

**NURS 5328: Theory and Research Application in Nursing**  
Fall 2013

**Instructor: Susan Baxley, PhD, RN**  
**Clinical Assistant Professor**

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**Faculty Profile:** <https://www.uta.edu/mentis/profile/?3596>

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

**Section Information:** NURS5328:004

**Time and Place of Class Meetings:** Pickard Hall, **room 216 from 9-12 and 220 from 1-4 on 8-22-2013 and 11-7-2013 room 216** both classes from 9 am-4 pm. All other class meetings are online using Blackboard discussion.

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

**Student Learning Outcomes:**

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

**Course Prerequisites:**

NURS 5327 - Analysis of Theories for Nursing  
NURS 5301 - Research in Nursing

**Required Textbooks and Other Course Materials:**

Grove, S.K., Burns, N., & Gray, J. (2013). *The practice of nursing research: Appraisal, synthesis, and generation of research* (7<sup>th</sup> ed.). Philadelphia: Saunders. **ISBN: 978-1-455-70736-2 (you will need this book for statistics and for figuring power).**

**or**

LoBiondo-Wood, G. & Haber, J. (2010). *Nursing research methods and critical appraisal for evidence –based practice* (7<sup>th</sup> edition). St. Louis: Mosby Elsevier.

**and**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D.C.:**ISBN-10:4338-0561-8**

**The online lectures** can be viewed by clicking on the links below: **Be sure to view before starting assignment**

**Developing Background, Significance, Problem Statement, & Purpose of Your Proposal**

[http://rondo.uta.edu/lectures/leo/5328/background - Flash \(Original Size\) - 20100804 08.24.23AM.html](http://rondo.uta.edu/lectures/leo/5328/background - Flash (Original Size) - 20100804 08.24.23AM.html)

**Research Objectives, Questions, and Hypotheses**

[http://rondo.uta.edu/lectures/leo/5328/questions\\_and\\_hypotheses - Flash \(Original Size\) - 20100804 09.21.52AM.html](http://rondo.uta.edu/lectures/leo/5328/questions_and_hypotheses - Flash (Original Size) - 20100804 09.21.52AM.html)

**Developing a Framework for Your Proposal**

[http://rondo.uta.edu/lectures/leo/5328/theoretical\\_framework\\_a - Flash \(Original Size\) - 20100804 02.07.34PM.html](http://rondo.uta.edu/lectures/leo/5328/theoretical_framework_a - Flash (Original Size) - 20100804 02.07.34PM.html)

**Sampling and Sample Size**

[http://rondo.uta.edu/lectures/leo/5328/6\\_Sampling\\_and\\_Sample\\_Size - Flash \(Original Size\) - 20100803 03.25.31PM.html](http://rondo.uta.edu/lectures/leo/5328/6_Sampling_and_Sample_Size - Flash (Original Size) - 20100803 03.25.31PM.html)

**Research Design**

[http://rondo.uta.edu/lectures/leo/5328/research\\_design - Flash \(Original Size\) - 20100804 01.08.45PM.html](http://rondo.uta.edu/lectures/leo/5328/research_design - Flash (Original Size) - 20100804 01.08.45PM.html)

**Defining and Measuring Research Variables**

[http://rondo.uta.edu/lectures/leo/5328/defining\\_variables - Flash \(Original Size\) - 20100804 12.16.31PM.html](http://rondo.uta.edu/lectures/leo/5328/defining_variables - Flash (Original Size) - 20100804 12.16.31PM.html)

**Ethics and Informed Consent**

[http://rondo.uta.edu/lectures/leo/5328/7\\_Ethics\\_and\\_Informed\\_Consent - Flash \(Original Size\) - 20100803 03.25.17PM.html](http://rondo.uta.edu/lectures/leo/5328/7_Ethics_and_Informed_Consent - Flash (Original Size) - 20100803 03.25.17PM.html)

**Blackboard documents**

**Refworks Bibliographic Management Tutorial** – found at

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

**Please do the tutorial and sign up for your own account (if you don't already have one) before the first day of class. The UTA account is RWUTARlington**

**Supplemental/optional recommended materials:**

Pan, M. Ling. (2008). *Preparing Literature Reviews: Qualitative and Quantitative Approaches* (3<sup>rd</sup> ed.). Glendale, CA: Pyrczak. **ISBN 9781884585760**

