

**“Welcome, we are so glad you are here!”**

**Drs. Zhaomin He** and **Sally Northam** are your faculty for this course and we look forward to a semester of growth in your skills regarding your area of research, statistics and managing data. Statistics are sometimes intimidating but please know that the focus will be on understanding statistics without any memorization of formulas. Collecting and managing data is one of the most exciting parts of research. Before jumping into data collection, you will find that you need to spend some time carefully planning this portion of your research study. It will hopefully save you some headaches later. This course will help you plan ahead, anticipate problems you might encounter during your data collection, develop the strategies to prevent problems, recognize the data yield, and when to use non parametric or parametric statistics. Data collection is specific to the study so part of our goal is to have you begin planning your study and do literature review so you know what has been done in your area of interest, including what instruments have been used. You will identify an instrument or begin devising one for your study that measures one variable you plan to study.

We believe in the concept of mastery, so we have a variety of activities planned to help you learn the content. There will be some repeatable quizzes to help you self evaluate and further direct your learning. There will also be a midterm exam and a final exam. Both will have one part online that will immediately show your grade. There will also be a data management portion of the midterm and final exam that will be done offline and submitted. You will have one opportunity to redo both portions to raise your grade and enable you to earn a 100 for both exams. When you redo either online items or data management items they must be supported by paragraphs of explanation with references to insure you integrate correct information. There is no penalty for an initial low grade on either exam, so please realize that our goal is your learning. What matters is that you master the material. 😊

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**COURSE DESCRIPTION -NURS 6320: DATA MANAGEMENT**

Strategies for management of quantitative and qualitative data are analyzed. Data management software packages are utilized for the creation and analysis of data files. Primary and secondary data sets for research are managed.

**Prerequisite:** Basic graduate level statistics.

**COURSE GOALS AND OBJECTIVES**

Upon successful completion of this course, participants will be able to

Learning Outcomes		Assessment
Measurement & levels of data	Explain measurement theory and the role of statistics in testing.	Quizzes Exams Assignments
	Identify the levels of measurement.	
	Review instruments and identify the level of derived scores.	
	Explain the relationship between the level of measurement and analysis.	
Hypothesis testing, descriptive, & inferential statistics	Explain probability theory including normal distributions, error & inference.	
	Evaluate and report sample demographics.	
	Conduct and report descriptive statistical analysis.	
	Differentiate between non-parametric and parametric statistics.	
	Identify and test assumptions for statistical tests.	
Planning and reporting a research study	Select appropriate statistics to test simple hypotheses.	
	Report results of statistical testing of hypotheses as in published research reports.	
	Plan & implement data collection & data entry to answer a simple research question.	
	Describe guidelines and appropriate procedures for storage and sharing of research data	
	Discuss legal, ethical, and regulatory issues related to data management	
	Formulate a research problem amenable to quantitative statistical analysis that fills a gap.	

**COURSE COMPETENCIES**

1. *Computer-Based Skills:* students will use a variety of skills in the online environment including the use of SPSS in data management, analysis and reporting statistics.
2. *Communication skills:* students will use a variety of communication skills in expressing their opinions, findings, expertise, and knowledge about various course topics to other participants and to the instructor.
3. *Searching for and locating pertinent information and literature:* students will learn and practice a variety of information search and retrieval skills – including hard and electronic copy.
4. *Interpersonal and Team Work skills:* in addition to working independently, students may work in small groups and address various learning objectives
5. *Problem Solving (Critical Thinking):* students will be required to demonstrate their conceptual thinking, creativity, and innovation in developing and presenting their responses to each module’s assignments.
6. *Personal Accountability for Achievement:* Participants will complete assignments according to the designated schedule and will participate in discussions in a timely manner.
7. *Data Management skills* as described in the course goals and objectives.

**READING ASSIGNMENTS**

- Reading assignments are posted and you are encouraged to read before beginning each module.

