

**THE UNIVERSITY OF TEXAS  
AT ARLINGTON  
COLLEGE OF NURSING**

**Nursing 6309  
Scientific Products:  
Preparation and Dissemination**

**Spring 2011  
PKH 549**

The University of Texas at Arlington College of Nursing  
PhD Program

Nursing 6309 Scientific Products: Preparation and Dissemination (3-0)  
Spring 2011

Web-Based Course; Three Meetings on Thursdays  
January 20, 2011, 4 to 7 pm  
Pickard Hall, Room 549

- INSTRUCTOR:** Jennifer Gray, RN, PhD  
Associate Dean and Chair, Department of Nursing  
Administration, Education, and Research  
George W. and Hazel M. Jay Professor  
Office: Pickard Hall 514  
Office Hours: By appointment  
Office Phone: 817-272-5295  
Office Fax: 817-272-2950  
Campus Mailbox: 19407  
Email: jgray@uta.edu:
- COURSE WEB SITE OR  
WORLD WIDE WEB SITE:** <http://www.uta.edu/nursing>
- COURSE PREREQUISITES:** Graduate Standing
- REQUIRED TEXTBOOKS &  
MATERIALS:** A.P.A. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D.C.: APA.
- Book on reviewing the literature (your choice) such as:  
  
Hart, C. (2009). *Doing a literature review: Releasing the social science research imagination*. Thousand Oaks, CA: Sage.
- COURSE DESCRIPTION:** Provides experiences in the development of scientific products for dissemination.
- COURSE LEARNING GOALS/OUTCOME OBJECTIVES:** Upon completion of the course the student will be able to:
1. Analyze the characteristics of quality scientific products.
  2. Apply available resources for preparation and dissemination of scientific products.
  3. Develop quality scientific products.
  4. Evaluate the scientific products of self and colleagues.
- ATTENDANCE AND DROP POLICY:**
- Regular class attendance and participation is expected of all students.

- Students are responsible for all missed course information.

A graduate student who wishes to change a schedule by either dropping or adding a course must first consult with his or her graduate advisor. The following regulations pertain to adds and drops:

1. A student may not add a course after the end of the late registration.
2. A graduate student dropping a course or resigning from the university after the Census Date but before the final designated drop date for the enrolled semester will receive a grade of W only if at the time of dropping the student is passing the course (has a grade of A, B, or C); if the student has a D or F at the time of dropping, an F will be recorded. Students dropping a course must: (1) Complete a Course Drop Form (available online <http://www.uta.edu/nursing/PhD/forms/> or the Graduate Advisor; (2) obtain faculty signature and current course grade; and (3) Submit the form to Graduate Advisor.
3. A graduate student who desires to drop all courses for which he or she is enrolled is reminded that such action constitutes a withdrawal from the University. The student should indicate intention to withdraw from all courses by: (1) Completing a Resignation Form (available online <http://www.uta.edu/nursing/PhD/forms/> or the Graduate Advisor; (2) Obtaining faculty signature for each course enrolled and current course grade; (3) Filing the registration form in the office of the appropriate Graduate Advisor and (4) Filing the Registration Form in the Office of the Registrar in Davis Hall Room 333.
4. Graduate students may drop a course up to 12 weeks in the fall or spring semester and up to 8 weeks in a 10-week summer session. Under extreme circumstances, the Dean or Associate Dean may consider a petition to withdraw after the designated drop date, but in no case may a graduate student selectively drop a course after the drop date and remain enrolled in any other course.

**Last Date Drop or Withdraw: April 1, 2011**

**TENTATIVE LECTURE/TOPIC  
SCHEDULE (COURSE  
CONTENT):**

- Writing for publication
  - Writing skills
  - Journal selection
  - Writing strategies
  - Literature review: Conducting and writing

- a literature review
- Ethical and legal issues in publishing
- Editorial review process
- Manuscript revision
- Poster & slide design
- Public speaking
- Alternative methods of dissemination

