**NURS 5328 Theory and Research Application in Nursing**

**Fall 2013**

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

**Section Information:** NURS 5328: 005

**Time and Place of Class Meetings:** Pickard Hall Room 220, 1pm-2:50pm on August 26, September 9, September 23, October 14, October 28, November 11, and December 2. All other class meetings are on-line using Blackboard discussion.

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

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

1. Conduct a critical review of research literature

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

3. Evaluate measurement methods used in research

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

5. Explain the various types of research designs.

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

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

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

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

**Course Prerequisites:**

NURS 5327 – Analysis of Theories for Nursing Research

NURS 5301 – Research in Nursing

**Textbook and Other Course Materials**

Grove SK, Burns N, Gray J. (2013) The practice of nursing research: Appraisal, synthesis and generation of evidence, 7th edition, St. Louis, Saunders

American Psychological Association (2010). Publication Manual of the American Psychological Association (6th edition) , Washington, D.C. Since your proposal is expected to be in APA style, you may want to have access to a copy to the APA stylebook.

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

Thinking About Research - <http://blog.uta.edu/~meyoung/>

This is my blog about research. You will be asked to read the various posts and post your own comments.

**Other documents that may be helpful to you.**

Refworks Bibliographic Management Tutorial - found at

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

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

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

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

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

**Teaching Methods/Strategies**

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

**Tentative Topic Schedule (Course Content)**

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

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

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

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

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

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

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

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

Week 1 - August 26

What is research?

Week 2 - September 2

Developing the proposal

Week 3 - September 9

Ethics in research – IRB and publication issues

Week 4 - September 16

Reviewing the literature

Week 5 - September 23

Threats to internal validity/Design issues

Week 6 - September 30

Sampling techniques/External validity

Week 7 - October 7

Levels of measurement Descriptive Statistics/Exam 1 this week

Week 8 - October 14

Statistical Inference/Probability

Week 9 - October 21

Chi-Square/t-test – Student Presentations Due

Week 10 - October 28

Analysis of Variance (1 & 2 way) – Student Presentation - Questions

Week 11 - November 4

Student Presentations – Responses

Week 12 - November 11

Correlation, cronbach’s alpha, multiple regression

Week 13 - November 18

Exam 2 this week, logistic regression, factor analysis

Week 14 - November 25

Proposal Due this week, qualitative research, additional presentation and publication issues

Week 16 - December 1

Review of semester material

**Final Exams Begin - December 5 - Final exam this week**

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

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

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

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

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

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

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

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

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

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

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

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

(8) Synthesis – Your job is to take material you have gathered from a variety of sources and to use it to create a new document. This isa paper in which the first page comes from article number 1, and the second page comes from article number 2, etc. or a paper that is choppy, because this material came from here and that material came from there. The idea is to create a paper that is yours, one that flows, or as some people have said – one that reads like an interesting, well-documented, story. This is more than a story. It is your research plan.

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

A recent study of nursing students completed at the University of Texas-Arlington found that the way in which students rated another person as to selected character traits and desirability as a patient varied by whether the person was described as 25, 50, or 75 years old and whether the description was of a man or of a woman. A woman was judged to have more positive character traits if she was 75 than if she was 25 or 50, but was judged to be the least desired patient, with the 75 year old men rated barely better as a patient. Men, regardless of age, were judged less positively as to character, but more desirable as a patient. In fact the 25-year old male was rated the least positive as to character (when compared to the other two age groups for males and all three ages for women) but was also judged to be the most desired patient. The authors indicated the study may be evidence of a discriminatory attitude toward older adults, and a perception that in general males are viewed as character deficient (Young, Penhollow, & Smith, 2012).

Several researchers have examined the impact of changing abortion laws from parental notification to parental consent. In each instance researchers found a drop in legal abortions, an increase in births to teens, and an increase in child abuse (George & Jones, 2009; Smith, 2010; Tina & Nelson, 2012).

In both cases the student’s description was in his/ her own words, but they cited the article(s). The citation should correspond to an article listed in the references. All references should be cited. All citations should be referenced.

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

Participation/short assignments (60 points) – You may earn up to three points per week for participation (total 45 points) and potentially another 15 points for short assignments. You do this by making meaningful posts to the discussion board. This semester with blackboard there is the option of a blog. So use the blog to address the questions I pose for the week. In addition you may also respond to another student’s post. To get credit posts need to be more than “me too” “how about them Mavs” etc. Sometimes such comments are appropriate, but don’t expect to get points for them. Sometimes there will be a single correct answer - other times not. Generally, your post needs to be at least three lines in length. More than that, you should have something to say. Your post needs to reflect some degree of preparation – and perhaps give some indication you have read the material on which the question is based. Since these posts are on-line you have the luxury of thinking about the question, looking up relevant material, and taking time to develop a thoughtful response. In addition, there will be at least two short assignments given during the semester. The first short assignment is to post to the “Thinking about research” blog posts. There are four blog posts so far and others will be added in the coming months. You may post to no more than two blog posts to get credit. So if you wait until December to post, you are limited to two posts. If you post to two in August and two in September, etc., you should stay up just fine.

