

N5366 Principles of Research in Nursing (Online)

January/February 2015

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Section Information: NURS 5366-400/401

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

This course is entirely online in Blackboard.

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

Student Learning Outcomes:

1. Discuss the research process (MPO2).
2. Evaluate clinical and research literature to identify gaps in knowledge (MSN Essentials IV-6; MPO2).
3. Integrate theories and existing research evidence to formulate a research question (MSN Essentials IV-1; MPO2).
4. Evaluate measurement methods used in nursing research (MSN Essentials V-2; MPO2).
5. Develop a plan for data analysis (MSN Essentials V-2; MPO2).
6. Demonstrate ethical principles in planning research (MSN Essentials IV-2; MPO2).
7. Articulate clinical and research evidence related to identified clinical problems (MSN Essentials IV-3; MPO2).

Requirements: Graduate Standing 5327 or Concurrent with 5327

Required Textbooks and other course materials:

Required:

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

ISBN: 978-0-323-10086-1

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

AP January 2015 Course Syllabi

Patten, M. L. (2014). *Proposing Empirical Research* (5th ed.). Glendale, CA: Pyrczak Publishing.
ISBN: 978-1-936523-30-06

Recommended:

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th Ed.). Washington, DC: Author.
ISBN: 978-1-4338-0561-5

Salkind, N.J. (2011). *Statistics for people who think they hate statistics* (4th ed.). Los Angeles: Sage.
ISBN: 978-1-4129-7959-7

Grove, S., Burns, N., Gray, J. (2013). *The Practice of Nursing Research* (7th ed). Saunders.
ISBN 978-1-4557-07369-2

Descriptions of major assignments and examinations with due dates:

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

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

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

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

Mbeba, M., Kaponda, C., Jere, D., Kachingwe, S., Crittenden, K., McCreary, L., Norr, J., Norr, K., (2011). Peer group intervention reduces personal HIV risk for Malawian health workers. *Journal of Nursing Scholarship*, 43(1):72-81. doi: 10.1111/j.1547-5069.2011.01384.x. (Available full text, online, through the UTA Library.)

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

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

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

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

3. Proposal Paper: Submitted online in Blackboard.

The final outcome of this course is that students will develop a nursing research proposal for a study related to nursing practice, education, or administration. The focus of all course assignments will contribute to the development of that proposal. Students will select a clinical problem, select an intervention study to replicate, and create a proposal related to a specific outcome in a population and setting of interest. The analysis of existing theoretical and research evidence about the intervention and outcome will be used to identify a research problem (gap in the evidence) which will form the basis of a research proposal. It is essential that you select a clinical problem, intervention, and outcome for your proposal and develop the literature review to support it VERY early in the semester because all course assignments depend on that.

Grading:

Research Exams (4 X 10% each)	40 %
Statistics Exams (2 X 10% each)	20 %
Proposal Paper	40 %
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TOTAL	100 %

Attendance Policy: Regular online class attendance and participation is expected of all students. Students are responsible for all course information. The orientation slides will cover the syllabus, lecture material, and explanations of upcoming assignments.

Students are responsible for all course information even if they choose not to read the Discussion Board in Blackboard.

Other Requirements: Please do NOT request altered exam dates or times; you are expected to adhere to the course schedule. An exception will be granted only for an emergency.

Any make-up examinations given may include questions that are other than multiple choice or true/false. Make-up examinations may be given at the convenience of the faculty.

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

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

EXCEPTION: If you become ill, have an accident or family **emergency** and do not believe you can complete an assignment on time, you should phone or email the instructor immediately – **BEFORE** - the due date and time. The instructor may postpone the deadline without penalty, depending on the circumstances. Once the due date is passed, points will be deducted for late work regardless of the excuse.

Grading Policy: Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Course Grading Scale

A = 92 to 100

B = 83 to 91.99%

C = 74 to 82.99%

D = 68 to 73.99%

F = below 74 – cannot progress

Expectations of Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional minimum of 12-20 hours per week on their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current graduate catalog.

