Welcome and Introduction

Welcome to Scholarship in Nursing! Hosting this course are your instructors, Drs. Beth Mastel-Smith and Ellen Fineout-Overholt. We are very excited about this course and look forward to sharing it together with you. The nursing profession hinges on the multifaceted concept of nursing scholarship. We will take some time to explore its definition at the beginning of the semester and ensure that we’re all on the same page! You have begun developing skills in this area during Scholarship I (SSI), and our hope is that this course will provide you the opportunity to practice current abilities and build on them. We will “do” nursing scholarship for the rest of our lives no matter where we work or our role in nursing. This course is scheduled at the beginning of your doctoral experience to provide the foundation for the rest of your doctoral studies and act a springboard for the remainder of your career trajectory!

For some this may be one of their first online courses. Others are old hands at distance education. The best advice we can give is: 1) be organized and 2) if you are unclear about anything, ask a question! The syllabus includes detailed information about the different aspects of the course. Read it carefully, refer to it often and if you don’t understand something, ask (are you hearing a theme?). This is obviously a different environment than if we were all in a classroom together and questions could be shared face-to-face or you could drop by the instructor’s office to discuss your ideas. We want you to be successful and are available to support you in your effort.

Course Description

This course is meant to provide the student with basic skills essential to nursing scholarship. Appraisal, including evaluation and synthesis, of evidence will be explored. Writing for publication and obtaining funding will be examined. Dissemination of findings through oral presentations, as well as use of online resources related to scholarship will be reviewed.

Credit Hours: 3

Course Prerequisites:

Provisional or full acceptance into the doctoral program or permission of the instructor(s) is the only prerequisite for this course.
Instructor Contact Information

Beth Mastel-Smith, RN, PhD
Office: Online
Office Hours: Monday, Wednesday, & Thursday
Email: bmastelsmith@uttyler.edu
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Office Hours: Monday, Tuesday, Thursday
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Phone: 903-565-5556

Instructional Goals and Objectives:

Upon successful completion of this course, the student will:

- identify aspects of nursing scholarship and specific types related to the scholarship of discovery.
- compare and contrast resources that make knowledge applicable in the workplace.
- develop and apply skills to a variety of dissemination methods.
- develop and apply critiquing skills.

Textbook Information, Readings and Course Materials

While there is no required textbook for this course, online readings, along with other learning materials, can be found within the Blackboard modules and in the "Web Links" tab.
# Course Outline: Due Dates, Assignments, & Weighted Grade

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<tr>
<th>Due Dates</th>
<th>Assignment (Module)</th>
<th>Weighted Grade</th>
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| August 31   | • Module 1: Exploring Nursing Scholarship, The Role of Discovery  
  • Assignment: Discussion Board 1                                                                                                                                       | 2.5%           |
| September 7 | • Module 2: Finding Relevant Evidence: Effective Online Searches & Plagiarism  
  • Assignment: Checklist for Conducting and Evidence Review                                                                                                           | 2.5%           |
| September 21| • Module 3: Appraisal of Evidence Part 1  
  • Assignment:  
    o EBT with 10 articles  
    o Screenshots of searches in CINAHL  
    o SYNTHESIS TABLES:  
      o 1) Design  
      o 2) Outcomes  
      o 3) Measures & Theoretical Framework  
    o Reference List                                                                                     | 5%             |
| September 28| • Module 4: Dissemination Part 1, Journal Articles  
  • Assignment: Discussion Board 2                                                                                                                                       | 2.5%           |
| October 5   | • Module 5: Professional Writing Part 1, Tips for Communicating knowledge  
  • Assignment:  
    o Outline Jennifer’s ROL  
    o Revise Jennifer’                                                                                     | 10%            |
| October 19  | • Module 6: Professional Writing Part 2  
  • Assignment: Write an Evidence Paper (2 pages)                                                                                                                      | 5%             |
| October 26  | • Module 7: Funding Scholarship: Sources & Mechanisms  
  • Assignment: Discussion Board 3                                                                                                                                       | 2.5%           |
| November 9  | • Module 8: Appraisal of Evidence Part 2  
  • Assignment:  
    o EBT with 20 articles  
    o New screenshots of searches in CINAHL, PUBMED & COCHRANE as appropriate  
    o Updated SYNTHESIS TABLES:  
      o 1) Design  
      o 2) Outcomes  
      o 3) Measures & Theoretical Framework  
    o Updated Reference List                                                                                   | 25%            |
| November 23 | • Module 9: Professional Writing Part 3  
  • Assignment: Evidence Appraisal Paper (4 page Synthesis)                                                                                                                 | 25%            |
| November 30 | • Module 10: Dissemination Part 2: Oral Presentations  
  • Assignment: PowerPoint presentation                                                                                                                                 | 10%            |
| December 7  | • Module 11: Finding Opportunities for Scholarship of Discovery  
  • Assignment: Mindmap                                                                                                                                                | 10%            |
Grading Information

Final grades will be based on the following:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = Below 60

Five points will be deducted for each day an assignment is late. If unavoidable situations occur, e.g. work or family emergencies or illness that prevents timely submission of assignments, contact your instructor BEFORE the assignment is due. Extensions to assignment deadlines can be negotiated but this needs to be done in advance; retrospective extensions will not be awarded. You must achieve an average of 80% to successfully complete the course. The last day to withdraw from a course without penalty is October 27, 2014.

