth sentences should provide support for the paragraph’s topic. If you are using sources, a good place to put them is in the support section. The last sentence of the paragraph concludes and refers back to the paragraph’s main topic.

**Conclusion**

This is the place for your conclusion paragraph. It does not have to be long. It should definitely refer back to the thesis of your paper. The conclusion restates the problem the paper addressed and can offer area for further research.

Start the reference list on a new page, center the title, do not underline or italicize. Alphabetize the entries. Every source mentioned the paper should have an entry.

References

Lastname, I. (2010). Title of article with only first word capped or any proper noun. *Title of Publication*, *22*(3), 325-340. doi or URL.

UTA Libraries. (2016). APA guide: Based on the 6th edition. Retrieved from http://libguides.uta.edu/apa

**PROPOSAL PAPER**

A final outcome of this course is that co-investigators will develop a nursing research proposal by replicating the study completed in the exam article that was chosen by faculty. Individual students use the exam article for critique in the first weeks of the course, and are tested on the critique of the exam article. In the final portion of the course co-investigators will use the same exam article to create a replication study. A replication study is a replication of what has already been done. Additionally, improvement of weaknesses found in the original study, or inclusion of additional components/variables are added to improve the replication study. For example, if the exam article did not include a power analysis, co-investigators will improve the study by explaining how the chosen sample size is supported by a power analysis. Co-investigators will find weaknesses in the original study and work to improve the replication proposal for a study by fixing the weaknesses in the original study.

**Co-Investigators:** You will work with a classmate on this course project. Only two students will work together as co-investigators. You must decide by the second week of classes who your co-investigator will be rather than working independently. Once you make this decision, you CANNOT change your mind at a later date. You must finish all proposal course assignments together (all previous content is individual, only the proposal can be done with a classmate). Email the faculty with the name of your co-investigator (classmate) by the second Friday in the course, or you may be assigned a co-investigator by faculty. The same assignments for the proposal 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. If at any time one student chooses to let their co-investigator do all the work on the assignment, faculty will determine the outcome of the grade on a case-by-case basis. It may be determined that the co-investigator that has not contributed fully to the assignment will receive a zero for their portion(s) of the grade.

Mediation Services are provided to aid students in reconciling interpersonal disputes with other University of Texas at Arlington students. Please visit [www.uta.edu/mediation](http://www.uta.edu/mediation) for detailed information and/or contact Mediation Services via phone (817) 272-3108, email [mediation@uta.edu](mailto:mediation@uta.edu) or by visiting the office within the E.H. Hereford University Center on the Lower Level - Suite B170.

**After critiquing the exam article and finding weaknesses** in the first weeks of the course co-investigators will create their own replication study proposal. Work to improve the study by replicating what is already there, and making changes to improve your replication study proposal as appropriate. Identify the improvements you need to make in your proposal as you identify the weaknesses found in the original study you critiqued in the first few weeks of the course.

**Co-investigators will receive feedback** on each assignment that builds toward the final proposal paper. The paper starts with the title page, and each weekly assignment is a new portion of the total proposal. Each week the new portion of the paper will be added to the previous week’s assignment, revisions are made according to the faculty feedback, and the new portion of the paper is added for submission of that week’s assignment. The expectation is that students will reflect upon co-investigator and faculty feedback to revise and refine the proposal as new portions of the proposal are added to the final proposal paper. This is done so that the flow of the proposed research is evident. **All papers must be submitted in a Word document. Points may be deducted if anything other than a Word document is submitted for grading. Submitted assignments will not be re-graded for additional points.**

**Grading Criteria for 5366 Proposal**

See specific rubric details for grading in Bb.

**Problem, Purpose, IV and DV, Hypothesis**

1. Using the exam article to identify previous problem, purpose, IV/DVs, and hypothesis, and then write the new problem, purpose, IV/DVs, and hypothesis (Don't forget to add **your** study proposal additions to the new problem, purpose, IV/DV, and hypothesis):

1. Write one significance statement, and two synthesis sentences identifying the gap for the new variable that is added to the study., Be sure to cite all references to other studies in the sentences. Identify and write the problem (gap) statement and then write your new problem statement (5 pts.)
2. write the purpose statement and then write your new purpose statement (5 pts.)
3. identify and indicate in parentheses (IV, or DV) the independent and dependent variables from the article as well as your new IV/DV (5 pts.) within the purpose statement
4. write the exam article  hypothesis and then write the new hypothesis for the proposed replication study (5 pts.)
5. Remember, you need to add a variable to your study proposal; therefore, it needs to be added to the problem, purpose, and hypothesis and identified as IV or DV.