<http://www.uta.edu/gradcatalog/2012/general/regulations/#grades>

Drop Policy: Graduate students who wish to change a schedule by either dropping or adding a course must first consult with their Graduate Advisor. Regulations pertaining to adding or dropping courses are described below. Adds and drops may be made through late registration either on the Web at MyMav or in person through the student's academic department. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the 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 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 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.grad.uta.edu/handbook>

January Class: Last day to drop or withdraw, February 20, 2015
February Class: Last day to drop or withdraw, April 3, 2015

January Class: Census Day – January 20, 2015
February Class: Census Day – March 2, 2015

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 or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

Academic Integrity: All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Per UT System Regents' Rule 50101, §2.2, suspected violations of university standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will

be disciplined in accordance with the University policy, which may result in the student's suspension or expulsion from the University.

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

As a licensed registered nurse, graduate students are expected to demonstrate professional conduct as set forth in the Texas Board of Nursing rule §215.8. **in the event that a graduate student holding an RN license is found to have engaged in academic dishonesty, the college may report the nurse to the Texas BON using rule §215.8 as a guide.**

Plagiarism: Copying another student's paper or any portion of it is plagiarism. Copying a portion of published material (e.g., books or journals) without adequately documenting the source is plagiarism. Consistent with APA format, if five or more words in sequence are taken from a source, those words must be placed in quotes and the source referenced with author's name, date of publication, and page number of publication. If the author's ideas are rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing giving the author's name and date of publication. If a single author's ideas are discussed in more than one paragraph, the author must be referenced, according to APA format. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper. Students are expected to review the plagiarism module from the UT Arlington Central Library via <http://library.uta.edu/tutorials/Plagiarism>

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

Librarian to Contact:

Peace Williamson, Nursing Librarian

Phone: 817-272-6208; Email: peach@uta.edu

Research Information on Nursing <http://libguides.uta.edu/nursing>

Research Information on Nursing: <http://www.uta.edu/library/research/rt-nursing.html>

Library Home Page	http://www.uta.edu/library
Subject Guides	http://libguides.uta.edu
Subject Librarians	http://www-test.uta.edu/library/help/subject-librarians.php
Database List	http://www-test.uta.edu/library/databases/index.php
Course Reserves	http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials	http://www.uta.edu/library/help/tutorials.php
Connecting from Off- Campus	http://libguides.uta.edu/offcampus
Ask a Librarian	http://ask.uta.edu

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>.

UTA 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 Dr. Mary Schira, Associate Dean, Department of Advanced Practice Nursing. The complete policy about encumbered licenses is available online at: www.bon.state.tx.us

Confidentiality Agreement: You signed a Confidentiality Form in orientation and were provided a copy of the form. Please take your copy of this Confidentiality Form with you to your clinical sites. Please do not sign other agency confidentiality forms. Contact your faculty if the agency requires you to sign their confidentiality form.

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

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 would be an appropriate way to recognize a faculty member’s contribution to your learning. For information regarding Scholarship Funds, please contact the Dean’s office.

Online Conduct: The discussion board should be viewed as a public and professional forum for course-related discussions. Students are free to discuss academic matters and consult one another regarding academic resources. The tone of postings should be professional in nature. It is not appropriate to post statements of a personal or political nature, or statements criticizing classmates or faculty. Inappropriate statements/language will be deleted by the course faculty and may result in denied access to the Discussion boards. Refer to UTACON Student Handbook for more information.

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

Writing Center. : The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit <https://uta.mywconline.com/> to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at www.uta.edu/owl/.

