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SYLLABUS

COURSE NUMBER: NGR 5110

**COURSE TITLE:** Nursing Research

**COURSE CREDITS:** 3 credits

**PREREQUISITES:** See student handbook

**INSTRUCTOR:** Dr. (Gene) Barry Eugene Graham, DNP, MSN-Ed., RN

**INSTRUCTOR’S EMAIL:** Bgraham@fnu.edu

**EMERGENCY CONTACT NUMBER:** 920-374-3631

**SEMESTER:** SPRING 2020

**VIRTUAL MEETINGS:** By appointment

**COURSE DESCRIPTION:** This course examines the relationship between research, practice, and the use of data as a basis for decision making. Various approaches to the research process are explored. Ethical considerations in research are presented.

1. **Text and materials:**

Ruth M. Tappen. (2015). Nursing Research. Advanced Nursing Research: From Theory to Practice. (2nd ed.). ISBN-13: 9781284048308. ISBN-10: 1284048306. Publisher: Jones & Bartlett Learning

Publication Manual American Psychological Association (APA) (6th ed.).

2009 ISBN: 978-1-4338-0561-5

1. **Course description:** This course examines the relationship between research and practice and the use of data as a basis for decision-making. Various approaches to the research process are explored. Ethical considerations in research are presented.
2. **Learning Outcomes:**
3. Upon successful completion of this class, the MSN student will be able to gain understanding of essential steps of the planning phase to conduct a research study: topic selection, literature review, relationship between theory and research, and the developmental stages of theory (AACN Essentials I, II, IV, V, VI, and VIII).
4. Upon successful completion of this course, the MSN student will be able to understand the necessary steps to conduct a nursing research: study design, type of study, research ethics, data collection, data analysis, implementation, and interpretation phase (AACN Essentials I, II, IV, V, VI, and VIII).
5. Upon successful completion of this course, the MSN student will be able to demonstrate the ability to use the complex steps of the reporting phase: presenting research findings, preparing research proposals, publishing results, and using evidence-based practice (AACN Essentials I, II, IV, V, VI, and VIII).
6. **Objectives** 
   1. The student will be able to identify research topics, review the literature, and interpret the developmental stages of theories (Descriptive/Explanatory/Predictive), and use a selected research article to test a theory as related to nursing practice.
   2. The student will be able to apply knowledge of research methods to analyze, critique, and interpret research using the design and implementation phase of selected studies that are relevant to nursing practice
   3. The student will be able to apply knowledge of research methods to analyze, critique, and interpret research using the design and implementation phase of selected studies that are relevant to nursing practice
   4. The student will be able to distinguish the type of studies (Qualitative/Quantitative/Experimental/Descriptive/Epidemiological/and Longitudinal) by interpreting scholarly articles.
   5. The student will be able to demonstrate knowledge of the reporting phase of nursing research by preparing a research proposal using a poster or a virtual presentation.
   6. The student will be able to conduct individual research by writing a paper based on a research proposal reflecting evidence-based nursing practice.
7. **Course Requirements**

* **Assignments: (Please also refer to assignment section in Blackboard)**

**Library Assignment # 1: AACN Essential Paper: due at the end of week 3**

The purpose of this assignment is to provide a concise description and appraisal of the American Association of Colleges of Nursing (AACN) Essentials of master’s Education in Nursing. Following APA guideline, provide a brief explanation on each of the essentials reflecting on each essential affects the clinical practice and the author's interpretation of each essential. Make sure to include a (Title page, abstract, introduction, body, conclusion, and reference page). Please submit it via Turnitin by the end of Week 3. This assignment is 10 points.