**SPECIFIC COURSE REQUIREMENTS:**

Due	Assignment	Pts
Jan. 22	Grammar worksheet	2
Jan. 29	Exec. Summary- Article Critique	4
Feb. 5	Exec. Summary- Presentation	4
Feb. 12	RefWorks Pinch Table & Key Points	5
Feb. 19	Abstract for Published Article	5
Feb. 26	Slides on background & significance for manuscript	10
Mar. 5	Abstract and Poster	10
Mar. 12	1 <sup>st</sup> draft of manuscript	10
Apr. 2	Send manuscript to peer for review	--
Apr. 16	Peer Review of Manuscript	10
May 7	Final manuscript ready to submit for publication	30
Weekly	Discussion Board	10
	Total	100

**TEACHING METHODS/STRATEGIES:**

Mini-lectures, modules, guided online and class discussions, preparing assignments, reviewing peers assignments

**GRADE CALCULATION (COURSE EVALUATION & FINAL GRADING):**

Grades will be based on a 100-point scale with the each assignment weighted as described in the course requirements section. During the semester, a student may submit **one** assignment up to a week late by notifying the instructor prior to the deadline. Other assignments submitted late will be marked down at the discretion of the instructor.

**GRADING:**

- A = 92 - 100
- B = 83 - 91
- C = 74 - 82
- D = 68 - 73

**STATUS OF RN LICENSURE:**

All graduate nursing students must have an unencumbered license as designated by the Board of

Nursing (BON). It is imperative that any student whose license becomes encumbered by the BON must immediately notify the appropriate Graduate Advisor. Failure to do so will result in dismissal from the PhD Program. The complete policy about encumbered RN license is available online at:

<http://www.uta.edu/nursing/PhD/forms/>

## **AMERICANS WITH DISABILITIES ACT:**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112 -- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans With Disabilities Act - (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability). Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

## **STUDENT SUPPORT SERVICES**

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

## **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/PhD/StudentHandbook.pdf>

## **ACADEMIC DISHONESTY:**

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in

any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"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."  
(Regents' Rules and Regulations, Series 50101, Section 2.2)

### **PLAGIARISM:**

Plagiarism is copying another student's paper or any portion of it. Additionally, copying a portion of published material (e.g., books or journals) without adequate documentation of the source is plagiarism. 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, give 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 at the end of each paragraph.

Authors who have been cited in the paper must be listed in the references cited at the end of the paper. Students are **expected** to review the plagiarism module from the UT Arlington Central Library via <http://library.uta.edu/tutorials/Plagiarism>

### **BOMB THREATS:**

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

### **E-CULTURE POLICY:**

The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning department requirements, registration, financial aid and

scholarships, payment of bills, and graduation may be sent to students through email. All students are assigned an email account and information about activating and using it is available at [www.uta.edu/email](http://www.uta.edu/email). Students are responsible for checking their email at least every other day.

**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: [Nursing Scholarship List](#) would be an appropriate way to recognize a faculty member’s contribution to your learning. For information regarding Scholarship Funds, please contact the Dean’s office.

**COURSE SUPPORT STAFF:**

**Vivian Lail-Davis**, Admin. Assistant, Room 512; Phone: (817) 272-1038; Fax: (817) 272-2950; Email: [vivian@uta.edu](mailto:vivian@uta.edu)

**LIBRARY INFORMATION:**

**Helen Hough**, Nursing Librarian  
(817) 272-7429  
[hough@uta.edu](mailto:hough@uta.edu)  
Research Information on Nursing:  
<http://www.uta.edu/library/research/rt-nursing.html>

**MISCELLANEOUS INFORMATION:**

Inclement Weather (School Closing) Inquiries:  
UT Arlington website or call (972) 601-2049  
Fax Number - UTA College of Nursing:  
(817) 272-2950, Attn: Dr. Gray

UTA Police (Emergency Only): (817) 272-3003

Mailing Address for Packages:  
UTA College of Nursing  
C/O (insert faculty name)  
411 S. Nedderman Drive, Pickard Hall  
Arlington, Texas 76019-0407