Departmental Office/Support Staff

Dr. Jennifer Gray, *Associate Dean and Chair for Masters Programs*

Felicia Chamberlain, *Program Coordinator*

Office: Pickard Hall; Phone: (817) 272-0659; Email: chamberl@uta.edu

Rebekah Black *AP/Campus Programs, Academic Advisor (A-L)*

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Caitlin Schwartz Wade, *AP/Campus Programs, Academic Advisor (M-Z)*

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Janette Rieta, *AP/Campus Programs, Administrative Assistant I*

Office: Pickard Hall; Phone 817-272-1039; Email: jrieta@uta.edu

Danielle Van Knaap, *AP/Campus Programs Admissions Assistant*

Office: Pickard Hall; Phone 817-272-9591; Email: vdknaap@uta.edu

Mary Schira, *Associate Dean and Chair: Graduate Advisor*

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Sheri Decker, *Assistant Graduate Advisor*

Office: 606 Pickard Hall; 817-272-0829; Email: sdecker@uta.edu

Rose Oliver, *Administrative Assistant I*

Office: 605 Pickard Hall; Phone 817-272-9517; Email: Olivier@uta.edu

Inclement Weather (School Closing) Inquiries: Metro: (972) 601-2049

Fax Number UTA School of Nursing: (817) 272-5006

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

General Guidelines for the N5366 Proposal Paper

Professional expression of ideas is expected in all work submitted for this class. Any paper that includes errors in grammar, punctuation, format, or expression of ideas that significantly obscure content of the paper will have points deducted.

Students in the MSN program are expected to purchase and use the most recent Publication Manual of the American Psychological Association (APA). The 6th Edition of the APA Publication Manual (2010) is to be used in conjunction with the guidelines in this syllabus and instructions given in class to demonstrate correct style and format in all papers (including grammar and punctuation, use of numbers and abbreviations, and citation of sources).

Submitting assignments: Upload all completed assignments to the appropriate area in Blackboard. Before uploading any assignment, save the file using your last name, first initial, and brief assignment name as the file name (Ex: Behan D Lit rev Table synthesis). Before uploading articles cited in the papers, save the articles using the last name of the first author (& additional authors as needed) and publication year (Ex: Headley et al 2004). Do not include any extra punctuation in file names uploaded to Blackboard. Be sure to upload all needed files before submitting the assignment. The paper you submit for grading is the paper that will be graded.

Title page: Each paper is to have a formal title page at the beginning of the paper. This page should include the following: Title of the paper, student's name, name of the course, name of the instructor, and date of completion or submission, running head, page number and unique title. An example that can be copied and pasted is provided in the syllabus.

Pagination: Page numbering starts with the title page. Numbering continues through the reference list and any appendices. Arabic (1, 2 etc.) numbers are to be used. Insert page breaks after the title page, before the reference list, and before appendices.

Margins: Margins are to be 1 inch on all sides. Text should be left justified only. This means that the right margin may appear irregular. If a word is too long to be completed on one line, it should not be hyphenated.

Type size and font: Type should be 12 characters per inch. The font should be Times New Roman.

Spacing: Double spacing is to be used for the body of papers. Indent the first line of each paragraph ½ inch using the tab key (not manual spacing).

Punctuation: One space should follow each comma, colon, or semicolon. Insert one space after punctuation marks ending sentences. There are specific rules for when and when not to use each punctuation mark. Review the APA Manual for the specific rules (p. 87-96).

Figures and tables: Figures and tables should be inserted into the body of the paper as close as possible to where they are discussed in text (NOT at the end of the paper).

Running Headers: Running header is required on the title page.

Headings: Headings within the paper are essential. Grading criteria are helpful in determining appropriate headings for specific assignments. There are specific rules for placement and format of headings. See the APA Manual for further guidance (p. 62-63).

Quotations: It is expected that students will synthesize and paraphrase information obtained from the literature rather than relying on quotes. **Quotations should be rare and limited to only that which is absolutely essential.** Unwarranted use of quotations will result in deductions from the assignment grade. When more than 5 words in a row are directly taken from another source, it is considered a quotation and must be cited as such. In the rare instance when quoting is absolutely necessary, the words must be enclosed in quotes (or if more than 40 words, displayed as an indented block) and the original author or speaker and page number must be cited. See the APA Manual for how to properly cite quotations. Failure to correctly cite quotations is plagiarism, and this will be reported to the appropriate officials.