**This will be considered a Library Assignment as you will need to visit the library to obtain information.**

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| **Title Page: Title of article, journal information, and your name and date** | **1 point** | **Your score** |
| **Abstract: Brief summary of an article (1-2 paragraphs)** | **1 point** |  |
| **The Problem: (2 or 3 paragraphs)**  Is the problem clearly stated?  Is the problem practically important?  What is the purpose of the study?  What is the hypothesis?  Are the key terms defined? | **3 points** |  |
| **Review of Literature: (1 -2 paragraphs)**  Are the cited sources pertinent to the study?  Is the review too broad or too narrow?  Are the references recent?  Is there any evidence of bias? | **2 points** |  |
| **Design and Procedures: (3-4 paragraphs)**  What research methodology was used?  Was it a replica study or an original study?  What measurement tools were used?  How were the procedures structures?  Was a pilot study conducted?  What are the variables?  How was sampling performed? | **3 points** |  |
| **Data analysis and Presentation: (1 - 2 paragraphs)** | **2 points** |  |
| How was the data analyzed?  Did findings support the hypothesis and purpose?  Were the weaknesses and problems discussed? |  |  |
| **Conclusions and Implications: (2-3 paragraphs)** | **3 points** |  |
| Are the conclusions of the study related to the original purpose?  Were the implications discussed?  Whom the results and conclusions will affect?  What recommendations were made at the conclusion?  What is your overall assessment of the study and the article? |  |  |
| **Total** | **15 points**  **(100%)** |  |
|  | **Grade** |  |

1. **Library Assignment:**

For this course, students will be required to utilize the university’s library on-campus and online resources to conduct research and analyses of nursing theories and the MSN Essentials. Students will need to routinely cite scholarly sources in all course assignments to include weekly discussions, formal papers, and presentations. Such online resources available via the university library include search engines such as CINAHL, PsychInfo, Medline, and PubMed. Students will be required to utilize such sources to obtain peer-reviewed articles for reference in all course assignments.

The required assignments will be discussed throughout the semester giving adequate time for questions and clarification prior to the date that assignments are due. Specific rubrics for each assignment are posted in the course syllabus and will also be posted on Blackboard. All assignments must follow APA 6th edition format.

**# 2 Research Paper**

Research Paper: Students this project will allow you to formulate and hypothetically develop your own research project. The purpose of this project is for the student to complete all the different steps necessary to implement a nursing research project. This project will be subdivided into 4 different papers that will be submitted throughout the entire semester. The final paper will be the combination of the four areas.

**This will be considered a Library Assignment as you will need to visit the library to obtain information.**

**Phase 1-Planning (Due by WEEK 4):**

Phase 1 is the planning stage of a research project; students are to prepare a 4-5 page paper identifying a specific topic that you would like to investigates and relates to transitional nursing. You will provide a brief introduction to the situation by utilizing published nursing research articles to support your statement. This paper will also include

1. Introduction to the Problem
2. Clearly Identify the Problem
3. Significance of the problem to Nursing
4. Purpose of the research
5. Research questions
6. Master's Essentials that aligned with your topic