Williams, Joseph M. (2006). *Style: Lessons in Clarity and Grace* (9th ed.). Longman. **ISBN 9780321479358**

Galvan, J.L. (2009). *Writing literature reviews*. (4<sup>th</sup> ed). Glendale, CA: Pyrczak Publishing. ISBN-10: 1884585868

Hacker, D., & Sommers, N. (2010). *A writer's reference* (7<sup>th</sup> ed.). Boston, MA: Bedford/St. Martin's. ISBN-10: 0312601433

**Teaching Methods/Strategies:**

Lecture, discussion board, active learning activities, computer lab

**Tentative Topic Schedule (Course Content):**

- A. Orientation, Overview, & Getting Started
- B. Nursing Research & Nurse Sensitive Patient Outcomes History
- C. Literature Review & Analysis of Evidence
- D. Research Problem & Purpose
- E. Theoretical Framework
- F. Research Questions/Hypotheses
- G. Defining & Measuring Research Variables
- H. Sample Size & Description
- I. Data Collection
- J. Data Analysis and Interpretation
- K. Ethics of Research

## Requirements and

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

### Graded Assignments

- All assignments are working toward the development of a research proposal. Each student will receive feedback on assignments throughout the course. The expectation is that students will reflect upon peer, faculty feedback to revise and refine the proposal as the course progresses. The assignments in the course are Individual Postings, Literature Review and Analysis of Evidence Paper, Theoretical Framework Paper, Measurement and Data Analysis Presentation, Human Subjects Training and Informed Consent and finally, Proposal.
- You will receive specific criteria for each assignment in Blackboard; however, read below for a general overview for the course assignments and how they work together to form a research proposal. **See grading criteria for complete guidelines.**
- Students will select an *intervention* and analyze the existing evidence for it related to a clinical practice-related *outcome* (under the larger umbrella of health services research). The analysis of the existing theoretical and research evidence will be used to identify a gap in the evidence about the intervention and the related outcome, which will form the basis of a research proposal.

**Select an Intervention:** Review recent theoretical/clinical sources and research literature to select an **intervention** that is of interest to you and nurses in your current practice area or your future role as an administrator, nurse practitioner, or educator. A way to identify an area of interest may be to ask yourself or colleagues questions such as: Is there a better way of doing something? Would another intervention be more effective and improve patient outcomes? What research-based intervention exists to improve current care in terms of patient, provider, and health care agency outcomes? Look in the literature for answers. Try to identify something for which you really want an answer. You might also get ideas from *Research for Practice*, an ongoing section in *AJN*, or research articles from nursing specialty journals. Review a variety of web sites, such as: Agency for Healthcare Research and Quality (<http://www.ahrq.gov>) or National Guideline Clearinghouse (<http://www.guideline.gov>). **The important deciding factor is whether the intervention is something registered nurses, nurse administrators, educators, or nurse practitioners do and/or have decisional control over. You need approval of intervention by faculty.**

- **Select outcome variables** for your proposal from existing databases:
- Check at your clinical agency for outcome variables or indicators on which they are collecting data—that is, on what variables does your agency routinely collect data?

- Check with an administrator, educator, or nurse practitioner to ascertain on what outcome variables they collect data.
- Review Nurse-Sensitive quality indicators for acute care settings (Burns & Grove, 2009, p. 289-291).
- Your passion for a “clinical problem” in nursing practice.
- Check the literature on your topic to identify a “research problem.”
- Limit the number of variables for your proposal to one independent variable and one or two dependent variables in a quasi-experimental design.
- The proposed study needs to be clear, focused, logical, and simple based on the literature review.

### **Initial literature review paper:**

**Pinch Charts: (5%, 2.5% each) Background** Based on your reading of Pinch (2001) article, create a pinch chart of at least 10 research studies that support the need for your study, including background and significance. Limit to 3-4 pages in a Word document. **Pinch Chart – Intervention:** Create a second pinch chart of at least 5 research studies that support the intervention you propose to use in your study. Since you will be doing a research study and not a quality improvement study, you should be able to justify that this intervention has not been implemented in your population or that it has conflicting results and is controversial in your population. Limit to 2 pages in a Word document.