**The University of Texas at Arlington**  
**College of Nursing**  
**PhD in Nursing Program**

**PHD IN NURSING WEBSITES**

Description	Website
University of Texas Home Page	<a href="http://www.uta.edu">http://www.uta.edu</a>
Graduate Catalog & Faculty	<a href="http://www.uta.edu/gradcatalog/nursing">http://www.uta.edu/gradcatalog/nursing</a>
PhD in Nursing Programs	<a href="http://www.uta.edu/nursing/PhD/program.php">http://www.uta.edu/nursing/PhD/program.php</a>
PhD Nursing Courses Description	<a href="http://www.uta.edu/nursing/PhD/course_descriptions.php">http://www.uta.edu/nursing/PhD/course_descriptions.php</a>
Faculty and Staff Email Contacts and Biosketches	<a href="http://www.uta.edu/nursing/faculty.php">http://www.uta.edu/nursing/faculty.php</a>
<ul style="list-style-type: none"> <li>◆ Graduate Forms</li> <li>◆ Student Confidentiality Statement</li> <li>◆ Liability Policy</li> <li>◆ Health Insurance Verification Form</li> <li>◆ Traineeship Statement Forms</li> </ul>	<a href="http://www.uta.edu/nursing/PhD/forms/">http://www.uta.edu/nursing/PhD/forms/</a>
<b>Instructions for E-Reserves</b>	<a href="http://www.uta.edu/library/">http://www.uta.edu/library/</a> Select under Library Catalogs ( <a href="#">UTA Library Catalogs</a> ) Select Course Reserves Look for Instructor's Name Click Search Select Article <u>Password</u> is course abbreviation and course number. ALL CAPS no spaces (ex. NURS5340).

Revised 12/6/2010

## Citations for Readings in addition to Required Texts

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

# Grading Criteria for Assignments

## **Grammar Worksheet- 2 points**

**Jan. 22**

% of correct answers X 2

## **Executive Summary of Article Critique- 4 points**

**Jan. 29**

Handout format- may use bullet points and short phrases

Include citation of the article

<600 words and 2 pages

Article critique includes accuracy and comprehensiveness of content, appropriateness of citations, clarity of writing, logical flow of ideas, and organization of published article

## **Executive Summary of Presentation Critique- 4 points**

**Feb. 5**

Provide link to YouTube or other available presentation

Handout format- may use bullet points and short phrases

<600 words and 2 pages

Presentation critique includes accuracy and comprehensiveness of content, logical flow of ideas, and effectiveness of the presenter

## **Pinch Table with 12 citations- 5 points**

**Feb. 12**

RefWorks used to create Pinch table

Outline of 3 themes or main points of review to this point

Includes 12 peer-reviewed articles

Content of Pinch table reflects crucial information from the articles

Outline reflects logical main points consistent with Pinch table content

## **Abstract for existing article- 5 points**

**Feb. 19**

Abstract organized with headings

Crucial information included

Complete sentences with correct grammar

**Slides for background and significance of topic for manuscript- 10 points**

**Feb. 26**

Evaluation of Slides	Possible Points	Your Points
<p><b>Format</b>                      Title, author, and affiliation are included                      Simple, focused content                      Extraneous words or information eliminated                      No more than 6 bullet points per slides, no more than 6 words per bullet                      No more than 10 slides total</p>	3	
<p><b>Visual appeal and readability</b>                      Background image (if used) fits the presentation content                      Background image stays in the background and does not interfere with readability of text.                      Fonts are large and easy to read (No smaller than 28 font)                      Use no more than 2 types of font per presentation                      Stick to two colors with a third for accent.                      Font is high contrast against background color.                      Clip art and graphs are placed close to the related text.                      Graphic, table, or diagram supports the point being made.                      Special effects are used minimally and effectively.</p>	3	
<p><b>Content</b>                      Key points are made that indicate significance of topic (# of people affected, costs, human suffering)                      Logical case built for why topic is significant                      Adequate background provided</p>	4	
<p>Total</p>	10	

**Abstract and Poster- 10 points****March 5**

Evaluation of Abstract and Poster	Possible Points	Your Points
<b>Abstract</b>		
The title, authors, and affiliations of the authors are included on the abstract. The body of the abstract is 300 words or less, Times Roman font, 12 point.	1	
Content of the abstract is appropriate and congruent with the poster content.	2	
The abstract is grammatically correct with no errors.	1	
<b>Poster</b>		
The poster title is concise, readable, and captures the viewer's attention. The title, authors, and affiliations of the authors are included in a readable format.	1	
The colors and design of the poster are pleasing and not distracting. The layout is visually pleasing. The layout is logical- the viewer can easily follow the ideas being presented. The poster has sufficient open areas (white space).	2	
The font size, style, and color are readable from a distance of 10 feet. The graphics are large enough to be seen from a distance of 10 feet.	1	
Content is appropriate for the purpose of the poster, complete and accurate, and concisely presented.	2	
	10	