Note: Be sure that you have reviewed the course calendar and identified due dates. Instructors set up courses and assignment deadlines differently.

Assignments/Projects Turn-In Process

All assignments and projects will be submitted through the assignments link in each module. See the Course Schedule for due dates. Use the following process to prepare and submit assignments:

- prepare your assignment using Microsoft Word. Name your assignment with the following convention: last name, first initial, assignment title (ex. LastF_Assignmenttitle or mastelsmithb_EBT)
- click on "View/Complete Assignment" in the modules overview area or project area
- Number 1-shows the assignment instructions
- Number 2-is where you add your comments and attach your completed assignment
- Number 3-when all attached files (your completed assignment files) are uploaded, click submit

When assignments are received, we will open them in Microsoft Word for grading. This will enable us to make comments, ask questions, etc. within the document. We will then return your assignment through the Student Gradebook area or via email. We will make an announcement when papers are returned to remind you to check the Student Gradebook. To see comments about your assignment, click on your grade and the accompanying document or open the document as an email attachment.
Written Assignments

- All written assignments are to be completed in Microsoft Word and submitted in a timely manner. Deadlines are listed in the Course Schedule.
- Please note that all written assignments must be submitted by midnight Central Time on the due date.
- All written assignments should be submitted through the assignment links. If your web connection is down for some reason, please call your instructor or email as soon as connection is established.
- Plagiarism is a serious academic offense. Please avoid the consequences of academic dishonesty by citing all sources that you use in your work. Academic dishonesty, such as unauthorized collusion, plagiarism and cheating, as outlined in the Handbook of Operating Procedures, University of Texas at Tyler, will not be tolerated. University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students' official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.
- Late assignments will receive point reductions (see Grades and Grading within this Syllabus).

Online Discussions

The purpose of the discussion board in an online doctoral program is to provide opportunity for dialogue around particular topics of interest within the course. It is expected that you will demonstrate your mastery of the assigned readings and your ability to supplement those readings with expanded exposure to related (and sometimes opposing) information that you will seek in your self-directed quest to understand and be informed. To that end, share ideas you have gained from the literature, citing the source, and interpreting into your own words. Demonstrate your use of a complex thought process to dissect and analyze what you read in the literature and in the discussion thoughts of your fellow students as you offer your own insights. While we expect growth in scholarly writing, we are not concerned that you use big words or a lot of words (remember, the world values parsimony), however, we are eager to read your thoughtful insights into the questions and statements, your analysis of the words and ideas, and your recommendations for future pathways for nursing and healthcare.

- Each student is responsible for participating in asynchronous discussions within the course. This participation will include posting answers to questions posed by the instructor and/or replying to other participants' postings (read: both posts for a discussion might be in response to someone else’s post). A minimum of two posts from each student are expected during each discussion.
- Postings must be timely. Deadlines are listed in the Course Schedule. Please note that all discussion postings must be completed by midnight Central Standard Time on the due date.
- Participants should plan on entering the Discussion Board area a minimum of at least three times in order to read and comment on others postings. To allow other participants the opportunity to comment, all answers should be posted to the Discussion area in advance of the deadline.
- Quality of answers is as important as quantity. Participants’ comments should add to the discussion. Comments should be supported with references cited appropriately. The instructor and/or participants may use synchronous chats as the need arises.
- APA format is expected including formatting, grammar, spelling, and punctuation, accurate presentation of reference citations in text and with full citations at the bottom of the post.

Note: When posting to the discussion area, please type in your comments directly into the discussion. Do not type your comments into a document and then attach it to the discussion-this method is difficult for some students to access. It may be wise to type your comments into a Word document, then copy and paste it into the Discussion Board, as you will lose all of your work if the blackboard and/or the internet were to go down. You must use the “clipboard icon” on the top of the discussion board frame into which you are typing in order to paste in Blackboard.

### DISCUSSION BOARD GUIDELINES

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<tr>
<th>Discussion Board Post Components</th>
<th>Expectations</th>
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<tbody>
<tr>
<td>• Format and logical progression of posting</td>
<td>Proofread your post so that errors do not detract from the substance of the posting. Attend to spelling and grammar. Clearly state your main idea/argument. Remember that random thoughts make it challenging to help the reader understand how you reached your conclusion.</td>
</tr>
<tr>
<td>• Depth and relevance of post to the topic at hand</td>
<td>Show evidence of critical thinking and analysis to the substantive depth expected of a doctoral student. Offer Ideas that are relevant to the topic and demonstrate your ability to extrapolate complex ideas from various sources into a coherent argument or statement(s). Cite sources to identify origin of ideas that are indicative of the best knowledge on the topic. Original ideas should be reflected by personal ownership (e.g., in my experience). Take care <strong>not</strong> to post irrelevant information that does not address the intent of the assignment.</td>
</tr>
<tr>
<td>• Contribution to the learning community</td>
<td>Demonstrate your astute awareness of the needs of the learning community through original posts and replies that move colleagues into meaningful dialogue. Post to present creative approaches that foster open discussion. Post to contribute to the progression of nursing as a scholarly community in a clear, enlightening, and engaging way. Take care <strong>not</strong> to rehash old ideas without consideration of how these may thwart active dialogue.</td>
</tr>
<tr>
<td>• Punctuality and timeframes</td>
<td>Post well before deadline to foster opportunity for student interaction and feedback.</td>
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### Technical Information
The following information should be included in your syllabus to give direction to the students on how to obtain technical support should problems arise with Blackboard. Also included is a short list of browser plug-ins and other suggested applications that students should make sure they have installed and/or updated.