### WRITTEN ASSIGNMENTS

- Please use Microsoft Office (Word) or SPSS for posted assignments. Please do not submit assignments in Zip format.
- All assignments are due at **noon** Central Standard Time on the due date.
- All written assignments should be submitted through the assignment links provided in the modules.
- Plagiarism is a serious academic offense. Please avoid the consequences of academic dishonesty by citing all sources that you use in your work.
- Late assignments will receive point reductions (see Grades & Grading within this syllabus) unless prior arrangements are made. Certainly exceptions are made in the case of any unforeseeable emergency. Our goal is your success so we are happy to work with you to adjust deadlines when serious scenarios prevent timely completion of assignments.

### Completion Time

You should expect to spend as much time on an online course as you do in a face-to-face course. As a rough guide, ***you should plan to spend six to ten hours per week on this course.*** The actual amount of time will vary from individual to individual. This estimate includes the time you spend in reading, discussions, and assignments. You are encouraged to spend time regularly on this course since it can be overwhelming to learn material in a short time frame.

### Grades and grading

You will have access to several upcoming weeks at a time so you can look and study ahead. Once a module is made available, it will stay available throughout the semester (except the midterm and final exam) so you can go back and review at any time during the course. All assignments, including discussion boards, have set due dates. Due dates are **noon** Central Standard Time on that date. Discussion boards will terminate on the day following the assignment due date as shown in the Modules area. We understand that sometimes unexpected things occur that necessitate some flexibility. Whenever possible, please seek extensions in advance. In the event of serious emergencies, be confident that we will work with you to facilitate your success. We will ask you to identify a **firm new deadline** for work completion. In the event that prior approval for late work is not obtained in the absence of a serious emergency, **5 points will be deducted per late day.**

Final grades for the course will be determined based upon the following point assignments, and you must achieve a final grade of 80% or above in order to pass this course.

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

The work you will perform for this course is weighted as follows:

Steps of Research Assignment 1	10%	
Steps of Research Assignment 2	20%	
Quizzes	10%	
Midterm exam	30%	<i>Do not print or copy the online midterm exam</i>
Final Exam	30%	<i>Do not print or copy the online final exam</i>

**All quizzes must be taken at least once in the week they are assigned in the schedule.** If you elect to retake any quiz, the grade noted in the grade book at the end of the course will be used in the final grade assignment. So if you retake the quiz as a study guide for either the midterm or final, please note the grade visible in the grade book after any quiz access. Assignments are expected by the due date unless you have a conversation with your faculty ahead of time and request an extension because of extenuating circumstances. While your faculty want to support you and facilitate your success, we are unable to grant incompletes for poor academic performance or incomplete assignments. Please refer to the online UT Tyler graduate student handbook (<http://www.uttyler.edu/graduate/gradhbk.pdf>) for further information on incomplete grades.

Assignments may be submitted before the due date. It may be possible to revise and resubmit assignments submitted more than 24 hours before the assignment deadline.

### Grade Replacement

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to file an intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) or two (graduate student) course repeats during his/her career at UT Tyler. (2008-10)

### Textbook

*We know textbooks are very expensive. So this textbook will be the required text in multiple statistics courses. While it is possible to rent it, it is an excellent future resource so we encourage you to purchase it.*

Field, Andy (2012) Discovering Statistics Using SPSS, 4<sup>th</sup> edition. Sage Publications,

- Paperback ISBN: 9781446249185
- Hardcover ISBN: 9781446249178

**We also require SPSS version 18 or above in this course as the statistical software.**

Additional reading materials will be assigned for selected classes.

This course has been divided into modules. The first module is week #1, the second module is week #2 and so forth. Each MODULE (one per week) is contained in a folder that holds all of the items addressing that topic. Each module will contain a number of identified learning activities which direct you towards the particular activities required from you for that week. Additionally, each session will specify required reading, writing, and discussion requirements. You are responsible for all of the information contained in the lecture, the readings, the various Web sites and any additional resources provided.

Read through each section of this syllabus and related general information carefully. Please refer back to the information contained in this **syllabus** anytime you have a question regarding the basic course information. You can access a printable version of this syllabus by clicking the link "Printable syllabus" located in the syllabus area or at the link below. The [Adobe Reader is required](#) for all .PDF files. As mentioned earlier, our goal is your learning. Please don't hesitate to contact your instructor anytime you have questions. Even though the learning is online, we want to help each of you. You are welcome to contact us and chat via phone. Sometimes a brief conversation can save your hours of worry.