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Outstanding 4 points** | **Very Good 3 points** | **Good 2 Points** | **Unacceptable 1 point** |
| **Integration of Knowledge**  **12.5%** | The paper demonstrates that the author fully understands and has applied concepts learned in the course.  Concepts are integrated into the writer’s own insights.  The writer provides concluding remarks that show analysis and synthesis of ideas | The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course.  Some of the conclusions, however, are not supported in the body of the paper | The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course | The paper does not demonstrate that the author has fully understood and applied concepts learned in the course. |
| **Topic Focus**  **12.5%** | The topic is focused narrowly enough for the scope of this assignment.  A thesis statement provides direction for the paper, either by the statement of a position or hypothesis | The topic is focused but lacks direction.  The paper is about a specific topic but the writer has not established a position. | The topic is too broad for the scope of this assignment. | The topic is not clearly defined |
| **Depth of Discussion**  **12.5 %** | In-depth discussion and elaboration in all sections of the paper. | In-depth discussion and elaboration in most sections of the paper. | The writer has omitted pertinent content.  Quotations from others outweigh the writer’s own ideas excessively. | Cursory discussion in all the sections of the paper or brief discussion in only a few sections |
| **Cohesiveness**  **12.5%** | Ties together information from all sources.  Paper flows from one issue to the next without the need for headings.  Author’s writing demonstrates an understanding of the relationship among material obtained from all sources | For the most part, it ties together information from all sources.  Paper flows with only some disjointedness.  The author’s writing demonstrates an understanding of the relationship among material obtained from all sources. | Sometimes ties together information from all sources.  Paper does not flow.  Disjointedness is apparent.  The author’s writing does not demonstrate an understanding of the relationship among material obtained from all sources. | It does not tie together information.  Paper does not flow and appears to be created from disparate issues.  Headings are necessary to link concepts.  Writing does not demonstrate understanding any relationship |
| **Spelling and Grammar 12.5%** | Minimal spelling and/or grammar mistakes | Some spelling and or grammar mistakes. | Noticeable spelling and grammar mistakes. | An unacceptable number of spelling and/or grammar mistakes |
| **Sources**  **12.5%** | More than 5 current sources, of which at least 3 are peer-review journal articles or scholarly books.  Sources include both general background sources and specialized sources.  Special-interest sources and popular literature and acknowledged as such if they are cited.  All web sites utilized are authoritative. | 5 current sources, of which at least 2 are peer-review journal articles or scholarly books.  All web sites utilized are authoritative. | Fewer than 5 current sources or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. All web sites utilized are credible. | Fewer than 5 current sources or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current. |
| **Citations**  **12.5%** | Cites all data obtained from other sources.  APA citation style is used in both text and bibliography | Cites most data obtained from other sources.  APA citation style is used in both text and bibliography. | Cites some data obtained from other sources.  The citation style is either inconsistent or incorrect. | It does not cite sources. |

**Research Paper Rubric**

**Phase 2-Design (Due by WEEK 6)**

Students will continue their research topic, in this paper students will perform a brief literature review on the topic (Will need at least 5 support articles) and provide the desired methodology for the project. Paper will be approximately 5-6 pages.

1. Brief literature review
2. Methodology and design of the study (Be as detailed as possible)
3. Sampling methodology
4. Necessary tools
5. Any algorithms or flow maps created

**This will be considered a Library Assignment as you will need to visit the library to obtain information.**

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| --- | --- | --- | --- | --- |
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| **Integration of Knowledge**  **12.5%** | The paper demonstrates that the author fully understands and has applied concepts learned in the course.  Concepts are integrated into the writer’s own insights.  The writer provides concluding remarks that show analysis and synthesis of ideas | The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course.  Some of the conclusions, however, are not supported in the body of the paper | The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course | The paper does not demonstrate that the author has fully understood, and applied concepts learned in the course. |
| **Topic Focus**  **12.5%** | The topic is focused narrowly enough for the scope of this assignment.  A thesis statement provides direction for the paper, either by a statement of a position or hypothesis | The topic is focused but lacks direction.  The paper is about a specific topic but the writer has not established a position. | The topic is too broad for the scope of this assignment. | The topic is not clearly defined |
| **Depth of Discussion**  **12.5 %** | In-depth discussion and elaboration in all sections of the paper. | In-depth discussion and elaboration in most sections of the paper. | The writer has omitted pertinent content.  Quotations from others outweigh the writer’s own ideas excessively. | Cursory discussion in all the sections of the paper or brief discussion in only a few sections |
| **Cohesiveness**  **12.5%** | Ties together information from all sources.  Paper flows from one issue to the next without the need for headings.  Author’s writing demonstrates an understanding of the relationship among material obtained from all sources | For the most part, it ties together information from all sources.  Paper flows with only some disjointedness.  The author’s writing demonstrates an understanding of the relationship among material obtained from all sources. | Sometimes ties together information from all sources.  Paper does not flow.  Disjointedness is apparent.  The author’s writing does not demonstrate an understanding of the relationship among material obtained from all sources. | It does not tie together information.  Paper does not flow and appears to be created from disparate issues.  Headings are necessary to link concepts.  Writing does not demonstrate understanding any relationship |
| **Spelling and Grammar 12.5%** | Minimal spelling and/or grammar mistakes | Some spelling and or grammar mistakes. | Noticeable spelling and grammar mistakes. | An unacceptable number of spelling and/or grammar mistakes |
| **Sources**  **12.5%** | More than 5 current sources, of which at least 3 are peer-review journal articles or scholarly books.  Sources include both general background sources and specialized sources.  Special-interest sources and popular literature and acknowledged as such if they are cited.  All web sites utilized are authoritative. | 5 current sources, of which at least 2 are peer-review journal articles or scholarly books.  All web sites utilized are authoritative. | Fewer than 5 current sources or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. All web sites utilized are credible. | Fewer than 5 current sources or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current. |
| **Citations**  **12.5%** | Cites all data obtained from other sources.  APA citation style is used in both text and bibliography | Cites most data obtained from other sources.  APA citation style is used in both text and bibliography. | Cites some data obtained from other sources.  The citation style is either inconsistent or incorrect. | It does not cite sources. |