### **Literature Review Paper: (20%)**

You will write a Literature Review paper. This paper, along with all other course assignments, is working toward the development of a research proposal. See grading criteria.

### **Participation-Individual Discussion Postings: (10%)**

Discussion among classmates is a major component of this course. Throughout this course, you will be asked to respond to prompts from the instructor. Your responses should consist of complete sentences and meet the requirements listed in each of the discussion assignment instructions. Additionally, you are required to post as directed thoughtful and scholarly responses to other student postings each week. To critique your peers work, you should use the guidelines of the assignment, be truthful and helpful but not hateful. You will want others to do the same for you. This is a great way to improve your own work by reviewing and responding to others. See grading criteria.

### **Theoretical framework Assignment (20%)**

You will decide which theory or theories you are using as a framework for your study. You will identify the concept that is the outcome (dependent variable-DV) and the concept believed to affect the outcome (independent variable-IV). You will conceptually define the dependent and independent variables. To keep your study simple and the proposal manageable for this course, use only one independent variable and one dependent variable. See grading criteria.

### **Measurement and Data Analysis Presentation in a Power Point: (20%)**

The measurement and data analysis presentation will describe the research design, population, and sample. It will describe the demographic variables, the study variables, and state the hypothesis. The analysis plan that includes the instrument and instrument evaluation and the statistical analysis planned will be included in this presentation. Limited to 8-10 slides. See grading criteria.

### **Informed Consent: (5%)**

Utilize UTA template and guidelines for consent form (available on blackboard). All modifiable portions of consent are to be written in lay language (6-8 grade reading level). Purpose of study must be clear. Procedure section must be clear, described in detail, specific, and all inclusive. Include all risks & benefits relevant to study. See grading criteria.

### **Human Subject Protections Certification: (Pass/Fail)**

Each student will complete the certification at webpage

<http://www.uta.edu/ra/real/loginscreen.php?view=7> <http://www.uta.edu/ra/oric/training/>. It may take several hours to read the content and complete the modules for certification. **Make an electronic copy** of the Human Subjects Training Certificate to turn in and keep a copy of the report for your personal files. Copy and post in a word document or as a PDF. **This should have your name on the certificate.**

### **Proposal: (20%)**

In a clear, focused, logical, and simple paper, the proposal will include the following:

- Background and significance
- Problem
- Purpose
- Research question or hypothesis
- Research design
- Population & sample
- Data analysis plan
- Ethical consideration

See grading criteria.

### **Grading Policy:**

<b>Course requirements</b>	<b>% of grade</b>	<b>Date due</b>
Participation	10%	Entire course, schedule for what needed for postings
Pinch Chart-1	2.5%	9/3/2013
Pinch Chart-2	2.5%	9/6/2013
Initial literature review paper	20%	9/27/2013
Theoretical Framework paper	20%	10/21/2013
Measurement & Data Analysis Assignment	20%	11/13/2013
Informed Consent	5%	11/21/2013
Human Subjects Protection Training	Pass/Fail*	11/21/2013
Proposal	20%	12/4/2013
Total	100.00%	

\* Human subjects training **must be completed** and the certificate of completion submitted in order to pass the course.

In this course, you will upload some papers/assignments into **Safe Assign** prior to grading. Please read the Student Resources section on Blackboard for more information about the tool. For most papers/assignments, you will have the option of turning in a Draft copy in the Safe Assign drop boxes, labeled as such. See further details below.

1. **DRAFT:** This Safe Assign location is not graded and will be open until the final submission due date and time. You may use this to check your assignment and edit prior to turning in to the final

drop box. When you upload, please check the “submit as draft” option. Please note that it may take some time to get your results, so if you use this feature, plan to give yourself several days to do this. For questions regarding percentage of matching, please contact your instructor.

2. **FINAL:** This Safe Assign location is separate and is the only one that will be graded. Only one document can be uploaded per Safe Assign.

- There are no options for extra credit.
- Class attendance and participation is expected of all students.
- Students are responsible for all missed course information.
- Faculty will impose penalties for late work. **Five points will be deducted from the final assignment grade for each day the work is late except under prearranged circumstances.** Work is considered late if it is received after the scheduled due date and time. Graded late work is not guaranteed to be returned at the same time on-time assignments are returned.
- Grades of incomplete are NOT automatically given when there are missing assignments at the end of the course. A student must discuss, with the faculty of record for the course, the reasons that an incomplete grade is being requested. This discussion must occur as soon as the student recognizes that a problem exists. Faculty members are not obligated to grant the use of an incomplete grade. With no prior discussion of the need for an incomplete, students not completing the required activities will receive the grade for the course based on the percentage of the required material submitted.