## COURSE ORGANIZATION ON BLACKBOARD

### Introduction

It is important to stress to both the experienced and inexperienced online course participants that the key to successful completion of this online course, or any online course, is organization. This syllabus outlines in detail our expectations of you as student, including the required textbook, grading policies, assignments, and projects, and a schedule of readings and assignment/project due dates. **This is not a self-paced course.** Deadlines exist because the course is offered within the UT Tyler course schedule and to help you complete the course successfully in a timely manner.

### Navigating the Course

In order to participate effectively in online learning, it is important that you understand how your course is arranged and how to access and contribute information. Below you will find a list of the links for your course along with a description of the material that you will find under each.

<b>Announcements</b>	This is the area where new announcements are always being made. This area changes frequently, so that is why it is the first page you see when you enter the course.
<b>Faculty</b>	This is our contact information and is put here so that you can easily find it without having to go all the way through the syllabus. It also has our pictures and short bios so that you know who we are.
<b>Syllabus</b>	This area contains the syllabus and all information related to the course logistics. There is no learning material in this area, but it is a vital resource on the “how to’s” and “when’s” of this course. Refer to this area often about the schedule, grading procedures, technical information etc.
<b>Modules</b>	This area contains the material that you need to learn and lays it out for you in modular folders. Everything that you need to learn or do for a week can be found in the module folders.
<b>Communications</b>	This area contains all of your communication tools. You can go here to Email your peers, access the discussion board, conduct live chats, group work and see the course roster.

If you have additional questions regarding the navigation within this course, please refer to the Blackboard Student Manual available under the Tools area.

### Blackboard Functions

#### Assignments/Projects Turn-In Process

All assignments and projects will be submitted through the assignments link in the sessions. Use the following process to prepare and submit assignments:

- Prepare your assignment using Microsoft Word. Name your assignment with the following convention: first name initial, last name, assignment title (ex. MTurpintimeline.doc). This is important since it helps us download and save files but still know whose file it is. 😊 Please also note your name within the assignment.
- Click on "View/Complete Assignment" in the modules overview 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, they will be opened in Microsoft Word or SPSS for grading. This will enable me to make comments, ask questions, etc. Your assignment can then be returned through the student grade book area. You must click on the grade to view comments. Be advised that your written work is subject to plagiarism detection programs.

If you need more instructions on how to submit files through the assignment link in the modules, please read the Blackboard Student Manual located in the Tools area.

### **E-mail**

To communicate by email within the course with other participants or all participants, click the Communications button on the left. Click Send E-mail to send a message. You are able to send messages to All Users or Select Users in the course, including the instructor. In the Communications area, you are also able to view all the participants' e-mail addresses, if they have chosen to make their email public. Click on Communications, choose Roster, and then type in the person's name you are trying to find, or choose all. This is also the method to view a student's home page if one has been created. If you need more instructions on how to send e-mail messages with Blackboard, please read the student manual located in the Tools area of the course.

Faculty information: Dr. Sally Northam- [snortham@uttyler.edu](mailto:snortham@uttyler.edu)  
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Questions or problems other than technical problems (see Technical Requirements in this syllabus) may be submitted to the e-mail address above. We will try to answer emails as quickly as possible so please address emails to both of us so if one of us is quite busy the other one can respond quickly. You will receive responses to any emails you send within 48 hours. Generally speaking, faculty check emails a minimum of once a day during the workweek and rarely after 6 p.m. If schedules result in us being unavailable to answer emails for a day or two, there will be an announcement out so that you can plan accordingly. One caveat: technical problems in email systems may slow down responses!

### **Discussion Boards**

The Discussion Board feature in Blackboard is an online discussion forum in which students and faculty can communicate asynchronously (anytime) via message postings. When you click the Discussion Board link located in the Communications area or in the Modules, a listing of subject categories, called forums, will appear in a table format.