**Phase 3-Implementation (Due by WEEK 9)**

Phase 3 of the research project is the implementation phase. The implementation phase will be written in the future state as we will not be implementing the actual project. This phase focuses on providing steps by steps instructions on how the program will be implemented, a table describing the time frame of the project, if there is any budget that needs to be taking into account, and any resources or statistically tools required. The length of this paper should be around 5-6 pages.

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| --- | --- | --- | --- | --- |
|  | **Outstanding 4 points** | **Very Good 3 points** | **Good 2 Points** | **Unacceptable 1 point** |
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**Research Paper Rubric**

**Phase 4-Results (Due by WEEK 11)**

Phase 4 is all about results, this part of the paper will be based on the hypothetical analysis. Meaning since we will not be actually implementing the process, the results described will be based on whatever the students would like the research results to be. You will need to provide results for all of the statistical tools mentioned and provide descriptive data (demographics of the population, different descriptive data points, etc.). Make sure to also include research limitations to improve for future studies. Approximately 6 pages.

**Research Paper Rubric**

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**Final submission (Due by WEEK 13)**

The final submission is basically the combination of the other four phases into one paper. This paper will need to be corrected with all of the feedback provided from previous papers. Include on this paper a conclusion and learning experiences from the essentials and from the class.

**Research Paper Topic**

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| --- | --- | --- | --- | --- |
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* **All papers submitted must be in APA format according to the Publication Manual American Psychological Association (APA) (6th ed.). 2009 ISBN:978-1-4338-0561-5**
* This course will use a variety of learning experiences to attain the course objectives, including but not limited to: lecture, online discussion, reading material, case study, assessment strategies, group and or individual exercises, team and individual presentation.

**Discussions and Reading Reflections:**

* Participation in online discussion is an expectation of students enrolled. Giving that this is an online class, discussions allow for class participation and interactions. A discussion week is Sunday to Saturday (11:59 pm EST).
* On specific weeks, there are questions or topics to be discussed. You are to post your initial post and respond to all professors posted questions. Initial posts must be made no later than Wednesdays at 11:59 pm. You will also be required to respond to a minimum of two of your peers during the week. Failure to do so will result in a point’s deduction. You must also post a minimum of four days per week. In other words, all posts cannot be posted on the same day.
* The initial post will be regarding the topic of the week and will be a minimum of 250 words. Make sure you provide appropriate references and utilize APA style. Peer posts will be a minimum of 75-100 words, otherwise will be counted as 0, all subsequent post must be in APA format and properly-referenced. There will be a total of 8 discussion posts worth 1.25 points each or 10 points of your grade. In order to obtain full credit students must follow the above requirements. Each discussion will be allocated to a specific Master's Essential.
* In addition to the weeks that a discussion question is not posted, the student will be mandated to post a reading reflection paragraph (5-6 sentences, with reference material) regarding the assigned chapters of that week. These posts will be counted towards participation grade.
* In addition, on weeks 15 and 16, each student is to write a small reflection paragraph and post it objectives reflection" in answering what you have learned from this class, where the objectives that you had for the class met and how do you anticipate the use of research.