  Three paragraphs total. **20 Points Possible**

**Design and Intervention**

2. Using the exam article write the previous research design and explanation of such along with the new design and explanation. Include the new intervention and the explanation of it.

1. identify and explain the research design in previous article as well as the new research design (5 pts.)
2. describe the new proposed intervention (5 pts.)
3. If you chose to add an intervention as your addition to the replication study be sure to include all the information about the added intervention along with citations.

Two paragraphs total.  **10 Points Possible**

**Target population, Inclusion/Exclusion, demographics, sampling method, recruitment and setting**

3. Using the exam article write out the previous target population, I/E, demographics, sampling method used, and recruitment/setting. Write the new target population, I/E, demographics, sampling method used, and recruitment/setting.

* 1. identify the previous and new target population (5pts.)
  2. list the previous and new inclusion/exclusion criteria (5 pts.)
  3. list previous and new demographic variables (5 pts.)
  4. identify the previous and new sampling method, recruitment, and setting (5 pts.)
  5. how the power analysis was done (5 pts.)
  6. If you chose to add a population as your addition to the replication study be sure to include the added population.

Two paragraphs total. **25 Points Possible**

**Data Collection, IRR, Reliability and Validity, and Statistics to test Hypothesis**

4. Using the exam article state what was done and what is new for data collection, IRR, reliability, validity, and statistical analytics to test the hypothesis

1. provide previous information and the new plan for data collection and data analysis. Explain how you will collect data (5 pts.)
2. describe previous and new procedure for IRR (5 pts.)
3. describe previous and new information regarding reliability of the tool, and validity of the measures (5 pts.)
4. state previous and current statistic(s) that will be used to test the hypothesis (5 pts.)
5. explain why the statistics you are using are appropriate (5 pts.)
6. If you chose to use new statistics be sure to include the information about it

Three paragraphs total. **25 Points Possible**

**APA**

5. Correct title page, appropriate headings, reference page, appendices, grammar, spelling, punctuation, citations, APA format, no plagiarism, paraphrasing, limited quotes, all with clarity and appropriate flow    **10 Points Possible**

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**90 Points Total**

**Weekly** **SCHEDULE**

In an online course, you can pretty much proceed at your own pace. There are a few exceptions, such as **DUE DATES**! Assignments are due on specific dates, by 2355PM. Therefore, the dates for study are approximate so you know how fast you should be progressing. **“*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. Dr. Deborah Behan”***