Reference citations in text: Every sentence that is not your own original idea must have a citation to a source, even in the introduction to the paper. Any sentence that is not clearly linked to a citation means that you are claiming that idea as your own original idea (if it is not your own idea, then it is plagiarism, and you will not receive credit for that portion of the paper). Sources must be cited during or at the end of each fact, not only at the beginning or end of the paragraph or be clearly linked to a citation in the previous sentence. There are specific guidelines for citing primary and secondary sources in text (including for first and subsequent citations) as well as for personal communications. See the APA Manual for further guidelines. Failure to correctly cite sources is plagiarism, and this will be reported to the appropriate officials.

Reference list: The reference list includes only the references cited within the paper. There are specific guidelines for citation of various types of sources. These guidelines include spacing, commas, periods, capitalization, italicization, DOIs, and order of elements of the citation. Format your reference list using the hanging indent function in Microsoft Word (in paragraph formatting) rather than manual spacing. Use double spacing within and between references.

Running head: UNIQUE TITLE

Proposal Paper for XXX

[Your name here]

The University of Texas at Arlington College of Nursing

In partial fulfillment of the requirements of

N5366 Principles of Research in Nursing

Deborah Behan PhD, RN-BC, Instructor

[Date]

PROPOSAL PAPER

A final outcome of this course is that students will develop a nursing research proposal for an experimental/quasi-experimental study related to nursing practice, education, or administration. The focus of all course assignments will contribute to the development of a final proposal. Students will select a clinical problem, select an intervention aimed at that clinical problem, and analyze existing evidence for the intervention related to a specific outcome in a population and setting of interest. The analysis of existing theoretical and research evidence about the intervention and outcome will be used to identify a research problem (gap in the evidence) which will form the basis of a research proposal. It is essential that you select a clinical problem that can be replicated, intervention, and outcome for your proposal and develop the literature review to support it **VERY early** in the semester because all course assignments depend on that.

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

Select a clinical problem of interest related to nursing practice, education, or administration. The problem needs to be significant to nursing because of its magnitude and because of its impact on patients, families, nurses, and/or society. The clinical problem may relate to individual passion about a clinical dilemma in nursing practice, a clinical agency's interest in the problem, nurse-sensitive quality indicators, or research priorities/agendas published by professional organizations. Review recent research literature to find primary support for the significance of the problem and to determine what factors are related to or are causative factors for the clinical problem. If the clinical problem does not have documented primary evidence (in the literature) to support its significance (both magnitude and impact), you must pick a different topic/clinical problem.

Select one interventional study to Replicate: Review recent theoretical/clinical sources and research literature to determine what interventions have been used to address the clinical problem identified. Select an intervention that is of interest to nurses in your current practice area or to future roles in advanced practice, education, or administration. The intervention must be something done by registered nurses, nurse practitioners, educators, or nurse administrators and/or over which they have decisional control. First, you will select an intervention study to replicate. Then find a gap from the literature that you will use to add to the current replicated study about this intervention in relation to the selected clinical problem. This is the replicated interventional study which you will propose to test to determine whether it would improve an outcome related to the selected clinical problem of interest.

- If the intervention does not have theoretical and research support (in the literature), you must pick a different intervention.

- If there is already sufficient evidence to support that the added interventional component works for the clinical problem or outcome in your population, then you must pick a different intervention.

The outcome selected must be linked theoretically with the clinical problem identified and the intervention selected.

- If the intervention does not have any theoretical linkage with the outcome (in the literature), you must pick a different outcome.

Each student will receive feedback on assignments that build toward the final proposal. The expectation is that students will reflect upon classmate and faculty feedback to revise and refine the proposal as the semester progresses.