**Discussion Post Rubric:**

Each posting and Reading Reflection:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **1.25 Point** | **1 Point** | **0.75 Point** | **0** |
| **Participation**  **Weight 25.00%** | **100 %**  3 Posts | **80 %**  2 Posts | **60 %**  1 Post | **0 %**  0 Posts |
| **Quality of information**  **Weight 25.00%** | **100 %**  Information is clear and relates to the topic | **80 %**  Information is somewhat clear and might relate to the topic | **60 %**  The information has little relation to the topic and is not clearly displayed | **0 %**  Information is not clear and it does not relate to the topic |
| **Resources**  **Weight 25.00%** | **100 %**  Provides relevant resources using APA guidelines | **80 %**  Provides relevant resources without APA guidelines | **60 %**  Limited on the resources provided with major errors in APA | **0 %**  Does not provide any resources |
| **Critical Thinking**  **Weight 25.00%** | **100 %**  Enhances the critical thinking process through premise reflection | **80 %**  Enhances the critical thinking process without premise reflection | **60 %**  Does enhance the critical thinking process in a very limited manner | **0 %**  Does not enhance the critical thinking process |

**Potential extra assignment for extra credit as delineated by the professor.**

* Specific assignments, their due dates, and grading criteria are listed in this syllabus. You are accountable for both individual assignments and for providing a significant contribution toward your learning team's collaborative assignments.
* Your course grade includes scores from both your individual, participation and group assignments. You are also responsible for completing all assignments including readings, written papers, presentations, and class discussions. You will be graded on the achievement of the objectives, not on the effort you put into your assignments. All online discussions, written assignments and documentation of others' ideas and words in presentations must be in **APA 6th edition format**.
* You have one opportunity to complete each assignment. Papers cannot be rewritten and presentations cannot be regiven in an attempt to obtain a higher grade.
* There will be opportunities during the semester for extra credit as indicated by the professor.

**Late Assignments and Participation:**

* Due dates are established for reasons of equity. It is not fair to peers who complete assignments on time if other classmates have extra time to work on their assignments. It is also not fair to the professor who must grade assignments in a timely fashion. Therefore, 5% of the assignment points (i.e., 1 out of 20, 1.25 out of 25, .2 out of 40 will be deducted each day for late submissions.
* Each semester, students enrolled in online courses must complete the First Academic Assignment for each course. The purpose of this assignment is to evaluate your knowledge for this course.
* There will two face to face encounters that are mandated by each student to attend. Dates will be provided throughout the semester.

1. **Field Trips or Guest Speakers:**

There are no field trips or guest speakers for this course.

