

NURS 6320 Data Management

Fall 2016

School of Nursing

The University of Texas at Tyler

Welcome to the Data Management course!

I am Dr. Zhaomin He, your faculty for this course. I am very excited to introduce you to statistics early in your PhD journey because I know this subject sounds intimidating to many and brings mixed feelings for some. Managing information (what we call *data*, the plural form of *datum*) and making sense of them are handy and essential skills in our time -- Just think of all the data being collected across the world on a daily basis through your smart phone apps, say, your Fitbit daily report! In this course, we will discuss topics including the rigor of data in terms of instrument reliability and validity, managing data, hypothesis testing theory, descriptive, and inferential statistics.

While you will come across a few formulas, our focus will be on understanding statistics. For better learning, this course is intended to moderately challenge you by using data from the national database (i.e., secondary data) for your assignments. However, there is no need to worry. Resources such as demo videos and templates will be provided and study groups are encouraged. I personally enjoy statistics and I like trying new strategies in my teaching to make stats simpler, more sensible, and pleasant if possible. ☺ I always believe that if I can learn stats, everyone can! I got my bachelor degree in English education in China and came to the states starting the graduate school with a zero stats background. I value these precious experiences since they allow me to take a learner's approach in my teaching where students' learning is always the priority. I look forward to a rewarding semester with everyone!

Faculty information

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**Sorry, NO text. For one thing, my phone is not "smart" and for another, I'm just bad at checking it unless you call in loudly. :)*

Course information

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.

Student Learning Outcomes and Assessment

This course is intended to have you grounded in basic statistical concepts, analyses, and prepare you for the advanced topics in your next stats course. After completing this course, you should demonstrate knowledge and/or skills in the following categories including:

Student Learning Outcomes	Assessment Methods
1. Managing and screening data by identifying variable properties (e.g., scales of measurement) and checking sample distribution (i.e., normality)	Quizzes and/or Assignments
2. Obtaining and interpreting sample characteristics or descriptive statistics (i.e., central tendency, variability, and other aspects of the sample as necessary)	Quizzes and/or Assignments
3. Understanding the mechanism of inferential statistics (i.e., the theory of hypothesis testing and probability)	Quizzes and/or Assignments
4. Knowing the proper statistical test to use to answer group differences and relationships questions.	Quizzes and/or Assignments
5. Testing the corresponding assumptions for the above tests	Quizzes and/or Assignments
6. Using data analytic software (i.e., SPSS) to conduct the above activities	Quizzes and/or Assignments
7. Working with secondary data from national health research studies	Quizzes and/or Assignments

Textbooks, References, Required Software, and Useful Websites

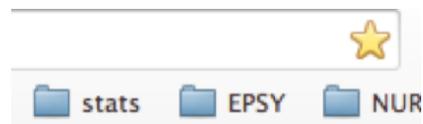
Textbooks:

- Salkind, N. J. (2014). *Statistics for people who (think they) hate statistics* (5th ed.). Thousand Oaks, CA: SAGE Publications, Inc.
- American Psychological Association. (2009). *Publication manual of the American Psychological Association*. (6th ed.). Washington, D.C.: Author. ISBN 1433805618

Software: The most recent version of SPSS (the one available in UT Tyler Citrix).

Useful websites:

There are many great resources out on the Internet. One of my expectations in this course is for you to develop into independent researchers, which involves skills of finding answers to problems. The websites below are very helpful learning tools and consultation resources (some of which I have been frequently referring to till today). While you may want to bookmark them, an even better idea may be to create a “stats” folder on your browser tool bar and start putting together your own toolkit now, something like this →



- The Institute for Digital Research and Education at UCLA: <http://www.ats.ucla.edu/stat/>
- An anonymous but very helpful personal website with numerous SPSS demon videos (I first learned about him from his YouTube channel): <http://www.how2stats.net/p/home.html>
- Research methods knowledge base: <http://www.socialresearchmethods.net/kb/index.php>

Assessments and Grading*

Student learning outcomes will be assessed by the following methods and graded based on the criteria below.

Quizzes (6@5% each)	30%	A = 89.5 -100
Assignments (6@10% each)	60%	B = 79.5 – 89
Course participation	10%	C = 69.5 – 79
<u>Total</u>	<u>100%</u>	D = 59.5 – 69
		F = Below 59.5

**Students are expected to achieve an average of B (80%) to successfully complete the course.*

Graded items: Refer to the Blackboard for more detailed information on descriptions, templates, and grading rubrics for specific assessed items. In brief:

- Quizzes may be taken two times but must be completed by the due date on the calendar and the two scores are averaged. Late attempts will be graded at a discount rate of 10%/day.
- Course assignments are due per the course calendar. No extensions are given without prior faculty approval. There is a 5 points/day penalty for late assignments (on a 100-point scale).

Workload and Time Expectations

You should expect to spend as much time on an online course as you do in a face-to-face course. Besides lecture videos (or live Zoom meetings), a typical week's work for this course will include (1) assigned reading and self-practice problems, (2) a quiz on the topic under discussion, and/or (3) assignments alongside. 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.

Course materials before the Percolate and Ponder week (Week 8) will be available at the beginning of the semester and the rest half will open as the course progresses. The posted materials will remain up through the end of the course. You may look and study ahead, or go back and review a past unit, at any time during the course.

Communications

For specific technical tips, refer to the Blackboard Knowledge Base <http://bbcrm.edusupportcenter.com/link/portal/8324/8645/ArticleFolder/222/Instructor> If you come across any technical issues, make sure you let me know so that we can make arrangement for your best learning experience.