All threads (topics) pertinent to a category will appear as links under that subject's forum. These need to be used to guide the topics of discussion. However, students may have the option of starting a new thread under the general subject categories. Students can (and will be required to) respond to threads in the course discussion. To respond to a thread:

- Click Communications located in the left-hand navigation bar
- Click on Discussion Board
- Click on a forum link to open it and view the contents within
- Open a message
- Click Reply to respond to the message

Your response will now appear in the table, along with your name as author and date/time of posting. Icons will appear to the right that allows either a response, or perhaps editing and deletion options. If the edit icon or the trash can (delete icon) doesn't appear, the student doesn't have editing or deletion privileges.

Check the Discussion Board often. Since the discussion is asynchronous, other responses will be submitted after your post. Be sure to check the Discussion Board area each time you log into the course, to view any added material. **We will not have any graded discussion boards this semester, but may use discussions occasionally to get various perspectives on areas that are challenging or controversial. Both faculty and students can offer input and suggestions. There will also be a discussion thread where you can ask questions about course procedures, assignments, etc. as we go along. We elected not to include graded discussion boards based upon the input of prior students who voiced concerns when multiple courses had required discussion boards. So please know that we value and respond to your input!** If you need more instructions on how to read and post messages in the Discussion Board, please review the Blackboard Student Manual located in the Tools area of the course.

### **Useful Library and Web sites:**

<http://library.utt Tyler.edu/> Muntz Library Online Services; search engines; Books in Print; data bases such as CINAHL; Cochrane Data Base for EBP, etc.

<http://www.sciencedirect.com>

→ click "group-wide login"

→ click "Journals" and search

<http://www.ahrq.gov/> Agency for HealthCare Research and Quality

[www.nih.gov/](http://www.nih.gov/) National Institutes of Health

### **QUALITATIVE methods: websites:**

<http://www.socialresearchmethods.net/kb/qual.php> (a good site with links to further information about unfamiliar terms including data, approaches, methods, and validity.)

<http://www.nova.edu/ssss/QR/web.html#p> (This is a great site with lots of alphabetical links to anything you will ever want to know about qualitative research. Check out "Phenomenology Online" or some of the other offerings. If you ever plan to do qualitative research, this is a good resource. Sponsored by Nova University in Fla.)

### **HANDY stats resources:**

<http://www.statsoft.com/Textbook> A nice online stats book covering almost everything for intro & intermediate as well extended topics.

<http://www.ats.ucla.edu/stat/> Great website for learners and researchers with a full range of resources including analyses with examples using different statistical packages, annotated output, videos, and many more. Be an explorer if you like this website. If you are overwhelmed, do save it for future and you may find the one below more accessible.

<http://www.how2stats.net/p/home.html> You will find easy-to-follow demonstration videos on SPSS, presentations, and write-ups. Calculators for Cohen's d etc. are also available.

<http://danielsooper.com/> Dr. Soper developed many handy statistical calculators and other online tools. This website does come handy when you need to do some statistical calculations.



## COURSE POLICIES

### 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: <https://www.uttyler.edu/wellness/rightsresponsibilities.php>

### Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

### 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 census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### Disability Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to [cstaples@uttyler.edu](mailto:cstaples@uttyler.edu)



### **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.

### **Social Security and FERPA Statement:**

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.

### **Emergency Exits and Evacuation:**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

**Do not print the online portion of either the midterm or final exams.** Sharing (verbally, in writing or in any other manner) any part of the midterm or final exam with classmates and or future students is considered academic dishonesty. Receiving any information from prior students about quizzes and exams is also considered academic dishonesty.