#### **Grading Scale:**

A = 92.00 - 100

B = 83.00 – 91

C = 74.00 – 82

D = 68.00 – 73

**Attendance Policy:** Regular class attendance and participation is expected of all students. Students are responsible for all missed course information.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be 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 Financial Aid Office for more information.

Graduate students who wish to change a schedule by either dropping or adding a course must first consult with their Graduate Advisor. Regulations pertaining to adding or dropping courses are described below. Adds and drops may be made through late registration either on the Web at MyMav or in person through the student's academic department. Drops can continue through a point two-thirds of the way through the term or session. 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 Financial Aid Office for more information. The last day to drop a course is listed in the Academic Calendar available at <http://www.uta.edu/uta/acadcal>.

1. A student may not add a course after the end of late registration.
2. A student dropping a graduate course after the Census Date but on or before the end of the 10th week of class may with the agreement of the instructor, receive a grade of W but only if passing the course with a C or better average. A grade of W will not be given if the student does not have at least a C average. In such instances, the student will receive a grade of F if he or she withdraws from the class. Students dropping a course must: (1) complete a Course Drop Form (available online [http://www.uta.edu/nursing/MSN/drop\\_resign\\_request.pdf](http://www.uta.edu/nursing/MSN/drop_resign_request.pdf) or Graduate Nursing office rooms 512 or 606); (2) obtain faculty signature and current course grade; and (3) submit the form to Graduate Nursing office rooms 512 or 606.
3. A student desiring to drop all courses in which he or she is enrolled is reminded that such action constitutes withdrawal (resignation) from the University. The student must indicate intention to withdraw and drop all courses by completing a resignation form in the Office of the Registrar or by: (1) Completing a resignation form (available online [http://www.uta.edu/nursing/MSN/drop\\_resign\\_request.pdf](http://www.uta.edu/nursing/MSN/drop_resign_request.pdf) or Graduate Nursing office rooms 512 or 606; (2) obtaining faculty signature for each course enrolled and current course grade; (3) Submitting the resignation form in the College of Nursing office room 512 or 606; and (4) The department office will send resignation form to the office of the Registrar.
4. In most cases, a student may not drop a graduate course or withdraw (resign) from the University after the 10th week of class. Under extreme circumstances, the Dean of Graduate Studies may consider a petition to withdraw (resign) from the University after the 10th week of class, but in no case may a graduate student selectively drop a course after the 10th week and remain enrolled in any other course. Students should use the special Petition to Withdraw for this purpose. See the section titled Withdrawal (Resignation) From the University for additional information concerning withdrawal. <http://www.uta.edu/nursing/handbook/toc.php>

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

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**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.*



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. According to the UT System Regents' Rule 50101, §2.2, "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

**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 Available:** The University of Texas at 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. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit [www.uta.edu/resources](http://www.uta.edu/resources) for more information.

**Electronic Communication Policy:** The University of Texas at Arlington has adopted the University "MavMail" address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. ***Students are responsible for checking their MavMail regularly.*** Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

To obtain your NetID or for logon assistance, visit <https://webapps.uta.edu/oit/selfservice/>. If you are unable to resolve your issue from the Self-Service website, contact the Helpdesk at [helpdesk@uta.edu](mailto:helpdesk@uta.edu).

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete 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 enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by



state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**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 exits, [which are located to the south or north of the room and down the stairs and out](#). 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 handicapped individuals.