1. **Course Outline:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Module/Topic** | **Assignment** | **Due Date** |
| WEEK 1  01/05/20 | Get materials | Start working on week’s two assignments.  Get acquainted with the syllabus | First Academic Assignment  01/11/20 |
| WEEK 2  01/12/20 | Chapter 1: Identifying a Research Topic and Chapter 2: Reviewing the Literature | Read Chapter 1 & 2 | Discussion # 1  01/18/20 |
| WEEK 3  01/19/20 | Chapter 3: Theory and Design Phase | Read Chapter 3  Library Assignment | AACN Essential Paper is due  Discussion # 2  01/25/20 |
| WEEK 4  01/26/20 | Chapter 4: Quantitative and Qualitative & Chapter 5: Experimental Research Design | Read Chapter 4 & 5 | Phase 1 is due  Article Bonus  02/01/20 |
| WEEK 5  02/02/20 | Chapter 6: Descriptive research design, mixed methods and meta-analysis & Chapter 7: Epidemiology and Longitudinal Studies | Read Chapter 6 & 7 | Discussion # 3  02/08/20 |
| WEEK 6  02/09/20 | Chapter 8: Sampling and Chapter 9: Reliability | Read Chapter 8 & 9  Library Assignment | |  | | --- | | QUARTERLY LIVE MEETING 02/11/20  Time: TBD |   Phase 2 is due  Reading Reflection Ch 8 & 9  02/15/20 |
| WEEK 7  02/16/20 | Chapter 10: Validity & Chapter 11: Trustworthiness of qualitative research | Read Chapter 10 & 11 | Discussion # 4  02/22/20 |
| WEEK 8  02/23/20 | Chapter 12: Ethical Issues and Consent & Chapter 13: Participant Recruitment | Read Chapter 12 & 13 | Reading Reflection Ch 12 & 13  02/29/20 |
| WEEK 9  03/01/20 | Chapter 14: Data Collection, Testing and Observation & Chapter 15: Data Collection, Interviewing | Read Chapter 14 & 15 | Phase 3 is due  Discussion # 5  03/07/20 |
| WEEK 10  03/08/20 | Chapter 16: Internet, Secondary Analysis and historical research & Chapter 17: Intervention | Read Chapter 16 & 17 | Reading Reflection Ch 16 & 17  03/14/20 |
| WEEK 11  03/15/20 | Chapter 18: Quantitative data management & Chapter 19: Basic quantitative data analysis | Read Chapter 18 & Ch 19 | Phase 4 is due  Reading Reflection Ch 18 & 19  03/21/20 |
| WEEK 12  03/22/20 | Chapter 20: Inferential Analysis & Chapter 21: Analyzing qualitative data | Read Chapter 20 & 21 | Discussion # 6  03/28/20  2nd QUARTERLY LIVE MEETING 03/24/20  Time: TBD |
| WEEK 13  03/29/20 | Chapter 22: Presenting your research findings & Chapter 23: Publishing your research results | Read Chapter 22 & 23 | Phase 5 is due  Discussion # 7  04/04/20 |
| WEEK 14  04/05/20 | Chapter 24: Preparing research proposals & Chapter 25: Evidenced-Based practice | Read Chapter 24 & 25 | Discussion # 8  04/11/20 |
| WEEK 04/12/20 | Chapter 26: Developing a program research & Chapter 27: Safety and quality research | Read Chapter 26 & 27 | Reading Reflection Ch 26 & 27  Objective Reflection  04/18/20 |
| WEEK 16  04/19/20 | Objective Reflection | Final Week | Objective Reflection  04/27/20 |

1. **Class Policies**:

All students are responsible for reviewing the school Catalog.

**Catalog Policies:**

<http://www.fnc.edu/publications/Cataloggeneral.pdf>

Students are expected to logon to Blackboard at least once every 24 hours to ensure that they remain on schedule and aware of assignments or any changes to class schedules. All assignments are due on the due date and at the specified time, and must all be submitted via Blackboard. All major written assignments will be submitted through designated TurnItIn links accessible via Blackboard.

All students are required to access their university email accounts at least twice per week as important information will be shared using this form of communication. In emergency situations such as natural disasters, important information regarding university functions and operations will be communicated via email.

Students will be graded on the achievement of the objectives, not on the effort put into completing assignments. All online discussions, written assignments and documentation of others' ideas and words in presentations must be in **APA 6th edition format**. **Students have one opportunity to complete each assignment. Papers cannot be rewritten, and presentations cannot be resubmitted in an attempt to obtain a higher grade.**

**STUDENT CODE OF ETHICS**

Cheating or plagiarism is dishonest, undermines the necessary trust upon which relations between students and faculty are based, and is unacceptable conduct. Students who engage in cheating or plagiarism will be subject to academic sanctions, including a lowered or failing grade in a course; and the possibility of an additional administrative sanction, including probation, suspension, or expulsion.