**Technical Support**

If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing itsupport@patriots.uttyler.edu. When you email IT Support, be sure to include a complete description of your question or problem including:

- The title and number of the course
- The page in question
- If you get an error message, a description and message number
- What you were doing at the time you got the error message

You may also visit the Help Tab in Blackboard for helpful information.

**Plug-ins and Helper Applications**

UT Tyler online courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course.

- **Adobe Flash Player** allows you to view content created with Flash such as interactive web applications and animations. [http://get.adobe.com/flashplayer/](http://get.adobe.com/flashplayer/)
- **RealPlayer** allows you to view and listen to streaming video and audio. [http://www.real.com/](http://www.real.com/)
PhrnDz Café

The PhrnDz Café is open and a place for you to connect with your student colleagues, find out what is going on in the way of scholarships, grant opportunities, and other announcements. Take a break, link from your UT Blackboard page, and join others for a cup of coffee or tea.

Digital Library Resources

The UT Tyler Robert R. Muntz Library houses many nursing and health-related journals. Access to full text journal articles will assist you in the review of the literature for this and other courses.

Course and Instructor Policies

As with your other courses at UT Tyler, there will be no required, regularly scheduled face-to-face meetings with your instructors or student colleagues. There is one Zoom meeting with the librarian, however, if you are unable to attend, the session will be recorded and you can watch it at your convenience. Hopefully, you will come to realize that you are not working alone in a vacuum and will become comfortable with online education, even enjoying the flexibility that it affords your schedule. The course is divided into Modules. Each Module has specific dates when assignments and discussions are due. Learning activities include Discussion Board conversations, presentations, and an evidence evaluation and synthesis tables. Expectations for each learning activity are clearly articulated.

University Policies (note that some of these only affect undergraduate students)

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyle.edu/wellness/StudentRightsandResponsibilities.html

Grade Replacement / Forgiveness

The student must file an intent to receive grade forgiveness with the registrar by the 12th day of class if he / she is repeating this course for grade replacement. Failure to file will result in the original and repeated grade being used to calculate the student’s overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

IDEA Statement
In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 566-7079.

**Social Security and FERPA**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the 12th day of class (See Schedule of Classes for the specific date). Exceptions to the 6-drop rule include, but are not limited to, the following: totally withdrawing from the university; being administratively dropped from a course; dropping a course for a personal emergency; dropping a course for documented change of work schedule; or dropping a course for active duty service with the U.S. armed forces or Texas National Guard. Petitions for exemptions must be submitted to the Registrar’s Office and must be accompanied by documentation of the extenuating circumstance. Please contact the Registrar's Office if you have any questions.

**Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

**Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

**Last Day to Drop Any Or All Classes**

**Fall 2014 – October 27** Courses may be dropped online through Campus Connect until 4 p.m. on the last day of online (early) registration. After that time, all drops and/or withdrawals must be completed through the Registrar’s Office, either in person, by fax or by mail. Faxed or mailed drop/withdrawal requests must include the student’s name, ID number, course(s) to be dropped, date,
student’s signature, contact phone number and copy of a photo ID (driver’s license, student ID, etc.). Requests should be mailed to UT Tyler Registrar’s Office, 3900 University Blvd, Tyler, TX 75799 or faxed to (903)565-5705. Students are advised to meet with their instructor(s) and/or academic advisor prior to dropping any classes. Dropping or withdrawing from classes may affect financial aid eligibility, veteran’s benefits, athletic eligibility, or international student status. Students should consult with those departments prior to dropping or withdrawing.

**Course Evaluation**

UT Tyler may ask you to complete a voluntary evaluation to help them make improvements and adjustments in their overall online learning forums.

Also, an end-of-semester evaluation specifically for this course will be made available for you to complete in the last week of instruction. Your comments and recommendations will be considered seriously as the course is updated. Your input throughout the semester contributes to our commitment to continually improve the quality and relevance of this course.

**Netiquette Guide**

"Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and informal "rules of the road" of cyberspace. Review and familiarize yourself with the guidelines provided.


**Roles and Responsibilities**

Students are responsible for owning their learning. Learning can be achieved through completing the assigned readings, participating in the online discussions, and completing course assignments to thoughtfully consider the implications of conducting research to impact healthcare outcomes in a diverse population.

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**Getting Started**

Click on the Module button to the left and choose Module 1.