### **Librarian to Contact:**

**Antoinette Nelson**, *Nursing Librarian*

E-mail: [nelsona@uta.edu](mailto:nelsona@uta.edu)

Phone: 817-272-7433

Research Information on Nursing:

<http://libguides.uta.edu/nursing>

Library Home Page .....	<a href="http://www.uta.edu/library">http://www.uta.edu/library</a>
Subject Guides.....	<a href="http://libguides.uta.edu">http://libguides.uta.edu</a>
Subject Librarians .....	<a href="http://www.uta.edu/library/help/subject-librarians.php">http://www.uta.edu/library/help/subject-librarians.php</a>
Database List .....	<a href="http://www.uta.edu/library/databases/index.php">http://www.uta.edu/library/databases/index.php</a>
Course Reserves .....	<a href="http://pulse.uta.edu/vwebv/enterCourseReserve.do">http://pulse.uta.edu/vwebv/enterCourseReserve.do</a>
Library Catalog .....	<a href="http://discover.uta.edu/">http://discover.uta.edu/</a>
E-Journals.....	<a href="http://liblink.uta.edu/UTALink/az">http://liblink.uta.edu/UTALink/az</a>
Library Tutorials .....	<a href="http://www.uta.edu/library/help/tutorials.php">http://www.uta.edu/library/help/tutorials.php</a>
Connecting from Off- Campus.....	<a href="http://libguides.uta.edu/offcampus">http://libguides.uta.edu/offcampus</a>
Ask A Librarian.....	<a href="http://ask.uta.edu">http://ask.uta.edu</a>

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: <http://www.uta.edu/library/services/distance.php>

### **College of Nursing 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 for the MSN Program, Dr. Mary Schira. The complete policy about encumbered licenses is available online at: [www.bon.state.tx.us](http://www.bon.state.tx.us)

**Student Code of Ethics:** 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/handbook/toc.php>

**No Gift Policy:** In accordance with Regent Rules and Regulations and the UTA Standards of Conduct, the College of Nursing has a “no gift” policy. A donation to one of the UTA College of Nursing Scholarship Funds, found at the following

link: [http://www.uta.edu/nursing/scholarship\\_list.php](http://www.uta.edu/nursing/scholarship_list.php) would be an appropriate way to recognize a faculty member's contribution to your learning. For information regarding Scholarship Funds, please contact the Dean's office.

**Departmental Office/Support Staff:**

**Jennifer Gray, RN, PhD**

Interim Dean

Associate Dean and Chair, Department of Nursing Administration, Education, and Research Programs

Email: [jgray@uta.edu](mailto:jgray@uta.edu)

**Vivian Lais-Davis, Administrative Assistant II – PhD**

Office # 512-Pickard Hall, (817)-272-1038

Email:

**Mary Schira, PhD, Rn, ACNP-BC**

Associate Dean and Chair, Department of Advanced Nurse Practitioner, DNP

Email: [Schira@uta.edu](mailto:Schira@uta.edu)

**Sheri Decker, Assistant Graduate Advisor**

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**Rose Olivier, Administrative Assistant I**

Office # 605-Pickard Hall, (817) 272-2776 ext. 4796

Email: [Olivier@uta.edu](mailto:Olivier@uta.edu)

## Reference List for N5328 suggested readings to assist with writing proposal

### Literature Review & Analysis

- Cleary, M., Hunt, G. E., & Horsfall, J. (2009). Conducting efficient literature searches: Strategies for mental health nurses. *Journal of Psychosocial Nursing*, 47 (11), 34-41.
- Cronin, P., Ryan, F., & Coughlan, M. (2008). Understanding a literature review: A step-by-step approach. *British Journal of Nursing*, 17(1), 38-43.
- Pinch, W. J. (2001). Improving patient care through the use of research. *Orthopaedic Nursing / National Association of Orthopaedic Nurses*, 20(4), 75-81.
- Schmelzer, M. (2006a). The critique: A necessary part of scientific inquiry [Electronic version]. *Gastroenterology Nursing*, 29, 324-325.
- Schmelzer, M. (2006b). How to start a research proposal [Electronic version]. *Gastroenterology Nursing*, 29, 186-188.
- Schmelzer, M. (2007). Where is the theory in evidence-based practice? [Electronic version]. *Gastroenterology Nursing*, 30, 446-448.
- Schmelzer, M. (2008). The importance of the literature search [Electronic version]. *Gastroenterology Nursing*, 31, 151-153.
- Shirey, M. R., Embree, J. L., Schaar, G. L., Swenty, C. F. (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

### Theory articles

- Kelly, K.C., Huber, D.G., Johnson, M., McCloskey, J.C., & Maas, M. (1994). The medical outcomes study: A nursing perspective [Electronic version]. *Journal of Professional Nursing*, 10, 209-216.
- Mitchell, P., Ferketich, S., & Jennings, B. (1998). Quality health outcomes model [Electronic version]. Image: *The Journal of Nursing Scholarship*, 30, 43-46.