* **Cheating** is the act of obtaining or attempting to obtain credit for academic work by using dishonest means. Cheating at FNU includes but is not limited to: Copying, in part or whole from another's examination, paper, mathematical analysis, research or creative project, or the like; Submitting as one's own work an examination, paper, mathematical analysis, research or creative project, or the like which has been purchased, borrowed, or stolen; or fabricating data; Consulting notes, sources, or materials not specifically authorized by the instructor during an examination; Employing a surrogate to take an examination, write a paper, do mathematical analysis, or complete, in part or wholly, an evaluation instrument; Aiding or abetting any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work; and committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.
* **Plagiarism** is the act of obtaining or attempting to obtain credit for academic work by representing the work of another as one's own without the necessary and appropriate acknowledgment. More specifically, plagiarism is: The act of incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and The act of representing another's intellectual work such as musical composition, computer program, photographs, painting, drawing, sculpture, or research or the like as one's own. If a student is in doubt about the nature of plagiarism, he/she should discuss the matter with the course instructor. **All written assignments submitted via Turnitin should have limited similarity indexes. A similarity index of greater than 20% is not acceptable and is viewed as an indication of high plagiarism content.**
* **Theft** - Copying computer programs owned, leased, or rented by the College for use by the student in his or her course of studies is considered theft and will be dealt with according to the laws covering such actions and to the College norms for disciplinary actions. In cases like these, the Campus Dean will convene a Hearing Committee which will hear, investigate and render a report to the Campus Dean. This Committee will be composed of three members from the faculty or staff. According to the findings, the Campus Dean has the choice to make a decision. If this decision is not acceptable to those involved, a petition to the Dean to appoint an Honor Court must be signed by at least three people. The Honor Court procedure is explained in the Student Handbook.

**Religious Holidays**

Religious holidays are an excused absence, but not beyond the day for the holiday itself, Students should make their requests known at the beginning of the semester and arrangements must be made with the faculty member for missed work.

**Students with Disabilities**

Students with disabilities who may need special accommodations must register with the Office of Student Services. In addition, students must contact the instructor so that arrangements can be made to accommodate their needs. FNU is committed to offering accessible courses to all students, in full compliance with the Americans with Disabilities Act (ADA) Amendments Act of 2008 (ADAAA), Titles I and II of the ADA of 1990, and Sections 503 & 504 of the Rehabilitation Act of 1973. If you require special accommodations, you have the right to receive services including but not limited to: customized assessments, individualized tutorial services, and other accommodations provided to you by faculty and staff. Please do not hesitate to contact our Student Services Office or Distance Learning department if you require any special recommendations.

**Course Competencies**: By the end of this course students will be able to formulate and follow all of the different fundamental steps of a research assignment and be able to understand statistically significant results. Students will also be able to duplicate a research paper or formulate a new one.

1. **Grading Criteria**

Discussion/Class Participation 10 Points

AACN Essential Paper 10 Points

Research Paper 80 Points

Phase I                                                                                                    10 points

Phase II                                                                                                   10 points

Phase III                                                                                                  10 points

Phase IV                                                                                                 20 points

Phase V                                                                                                   30 points

**Academic Requirements**

1. Students are required to obtain a **grade of B** in all classes, a **satisfactory “S”** grade in the lab, and practicum.
2. **C is a failing grade. The minimum GPA at the end of each semester should always be 3.0. For further information, please see the FNU catalog.**
3. Students will be allowed to repeat a course only once. Two failing grades will result in termination from the program.

**Grading System: As per MSN Program:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Letter**  **Grade** | **Numerical**  **Points** | **Quality**  **Points** |
|  | A | (93-100) | 4.0 points |
|  | B | (85-92) | 3.0 points |
| Failure | C | (77-84) | Unsatisfactory |
| Incomplete | I |  |  |