### **Course Evaluation**

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

**THE UNIVERSITY OF TEXAS AT TYLER**  
**APA MINIMUM REQUIREMENTS FOR PROFESSIONAL PAPERS**

1. Provide a cover page for all formal written assignments (excluding discussion board and emails). A template is found on page 4.
2. Include a running head for each paper.
  - a. What is a header? A header is a shortened version of your paper's title. It appears exactly the same on every page. A page number is inserted 5 spaces to the right of the header.
  - b. How do I insert a header? You insert a "header" using the menu in MS Word. To insert a header, click on "View", click on "Header and Footer". Two text boxes (surrounded by dotted lines) will appear on your paper, one at the top labeled "Header" and one at the bottom labeled "Footer." (For Word 2007, click on Insert, Header or Footer). Anything you add to either of these text boxes will appear on each page of your paper. You can format the information you add to the header or footer, i.e. use the toolbar icons to center, left or right justify, bold, change fonts, etc. Click "close" when you are finished. Whatever you add will now appear on each page of your manuscript. If you want to remove a header or footer, just double click on the header, the text box will open again, simply delete the words and they will be gone from every page. To insert the page number, move 5 spaces to the right, click on Page Number, click Current Position, then choose Plain Number. The page number will be automatically inserted beside the header.
  - c. What does the running head look like? A running head is the shortened version of the title of your paper. Make the running head left justified. It should be 2-5 words (no more than 50 characters) that encapsulate the main idea of your paper. If your instructor gets up to answer the door while grading your paper, he or she should be able to glance at the running head on return and get a snapshot of the main idea of the paper. You should not repeat your full title in the running head. Some examples might be:
 

Title: Self-motivation Practices of Elderly Minority Women on Anti-hypertensives  
 Running head: Minority women and anti-hypertensives

Title: The Lived Experience of Parents When Infants Are Labeled "Failure To Thrive"  
 Running head: Failure-to-thrive Infants
3. Set one-inch margins on all four sides of the paper.
  - Sources for further information about APA:  
<http://www.apastyle.org/>

**Sample Title Page**

Running head: ETHICAL DILEMMA IN NURSING

To Code or Not to Code: Analysis of an Ethical Dilemma in Nursing

A Paper

Submitted in Partial Fulfillment of the Requirements

For NURS #####

In the College of Nursing

The University of Texas at Tyler

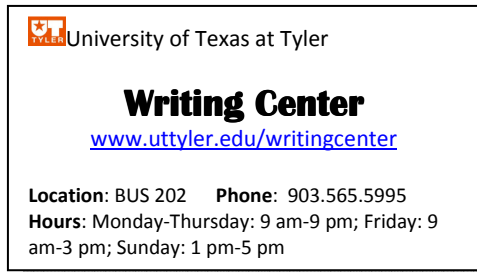
By

(your name)

Below is the  
for help.

second option

***All nursing research students are urged to use the writing center. Their help advances your writing skills even if you consider yourself a good writer. Please organize your time so you can have them read papers before submitting them to your faculty member.***



University of Texas at Tyler

**Writing Center**  
[www.uttyler.edu/writingcenter](http://www.uttyler.edu/writingcenter)

**Location:** BUS 202   **Phone:** 903.565.5995  
**Hours:** Monday-Thursday: 9 am-9 pm; Friday: 9 am-3 pm; Sunday: 1 pm-5 pm

Welcome to University of Texas-Tyler's Writing Center! Our purpose is to assist all UTT students, graduate and undergraduate alike, with writing assignments; whether it's for an English class or an engineering class, art or anthropology, our tutors are here to help all students in the UTT community. We can help with both general writing skills and specific forms of writing at *all stages* of the writing process. We also maintain a collection of writing sources in

print and electronic form for student use.

We Will Gladly...

- Review your assignment with you to make sure it is clear to you
- Help you generate and focus your ideas
- Help you outline your paper
- Help you form a lab report
- Help you with appropriate citation form (MLA, APA, Turabian, ASA, CBE, etc.)
- Help you develop a thesis statement
- Help you develop a strong argument
- Help you by serving as an active, inquisitive reading audience for your work
- Help you with sentence-level issues (grammar, punctuation, mechanics) But We Will Not...
- Edit or proofread (although we will be pleased to show you how to do so)
- Write your paper for you
- Guarantee a grade for your paper

Before You Come In...

- **Make an appointment.** This helps ensure that someone will be ready to work with you when you arrive. This is especially important during midterms and finals.
- **Be prepared to take an active role in your learning.** While tutors are happy to critique and advise, they will under no circumstances edit, fix, repair or operate on your paper.
- **Have a copy of your paper and your assignment** ready. This will give your tutor a clear understanding of the work you're doing.
- **Give yourself ample time** to take advantage of our services. We serve you best if you visit us well in advance of the due date and more than once for each assignment you would like help with.
- Understand that we are writers; we love to talk about writing, and we want to help you become a better writer. **We don't judge or punish.**