Email

You can send your questions or problems other than technical to zhe@uttyler.edu . When you email about questions or problems, specificity helps me to process it faster. Please also include the reference information such as the Module/Week/page number or copy-pasted/screenshot if necessary. While I usually take care of student emails quite well, allow 24 hours for weekdays and 48 hours for weekends to hear from me. You will be notified in advance in the case of conference travel and other situations when the Internet access is limited or unavailable. Also, faculty members usually set aside a specific time for their own research, so responses may be delayed (e.g., to the end of the day) depending on your faculty's schedule. My research day is Thursday (call my cell number if it is urgent).

Course Discussions

Technical considerations: The Discussion Board feature in Blackboard is an online discussion forum in which students and faculty can communicate asynchronously (at differing times) via message postings. You can and will usually be expected to respond to threads in the course discussion.

Whenever possible, please post directly onto the Blackboard posting site rather than add attachments unless instructed otherwise because it speeds the experience of reading and posting by your classmates. Please do not copy and paste SPSS output which is often voluminous. When questions arise about output, simply save and send output to your instructor.

Time & frequency: Blackboard takes the place of in class discussions so please plan on spending several hours reading and posting in order to have a high quality experience. Postings should occur several times during the week rather than several in one day. When individuals wait to post late in the week, the whole group suffers from the lack of full group interaction. Posting late also reduces the opportunity to get feedback.

Since the discussion is asynchronous, other responses will be submitted after your post. Be sure to check the Discussions section each time you log into the course to view any added material and respond to your colleagues' comments. Blackboard will show you the number of unread messages for each topic and highlight them until read.

If you do not want to log in and check the Discussions section often, Blackboard allows you to *subscribe* to a specific thread. Once you subscribe to a thread, you will receive an email with the content and the link every time a new post is added to that thread. This is personal preference. It always works well for me, but I know some find the emails stressful and do not like this feature. Make your own choices.

Quality learning: Asking questions and posing a different viewpoint yields higher quality learning experiences than simply giving kudos. Posting responses to colleagues on BB is an opportunity to give your peers input. Your instructor will generally delay feedback to give the group members a chance to post. When the instructor posts too quickly, others sometimes become reticent to post. An important behavior in graduate education is questioning. Never hesitate to share different viewpoints and disagree with all colleagues including your instructors.

Course Schedule¹

Modules	Weeks & Dates	Content	Tasks of the week ²
Introduction	Week 1 08/29-09/04	Getting to know statistics and SPSS	
Module 1: Descriptive statistics	Week 2 09/06-11	Central tendency & variability	Quiz 1
	Week 3 09/12-18	Hands-on	Assignment 1
Module 2: Before inferential statistics	Week 4 09/19-25	Hypothesis testing, normality & significance	Quiz 2
	Week 5 09/26-10/02	Hands-on	Assignment 2
Module 3: Inferential statistics (comparing means)	Week 6 10/03-09	One sample <i>t</i> -test	Quiz 3
	Week 7 10/10-16	Hands-on	Assignment 3
Week 8 (10/17-23): Percolate and Ponder			
	Week 9 10/24-30	Independent & paired sample <i>t</i> -tests	Quiz 4
	Week 10 10/31-11/06	Hands-on	Assignment 4
	Week 11 11/07-13	One way ANOVA	Quiz 5
	Week 12 11/14-20	Hands-on	Assignment 5
Week 13 (11/21-27): Thanksgiving			
Module 4: Inferential statistics (relationships)	Week 14 11/28-12/04	Correlation	Quiz 6
	Week 15 12/05-11	Hands-on	Assignment 6
	Week 16 12/12-16	Evaluation	

¹This schedule is tentative and subject to changes at the discretion of the faculty according to the need of flexibility and better student learning experience.

²Refer to the Blackboard course calendar for specific due dates for the quizzes and assignments.

UNIVERSITY POLICIES AND ADDITIONAL INFORMATION THAT MUST APPEAR IN
EACH COURSE SYLLABUS

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

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.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

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. (For Fall, the Census Date is Sept. 12.) 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 (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. 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.

Student Accessibility and Resources

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 (SAR) 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

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.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but 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. i. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit; taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and

- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially. ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit. iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty. iv. All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard. UT Tyler Resources for Students
- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

Technical Information

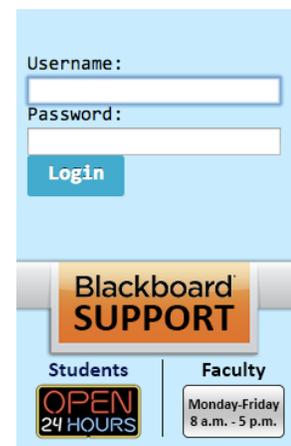
Technical Support

If you experience technical problems or have a technical question about this course, you can obtain assistance by contacting the Blackboard Support (24/7). You can submit a ticket, check the Knowledge Base, call the support center or chat with a live support technician. When you submit your ticket or chat with a Technician, 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

<http://wiki.uttyler.edu/display/B8H/Home> 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 Reader** allows you to view, save, and print Portable Document Format (PDF) files. <http://get.adobe.com/reader/>
- **Java Runtime Environment (JRE)** allows you to use interactive tools on the web. <http://www.java.com/en/download/>
- **Adobe Flash Player** allows you to view content created with Flash such as interactive web applications and animations. <http://get.adobe.com/flashplayer/>
- **QuickTime** allows users to play back audio and video files. <http://www.apple.com/quicktime/download/>
- **Windows Media Player** allows you to view, listen and download streaming video and audio. <http://windows.microsoft.com/en-US/windows/products/windows-media-player>
- **RealPlayer** allows you to view and listen to streaming video and audio. <http://www.real.com/>

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.

Note: The content of this syllabus is subject to change at the discretion of the faculty according to current learning needs.