### Theory Application Examples

- Aish, A. E., & Isenberg, M. (1996). Effects of Orem-based nursing intervention on nutritional self-care of myocardial infarction patients. *International Journal of Nursing Studies*, 33(3), 259-270. doi:10.1016/0020-7489(95)00059-3
- Borcherding, K. E. (2009). Coping in healthy primigravidae pregnant women. *JOGNN: Journal of Obstetric, Gynecologic, & Neonatal Nursing*, 38(4), 453-462. Retrieved from
- Hickey, M. T. (2009). Female college students' knowledge, perceptions, and use of emergency contraception. *JOGNN: Journal of Obstetric, Gynecologic, & Neonatal Nursing*, 38(4), 399-405.
- Huizing, A. R., Hamers, J. P., Gulpers, M. J., & Berger, M. P. (2009). A cluster-randomized trial of an educational intervention to reduce the use of physical restraints with psychogeriatric nursing home residents. *Journal of the American Geriatrics Society*, 57(7), 1139-1148.

- Jakubik, L. D. (2008). Mentoring beyond the first year: Predictors of mentoring benefits for pediatric staff nurse protégés. *Journal of Pediatric Nursing*, 23 (4), 269-281. doi: 10.1016/j.pedn.2007.05.001
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## **Research Design**

- Schmelzer, M. (2000). Understanding the research methodology: Should we trust the researchers' conclusions? [Electronic version]. *Gastroenterology Nursing*, 23, 269-274.

## **Measurement**

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## Topics and Suggested Resources for Review

Topic	Suggested Resource for Review
<i>Developing Proposal</i> <ul style="list-style-type: none"> <li>• <i>Problem and Purpose</i></li> <li>• <i>Literature Review</i></li> </ul>	Burns & Grove: Chapter 5 Chapter 6
<i>Developing Proposal</i> <ul style="list-style-type: none"> <li>• <i>Framework</i> <ul style="list-style-type: none"> <li>• <i>Outcomes framework</i></li> <li>• <i>Link variables to concepts</i></li> <li>• <i>Conceptual &amp; operational definitions of variables</i></li> </ul> </li> <li>• <i>Research question(s) Variables</i></li> </ul>	Burns & Grove: Chapter 7       Chapter 8
<i>Developing Proposal</i> <ul style="list-style-type: none"> <li>▪ <i>Methods</i> <ul style="list-style-type: none"> <li>• <i>Sampling</i> <ul style="list-style-type: none"> <li>▪ <i>Method</i></li> <li>▪ <i>Size</i></li> </ul> </li> </ul> </li> </ul>	Burns & Grove: Chapter 12 Chapter 14 Chapter 15
<i>Developing Proposal</i> <ul style="list-style-type: none"> <li>• <i>Methods</i> <ul style="list-style-type: none"> <li>• <i>Design</i> <ul style="list-style-type: none"> <li>○ <i>Strengths</i></li> <li>○ <i>Weaknesses</i></li> </ul> </li> <li>• <i>Instruments</i> <ul style="list-style-type: none"> <li>○ <i>Description</i></li> <li>○ <i>Validity</i></li> <li>○ <i>Reliability</i></li> </ul> </li> <li>• <i>Data Collection</i> <ul style="list-style-type: none"> <li>○ <i>Detailed plan</i></li> <li>○ <i>Subject recruitment</i></li> <li>○ <i>Inclusion/exclusion criteria</i></li> <li>○ <i>Setting/data collection site(s)</i></li> </ul> </li> </ul> </li> </ul>	Burns & Grove:   Chapter 10 Chapter 11   Chapter 15 Chapter 16   Chapter 17 Chapter 19, 20, 21, 22, 25 Chapter 22
<i>Ethics</i>	Chapter 9
<i>Writing a Proposal</i>	Chapter 28

## **General Guidelines for All Written Work**

These guidelines have been developed to help students know the mechanics of writing a paper. The 6th Edition APA Manual (2010) is to be used in conjunction with the guidelines to demonstrate referencing style, levels of headings, and proper ways of including direct quotations in the paper. The APA Manual also gives additional information about grammar and punctuation, use of numbers and abbreviations, and development of tables or figures, which should be helpful in developing any paper.