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| **WEEK OF:** | **Topics and Readings** | **Assignments DUE** |
| **June 5-9** | Introduction and Orientation to Course  Review of Syllabus & Schedule  Sources of knowledge  Research process  Types of quantitative research  **LoBiondo-Wood & Haber Text: Chapters 1 & 8** | **Post introduction and start conversation with peers to find a co-investigator** |
| **June 5-9** | Literature Review  **LoBiondo-Wood & Haber Text:**  **Chapters 1 & 3 (Ch. 18 as a reference)** | **[Assignment 1]**  **Names of co-investigator for proposal submitted to Faculty; include your co-investigator on the email.**  **Exam 1 on Friday, June 9 over Chapters 1, 3, 8 (including lectures and Assignment 1).** |
| **June 10-16** | Problem and Purpose  Objectives, Questions & Hypotheses  **LoBiondo-Wood & Haber Text: Chapter 2 (Ch. 18 as a reference)** | **[Assignment 2]** |
| **June 10-16** | Theoretical Frameworks  **LoBiondo-Wood & Haber Text: Chapter 4 (Ch. 18 as a reference)** | **[Assignment 3]**  **Exam 2 DUE on Friday, June 16 over Chapters 2 & 4 (including lectures and Assignments).** |
| **June 17-23** | Research Design  **LoBiondo-Wood & Haber Text:**  **Chapters 8, 9, & 10 (Ch. 18 as a reference)** | **[Assignment 4]** |
| **June 17-23** | Sampling Methods  Sample Size  **LoBiondo-Wood & Haber Text: Chapter 12**  **(Ch. 18 as a reference)** | **[Assignment 5]**  **Exam 3 DUE on Friday, June 23 over Chapters 8, 9, 10, 12 (including lectures and Assignments).** |
| **June 24-30** | Measurement tools  Levels of Measurement  Reliability & Validity of Measures  Collecting data  **LoBiondo-Wood & Haber Text:**  **Chapter 14, 15, &16**  **(Ch. 18 as a reference)** | **[Assignment 6]** |
| **June 24-30** | Findings & Discussion  Ethics in research  **LoBiondo-Wood & Haber Text: Chapter 13 & 17**  **(Ch. 18 as a reference)** | **[Assignment 7]**  **Exam 4 DUE on Friday, June 30 over Chapters 13, 14, 15, 16, 17 (including lectures and Assignments).** |
| **July 4th** | **Happy 4th of July!! Enjoy your families!** |  |
| **July 1-3 and**  **July 5-7** | Statistics  **Heavey Text: Chapter 3, 4, 7, and 8** | **Stats Exam 1 Due on Friday, July 7 over Chapters 3, 4, 7, & 8** |
| **July 8-14** | Statisics  **Heavey Text: Chapter 9, 10, 11, 12, and 13** | **Stats Exam 2 Due on Friday, July 14 over Chapters 9, 10, 11, 12, & 13** |
| **July 15-21** | Student Proposal: Identified in exam article as gap/problem, purpose, IVs, DVs, Hypothesis  **Review Lobiondo-Wood & Haber Text as needed** | **Review this week’s topics in research textbook as needed as you begin to create the replication study using the assigned exam article.**  **Complete problem statement, purpose statement, hypothesis, identify IV and DV variables**  **Due: Friday July 21**  **Discussion online in Bb. Grading Rubric in Bb.** |
| **July 22-28** | Student Proposal: Research Design, intervention  **Review Lobiondo-Wood & Haber Text as needed** | **Review this week’s topics in research textbook as needed as you continue to create the replication study using the assigned exam article.**  **Add to the previous paper from last week, research design and intervention**  **DUE: Friday, July 28**  **Discussion online in Bb. Grading Rubric in Bb.** |
| **July 22-28** | Student Proposal: Target population, inclusion/exclusion criteria, demographics, sampling methodology, power analysis  **Review Lobiondo-Wood & Haber Text and Heavey Text as needed** | **Review this week’s topics in research textbook and statistic textbook as needed as you continue to create the replication study using the assigned exam article.**  **Add to the previous paper from last week Target Population, inclusion/exclusion criteria, sampling methodology, Power analysis**  **DUE: Friday, July 28**  **Discussion online in Bb. Grading Rubric in Bb.** |
| **July 29-August 4** | Student Proposal: Data Collection and Data analysis, IRR, reliability and validity, statistics  **Review Lobiondo-Wood & Haber Text and Heavey text as needed** | **Review this week’s topics in research textbook and statistic textbook as needed as you continue to create the replication study using the assigned exam article.**  **Add to the previous paper from last week data collection, IRR, reliability and validity, stats to test hypothesis**  **DUE: Friday, August 4** |
| **July 29-August 4** | **Course Evaluation (Online)**  **Review APA manual for formatting.**  **Final APA student proposal paper** | **Final APA Replication Proposal**  **DUE: Friday, August 4** |

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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 the Associate Dean, Department of Graduate 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/conhi/students/msn-resources/index.php>

**Student Code of Ethics:** The University of Texas at Arlington College of Nursing and Health Innovation 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/conhi/students/msn-resources/index.php>

**No Gift Policy:** In accordance with Regent Rules and Regulations and the UTA Standards of Conduct, the College of Nursing and Health Innovation has a “no gift” policy. A donation to one of the UTA College of Nursing and Health Innovation Scholarship Funds, found at the following link: is <http://www.uta.edu/conhi/students/scholarships/index.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.

**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 UTA CONHI Graduate Student Handbook for more information.

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

**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. For non-emergencies, call 817-272-3381.

**Graduate Nursing Support Staff**

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| **Graduate Advisors – see the link below**  <http://www.uta.edu/conhi/students/advising/nursing-grad.php> |