Exams (400 points) – You may earn up to 400 points for the semester from your scores on exams. There will be two exams, each worth 100 points and a comprehensive final worth 200 points.

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

Presentation of research article (20 points) – Students will select a published research article, then develop a power point based on the article. The idea is to have something that could be used in a poster presentation – 14-16 sides. There will be several examples posted. Students will post these, and a copy of the article, no later than the week of October 21.

Questions – 15 points. Students will ask a meaningful question of each of the other students concerning their presentation. Students will post these no later than the week of October 28.

Answers – 16 points. Students will respond in writing to at least four student questions and an instructor question, if asked, and any question asked concerning the presentation in a face-to-face setting. Students will post these no later than the week of November 11. On November 11 we will be meeting face-to-face and students will also answer questions

about their presentation in class.

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

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

Grading Scale – 621 points possible

A – must earn at least 559 points

B – must earn at least 496 points

C – must earn at least 434 points

D – must earn at least 372 points

F – below 372 points

**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. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**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:** 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 University policy, which may result in the student’s suspension or expulsion from the University.

**Additional comments related to academic misconduct -** Academic misconduct includes cheating, plagiarism, unauthorized possession of exams and course materials, and unauthorized changing of grades. Note that plagiarism includes (but is not limited to) claiming credit for the work or efforts of another without giving due credit to the authors. Examples include cutting and pasting text from the web, paraphrasing from the web or other sources without providing citations, using research, notes, ideas, without properly crediting the originator. Sanctions can include probation, suspension, dismissal, and expulsion. All parties who are involved in the submission of a plagiarized or copied work are equally guilty of academic misconduct under all circumstances. Nearly every semester I find one or more students who have handed in a paper that had been previously submitted, or who have copied material from another source and presented it as if it were their own. Dealing with such issues is not pleasant for the instructor or the student – so please do your own work. In developing your research proposal and completing any other written assignment, be sure to give credit to sources. If you are using a direct quote (and there may be some occasions where this is appropriate, but if used at all, these will be short, and few in number) be sure to indicate that it is a direct quote. Most of the time when you obtain information from another source, you should put the information in your own words. Even then, since you relied on another source for the information you are reporting, you should cite the reference.

Here are some other points. Do not hand in the same paper in more than one class. Students do it. Don’t be one of them. You may do papers on related topics, but there should be substantial (not minor) differences between the papers. For more information about avoiding plagiarism, search the UTA library site for “plagiarism.”

**GRADE OF INCOMPLETE OR WITHDRAWAL:** An incomplete grade is only given if a student has passed the first half of the class and is unable to successfully complete the second half due to a documented illness or family crisis that the instructor genuinely believes will not permit the student to go on and successfully complete the course at this time. Students who wish to receive a grade of incomplete should contact the instructor regarding this possibility. Those who take incompletes are responsible for completing the course within one year.

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**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>.

**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>.

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

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

[UT Arlington Procedure 7-6: Emergency/Fire Evacuation Procedures (<https://www.uta.edu/policy/procedure/7-6>).]

Library Home Page [http://www.uta.edu/library](http://www.uta.edu/library" \t "_blank)

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

Subject Librarians [http://www.uta.edu/library/help/subject-librarians.php](http://www.uta.edu/library/help/subject-librarians.php" \t "_blank)

Database List [http://www.uta.edu/library/databases/index.php](http://www.uta.edu/library/databases/index.php" \t "_blank)

Course Reserves [http://pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do" \t "_blank)

Library Catalog [http://discover.uta.edu/](http://discover.uta.edu/" \t "_blank)

E-Journals [http://liblink.uta.edu/UTAlink/az](http://liblink.uta.edu/UTAlink/az" \t "_blank)

Library Tutorials [http://www.uta.edu/library/help/tutorials.php](http://www.uta.edu/library/help/tutorials.php" \t "_blank)

Connecting from Off- Campus [http://libguides.uta.edu/offcampus](http://libguides.uta.edu/offcampus" \t "_blank)

Ask A Librarian [http://ask.uta.edu](http://ask.uta.edu/" \t "_blank)

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

Finally, the subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit [http://libguides.uta.edu/os](http://libguides.uta.edu/os" \t "_blank) and [http://libguides.uta.edu/pols2311fm](http://libguides.uta.edu/pols2311fm" \t "_blank) . If you have any questions, please feel free to contact the Coordinator for Information Services, Suzanne B