Grading Criteria for 5366 Proposal

1. Identify the topic, search databases for appropriate quantitative research articles (5 articles) from three different disciplines (5 pts.), and synthesize the research literature in table format using the headings below (5 pts.). Submit the chosen article (5 pts.) that will be replicated, and write one succinct summary paragraph of synthesis regarding what is known from your five articles (5 pts.). Begin this paper with the Title page and end with the reference page. Add the grading criteria to the end of the paper, after the reference page:

20 Points Possible

Author	Population & Sample	Framework	Design	Variables	Intervention & Instruments	Outcome	Nursing Implications
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2. Write significance statement (2 pts.). Identify the problem (gap) from the synthesized literature and write a problem statement (2 pts.). From the problem statement write a purpose statement (2 pts.) for your proposed study. Identify the independent and dependent variables (2 pts.) within the purpose statement. Write your hypothesis/question for your proposed study (2 pts.). One paragraph.

10 Points Possible

3. Identify the theoretical/conceptual framework for your proposed study (2 pts.), author of the theory (2 pts.), and concepts within the theory that you will be using in your proposed study (2 pts.). State how the theoretical concepts are linked to your variables within your purpose statement (2 pts.). One paragraph.

10 Points Possible

4. Identify and explain the research design (4 pts.), and the intervention proposed (4 pts.) and why it was selected for your proposed study (2 pts.). One paragraph.

10 Points Possible

5. Identify the target population you intend to sample (1 pts.). List the inclusion/exclusion criteria (2 pts.), and proposed demographic variables (2 pts.). Identify the sampling method, recruitment, and setting (3 pts.), and the process you would use to determine the sample size (2 pts.). Two paragraphs.

10 Points Possible

6. Provide Conceptual (from your own ROL; 5 pts.) and Operational definitions (tools; 5 pts.) of your study variables. Two paragraphs.

10 Points Possible

7. Provide the plan for data collection and data analysis. Explain how you will collect data (2 pts.), IRR (2 pts.), what statistical package will be used, what statistic(s) will be used to test the hypothesis/question (2 pts.), and why it is appropriate (2 pts.). Report the previous reliability, and

validity of the tool (2 pts.). Two paragraphs. Attach a copy of the tool in an Appendix of the paper.

10 Points Possible

8. Provide Risks and benefits (2 pts.), and privacy protection of data (2 pts.). In addition, say how you will maintain confidentiality of data (2 pts.). One paragraph. Using the template provided within the course create a consent for the study you propose. Attach the consent form in an Appendix of the paper (4 pts.).

10 Points Possible

9. Correct grammar, spelling, punctuation, citations, APA format, no plagiarism, paraphrasing, limited quotes, appropriate headings, clarity

10 Points Possible

100 Points Total

WEEKLY SCHEDULE

In an online course, you can pretty much proceed at your own pace. There are a few exceptions, such as **DUE DATES!** Assignments are due on specific dates, by midnight. Therefore, the dates for study are approximate so you know how fast you should be progressing. *“As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Dr. Deborah Behan”*

WEEK OF:	Topics and Readings	Assignments DUE
Week One	Introduction to Course Review of Syllabus & Schedule Sources of knowledge Research process Types of quantitative research LoBiondo-Wood & Haber Text: Chapters 1 & 8	
Week One	Literature Review LoBiondo-Wood & Haber Text: Chapters 1 & 3 (Ch. 18 as a reference)	[Assignment 1] Names of co-investigator for proposal submitted to Faculty. Exam 1 on Friday over Chapters 1, 3, 8 (including lectures and Assignment 1).
Week Two	Problem and Purpose Objectives, Questions & Hypotheses LoBiondo-Wood & Haber Text: Chapter 2 (Ch. 18 as a reference)	[Assignment 2]

