

NURS 6342: Scholarship in Nursing II (SSII) Fall 2017

Welcome and Introduction

Welcome to Scholarship in Nursing! Hosting this course is your instructor, Dr. Beth Mastel-Smith. I am 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.

IMPORTANT NOTE: There will be at least two live zoom sessions this semester. The first, At the Library, is scheduled for **September 9 at 11 am**. If you are unable to attend this session, don't worry, it will be recorded. Between November 27 and December 5, you will participate in a, one and a half hour zoom session in which you will present your research ideas to date. There will be three or four dates and three to four people presenting each day. Plan to attend and share the presentation created during Module 9 during one of the four sessions.

Course Description

Elements of professional presentation, writing for publication, and grant writing are examined, including exploration of priorities for funding and publication. Scientific integrity in grantsmanship and dissemination of knowledge is emphasized.

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, PhD, RN

Office: Online

Office Hours: Monday, Wednesday, & Thursday or
by appointment

Email: bmastelsmith@uttyler.edu

Phone: 713-416-5690 (cell)

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 modules and in the “Web Links” tab.

Course Schedule: Due Dates*, Assignments, & Weighted Grade

Dates	Assignment (Module)	Weighted Grade
August 28 – September 5	<ul style="list-style-type: none"> ○ Module 1: Exploring Nursing Scholarship, The Role of Discovery <ul style="list-style-type: none"> ○ <i>Assignment (due 9/5): Discussion Board 1</i> 	10%
September 6 - 12 <i>September 9 at 11 am: At the library with Michael Zoom session</i>	<ul style="list-style-type: none"> ○ Module 2: Finding Relevant Evidence: Effective Online Searches & Plagiarism <ul style="list-style-type: none"> ○ <i>Assignments (due 9/12):</i> <ul style="list-style-type: none"> ○ <i>Complete Plagiarism Tutorial</i> ○ <i>Database Search Table & Reference list with 5 relevant articles</i> 	5%
September 13 - 26	<ul style="list-style-type: none"> ○ Module 3: Appraisal of Evidence Part 1 <ul style="list-style-type: none"> ○ <i>Assignments (due 9/26):</i> <ul style="list-style-type: none"> ○ <i>EBT with 5 articles</i> ○ <i>Reference List</i> 	10%
September 27 – October 10	<ul style="list-style-type: none"> ○ Module 4: Dissemination Part 1, Journal Articles <ul style="list-style-type: none"> ○ <i>Assignments (due 10/10):</i> <ul style="list-style-type: none"> ○ <i>Week 1: Critique a journal article</i> ○ <i>Week 2: Reflect on and share your experiences with the critique process on DB 2</i> 	5%
October 11 - 24	<ul style="list-style-type: none"> ○ Module 5: Appraisal of Evidence Part 2 <ul style="list-style-type: none"> ○ <i>Assignments (due 10/24):</i> <ul style="list-style-type: none"> ○ <i>EBT with 5 more articles</i> ○ <i>Updated reference list</i> 	10%
October 25 – 31	<ul style="list-style-type: none"> ○ Module 6: Funding Scholarship: Sources & Mechanisms <ul style="list-style-type: none"> ○ <i>Assignment (due 10/31): Discussion Board</i> 	5%
November 6	Last Day to Withdraw from Classes	
November 1 - 7	<ul style="list-style-type: none"> ○ Module 7: Professional Writing Part 1 <ul style="list-style-type: none"> ○ <i>Assignment (due 11/7): Draft Background and Significance</i> 	10%
November 8 - 14	<ul style="list-style-type: none"> ○ Module 8: Professional Writing Part 2 <ul style="list-style-type: none"> ○ <i>Assignment (due 11/14): Synthesis Paragraph</i> 	10%
November 15 - 21	7 th Inning Stretch: Professional Writing Part 3 <ul style="list-style-type: none"> ○ <i>Assignment (due 11/21): Revise Background, Significance & Synthesis Writing Assignments</i> 	10%
November 22 – December 5	<ul style="list-style-type: none"> ○ Module 9: Dissemination Part 2: Oral Presentations <ul style="list-style-type: none"> ○ <i>Assignment (due 12/5): Present Your Ideas</i> <p><i>Note: Plan to sign up for a zoom session during which you will share what you have learned about your research topic.</i></p>	15%
December 6 - 12	<ul style="list-style-type: none"> ○ Module 10: Finding Opportunities for Scholarship of Discovery <ul style="list-style-type: none"> ○ <i>Assignment (due 12/12): Mindmap</i> 	10%

****All assignments are due at midnight on the last day of the module.***

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

It is essential that you keep up in courses. **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. Please do not assume that notifying us implies permission to turn in a late assignment; we will weigh the reason, previous requests for extensions, and timing when making the decision to allow an extension of the due date. 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 November 6, 2017.**

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 CANVAS and/or the internet were to go down.

DISCUSSION BOARD GUIDELINES

Note: When you click on the discussion forum within your group, click on "Grading Information" and review the rubric for each forum before you begin to organize your thoughts. Review the rubric when done to ensure you have not left anything out. Thanks in advance!

DISCUSSION BOARD GRADING RUBRIC

CRITERIA	0	25	50	75	100
Format and logical progression of posting	Spelling and grammar errors detract from the substance of the posting; random thoughts with no sense of a plan to reach a logical conclusion. No clear main idea or direction for flow of information.		midpoint		Form is superior; obvious attention to proofreading and grammar. Main idea is stated early and clearly; argument or ideas are built using a logical progression of thoughts which are stated clearly and succinctly.
Depth and relevance of post to the topic at hand	Posting shows superficial thinking based on personal experiences or opinions only, there is little consideration of contributions to the topic in the literature or from colleagues. Literature support is not relevant to the topic or major literature contributions are missing. Post strays from topic with much irrelevant information and does not address the intent of the assignment. No references cited.		midpoint		Posting clearly shows evidence of critical thinking and analysis to a substantial depth expected of a doctoral student. Ideas offered are relevant to the topic and show the ability to extrapolate complex ideas from various sources into a coherent argument or statement(s). Two or more relevant references cited; cited references are appropriate and indicative of the best knowledge on the topic. (NOTE: some discussions DO NOT require two citations. This is clarified in each Module.)
Contribution to the learning community	Posting is largely aimed at self-expression without consideration of the reader. There is no room for dialogue or disagreement and no acknowledgment of the potential contributions of others. The posting is a rehash of old ideas without consideration of how these can advise the future. No evidence is found of making the material consumable or reader-friendly.		midpoint		Posting shows an astute awareness of the needs of the learning community with an interest in their growth and knowledge acquisition; attempts to move colleagues into meaningful dialogue and presents creative approaches that are open to discussion. Post contributes to the progression of nursing as a scholarly community but is presented in a clear, enlightening, and engaging way..
Punctuality and timeframes	Posting is late leaving little opportunity for student colleague feedback and interchange.		Midpoint		Posted well before deadline with opportunity for student interaction and feedback.

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 CANVAS. 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 CANVAS 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/>

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 CANVAS Dashboard, 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

Please see <http://www.uttyler.edu/academicaffairs/files/syllabuspolicy.pdf> for all current University policies.

Getting Started

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