1. Each paper should have a formal title page (see example below).
2. OMIT an abstract and table of contents.
3. Pagination: Page numbering starts with the first page of text. Numbering continues through the reference list and any appendices. Arabic (1, 2 etc.) numbers are used.
4. Margins: Margins are to be at least 1 inch and no more than 1.25 inches 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.
5. Type size and font: Type should be 12 characters per inch (12 point). The font should be clean and easy to read (e.g., Times New Roman). Print should be of letter quality.
6. Spacing: Double spacing is used for the body of the paper. Single spacing may be used within references (with double spacing between references), and long quotations. Long quotations may also be indented five spaces. DO NOT leave any blank lines between paragraphs or sections.
7. Headers: Running headers are required.
8. Headings within the paper are essential. First develop an outline of your paper and count the number of levels you plan to incorporate. Grading Criteria Sheets are helpful in determining appropriate headings for specific assignments. See the APA Manual for further guidance.
9. Quotations: In general, avoid the use of direct quotes. Re-state the point in your own words and include the appropriate citation. For ways to properly cite quotations of greater than 40 words see the APA Manual.
10. Reference list: See the APA Manual. The reference list includes only the references cited within the text of the paper.

**Note: Be sure the paper you submit for grading is complete, since that is the paper that will be graded**



### Assignment for first Week of Class

Date	Topics and Due Dates	Assignment to Prepare for Class
<b>8-22-2013</b>		Provide a brief summary of your clinical interest, where you work, and what your research interest is. Post on Blackboard discussion board. <b>Set up your refworks account to be prepared for class 8-22--2013</b>
<b>8-22-2013</b>	<b>(meet in room 216)</b> <ul style="list-style-type: none"> <li>• Orientation, Overview, &amp; Getting Started</li> <li>• Research Problem Identification</li> <li>• Literature Review</li> <li>• Theoretical Framework</li> <li>• Analysis of Evidence <ul style="list-style-type: none"> <li>○ Refworks</li> <li>○ Annotated bibliography</li> <li>○ Pinch tables</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Review Burns &amp; Grove (B&amp;G) Chapters 5, 6, 7, 8 before class</li> <li>• <b>Read Lit Review &amp; Analysis</b> articles (see Reference List in syllabus). We will discuss in class</li> <li>• Review N5328 syllabus, assignments, grading criteria, and discussions.</li> <li>• Begin to search for topic of interest and place in Refworks.</li> <li>• Describe your EBP topic and your conclusions about what is not known on this topic. Discuss whether it is a topic suitable for an intervention. <i>Be prepared to discuss in class.</i></li> <li>• <b>Bring your APA manual to class. We will have an assignment.</b></li> </ul>
1 <sup>st</sup> week <b>8/26/2013</b>	<ul style="list-style-type: none"> <li>• Research Problem Identification</li> <li>• Literature Review</li> <li>• Theoretical Framework</li> <li>• Analysis of Evidence <ul style="list-style-type: none"> <li>○ Refworks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Post Intervention idea <b>by 8/27/13, 11:55 pm on discussion board. (1)</b></li> </ul>
2nd weeks <b>9/2/2013</b>	<ul style="list-style-type: none"> <li>• View Content Module: Outcomes and Problem/purpose</li> <li>• Review of literature</li> </ul>	First Pinch chart of 10 research studies that support the need for your study, including background and significance. (with copies of articles) Due <b>9/3/13</b> at 11:55 pm in drop box, Second pinch chart of 5 research studies that support your intervention due <b>9/6//13</b> at 11:55 pm in drop box.

Other materials for this class will be available to students enrolled in the course one week **before classes start on Blackboard (<https://elearn.uta.edu>)**. **Be sure to review for online discussions and grading criteria. View syllabus at**

**You will need to go to faculty profiles and type in Susan Baxley, <https://www.uta.edu/mentis/profile/?3596> and then scroll down to course teaching and download syllabus. Be sure that you obtain the correct section number for the correct semester.**

**Be sure to bring your APA manual and prepare your log on in Refworks. You will have an assignment in class that will be part of your discussion grade for the day. 50% of your 1<sup>st</sup> participation grade is class participation.**

**You will need a copy of your syllabus and the assignments and schedule to review in class.**