Week Two	Theoretical Frameworks LoBiondo-Wood & Haber Text: Chapter 4 (Ch. 18 as a reference)	[Assignment 3] Exam 2 DUE on Friday over Chapters 2 & 4 (including lectures and Assignments).
Week Three	Research Design LoBiondo-Wood & Haber Text: Chapters 8, 9, & 10 (Ch. 18 as a reference)	[Assignment 4]
Week Three	Sampling Methods Sample Size LoBiondo-Wood & Haber Text: Chapter 12 (Ch. 18 as a reference)	[Assignment 5] Exam 3 DUE on Friday, over Chapters 8, 9, 10, 12 (including lectures and Assignments).
Week Four	Measurement tools Levels of Measurement Reliability & Validity of Measures Collecting data LoBiondo-Wood & Haber Text: Chapter 14, 15, & 16 (Ch. 18 as a reference)	[Assignment 6]
Week Four	Findings & Discussion Ethics in research LoBiondo-Wood & Haber Text: Chapter 13 & 17 (Ch. 18 as a reference)	[Assignment 7] Exam 4 DUE on Friday, over Chapters 13, 14, 15, 16, 17 (including lectures and Assignments).
Week Five	Statistics Heavey Text: Chapter 3, 4, 7, and 8	Stats Exam 1 Due on Friday, over Chapters 3, 4, 7, & 8
Off This Week to catch up and read ahead	Take time to gather literature for proposal and prepare for the stats exam next week	
Week Seven	Statistics Heavey Text: Chapter 9, 10, 11, 12, and 13	Stats Exam 2 Due on Friday, over Chapters 9, 10, 11, 12, & 13
Week Eight	Student Proposal Literature Review	Review this week's topics

	<p>Patten Text: Part A, B, C, D, and E</p> <p>LoBiondo-Wood & Haber Text: Review Chapter 3</p>	<p>in research textbook Read A, B, C, D, & E</p> <p>Complete Literature Search & obtain 10 articles for your own proposal paper</p> <p>Discussion online in Bb as needed</p>
Week Eight	<p>Student Proposal Background in Pinch Table</p> <p>Patten Text: Part A, B, C, D, and E</p>	<p>Review this week's topics in research textbook Read A, B, C, D, & E</p> <p>Complete Pinch Table, Due: Friday</p> <p>Discussion online in Bb as needed</p>
Week Nine	<p>Student Proposal Research Problem Statement</p> <p>Research Purpose Statement</p> <p>Independent and Dependent variables</p> <p>Hypotheses or Questions</p> <p>Heavey Text: Chapter 6</p> <p>Patten Text: Review Part C; Lobiondo-Wood & Haber Text; Review Chapter 2;</p>	<p>Review This week's topics in research and statistics textbooks Read C</p> <p>Complete problem statement, purpose statement, hypothesis/question, identify IV and DV variables Due: Friday</p> <p>Discussion online in Bb as needed</p>
Week Ten	<p>Student Proposal Theoretical Framework</p> <p>Sample</p> <p>Design</p> <p>Patten Text: Read F and Review Part B, and C; Heavey Text: Read Chapter 5; Lobiondo-Wood & Haber Text; Review Chapters 4, 8, 9, 10, and 12</p>	<p>Review this week's topics in research and Proposal textbook Read Part F & Chapter 5</p> <p>Complete theoretical framework, sample, and design DUE: Friday</p> <p>Discussion online in Bb as needed</p>
Week Eleven	<p>Student Proposal Plan for data collection</p>	<p>Review this week's topics in research and statistics textbook</p>

	<p>Data management</p> <p>Consent</p> <p>Patten Text: Read Part G, H and I; Heavey Text: Review Chapters 7, 8, 9, 10, 11, and 12; Lobiondo-Wood & Haber Text; Review Chapter 14, 15, and 16</p>	<p>Read Part G, H, & I</p> <p>Complete plan for data collection, data management, and consent DUE: Friday</p> <p>Discussion online in Bb as needed</p>
Week Eleven	<p>Course Evaluation (Online)</p> <p>Final APA student proposal paper</p>	<p>Final APA Proposal DUE: Friday</p>