## Manuscript for Publication

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

Suggested sources for your manuscript:

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

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

### First Part of Paper-10 points

March 12

Criteria	Possible Score	Your Score
Author guidelines provided Copy of guidelines emailed to Dr. Gray in a document	1	
Introduction opens broadly, captures the reader’s attention, and presents purpose of the paper.	1	
Background and significance section presents logical case for importance of the topic. Ends with what will be covered in the review.	1	
Beginning of the review of the literature is consistent with previous sections and presents a synthesis of the literature.	3	
Punctuation, grammar, spelling, and sentence structure; Paragraphs have logical flow of ideas	2	
Reference list Correct format for target journal Using RefWorks or other bibliographic software	2	
Total	10	

**Review of Peer's Manuscript-10 points****April 2- receive manuscript from peer****April 16- return manuscript with review to peer**

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

Evaluation of Peer Review	Possible Points	Your Points
Evidence of detailed, thoughtful review of content	2	
Accuracy of feedback that was provided.	3	
Evidence that formatting, grammar, writing, and APA considerations were included in review	2	
Tone of review respectful and collegial	3	
Total	10	

**Complete Manuscript -30 points****May 7**

Criteria	Possible Score	Actual Score
Cover/title page includes information required by the journal	1	
Title has audience appeal and is descriptive of the article; <12 words	1	
Introduction is engaging <ul style="list-style-type: none"> <li>○ Aim clearly communicated</li> <li>○ Organizing sentence is included</li> </ul>	2	
Background and significance section provides strong rationale for the importance of the topic	4	
Review of the literature is comprehensive and relevant to topic. Content of the section builds a logical argument for the conclusion. Information is presented with adequate detail, but without losing the main point being made.	8	
Effective flow of ideas <ul style="list-style-type: none"> <li>○ Topic sentences appropriately placed</li> <li>○ Transitions connect one idea to the next</li> </ul>	4	
Relevant, appropriate citations; Research citations were published in 2007 or more recently (majority). Theoretical and landmark citations may be older	2	
Conclusion <ul style="list-style-type: none"> <li>○ Aim restated</li> <li>○ Take-away message clearly presented</li> <li>○ Logical conclusion</li> </ul>	2	
Form <ul style="list-style-type: none"> <li>○ Appropriate format and style (determined by journal)</li> <li>○ Grammar (active voice as much as possible; no errors)</li> <li>○ Spelling &amp; Punctuation correct</li> </ul>	6	
	30	



## **Discussion Board- 10 points**

### **Weekly**

Each week a different topic will be addressed. The discussion board will be available from Sunday through Saturday. Initial postings of comments and questions for a given week should begin no later than Tuesday. Responding to other students' comments and questions can occur at any time. You will make at least three postings on the discussion board related to the prompt, the course content, and the reading,

### What is a substantive posting?

When a student posts a message that contributes to the understanding and application of ideas by doing one or more of the following:

- Reflecting on meaning: Describing thoughtfully what something means or new insights it provides, or raising a question as a seed for clarification or further discussion
- Analyzing: Discussing relevant themes, concepts, main ideas, components, or relationships among ideas; Identifying hidden assumptions or fallacies in reasoning
- Elaborating: Building on ideas of others or ideas found in the readings by adding details, examples, a different viewpoint, or other relevant information
- Applying the content: Providing examples of how principles or concepts can be applied to actual situations, or discussing the implications of theory for practice
- Synthesizing: Integrating multiple views to provide a summary, a new perspective, or a creative refashioning of ideas
- Evaluating: Assessing the accuracy, reasonableness, or quality of ideas

### Evaluation of Weekly Participation Grade

You will be evaluated on the adequacy of your participation and contribution to the discussion board each week on a 100-point scale (Sunday through Saturday).

Adequacy of posting will be evaluated as follows:

Initial substantive post by Tuesday 11:59 PM

At least two additional substantive posts Wednesday through Saturday

Highest points that can be earned if first post is Wednesday or later- 75 points

Highest points that can be earned if < 3 posts-50 points

The instructor will also evaluate the degree to which the posts are substantive

Weekly grades will be averaged for the semester. The points contributed to the course grade will be calculated as the % of 10 points. For example, a student who earns a 90 average will be allocated 9 of 10 points for the discussion board.