Doctoral Seminar II
NUR 946
Room C288 Bott Building
Wednesdays, 12:00 – 12:50pm
1 Credit
Spring 2015

Catalog Course Description: Socialization and immersion into doctoral education and research environment while completing Master’s and beginning level courses, building on NUR 945 content.

Course Objectives: In the PhD seminar, it is expected that the student will be able to:
1. Design a program of study consistent with PhD benchmarks and scholarly activity expectations within the CON and university.
2. Organize a template for a systematic review of literature focused on their research interest area.
3. Recognize the collaborative relationship needed for a strong research team.
4. Access NIH website for research funding information and priority areas.
5. Describe responsibilities of a clinical researcher in the protection of human subjects.
6. Describe mechanisms of dissemination, including and understanding of authorship principles.

Additional Course Objectives: The focus of the seminar is to:
1. Provide socialization to doctoral study and the research environment.
2. Foster students’ development as a doctoral student.
3. Facilitate immersion into doctoral study.
4. Begin immersion into the research process and environment.

It is designed to provide on-going dialogue among PhD students and faculty related to doctoral study as well as the role and responsibilities of the clinical nurse researcher. Seminars will address some of the pragmatic facets of doctoral study and the research process that are not a part of formal coursework. Discussion will facilitate development of a research focus and integration of coursework into research.

Prerequisites: NUR 945

Co-requisites: None.

Course Faculty:
Barbara Smith, PhD, RN, FACSM, FAAN
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Office hours: by appointment

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Tel: 517-353-4757
Email: rebecca.lehto@hc.msu.edu
Office hours: Tuesdays 9-12pm & by appointment
a. **Methodology:** Seminar discussion, student presentations, and faculty presentations.

b. **Writing Requirements:** There are no formal papers.

c. **Required Texts:**
   - Additional Readings will be provided as the seminar progresses.

d. **Standards Documents:** The curriculum is guided by the following documents:
   - American Nurses Association (2010). Nursing Scope and Standards of Practice<http://catalog.lib.msu.edu/record=b8270966%7ES39a%20> (2nd ed.). Silver Spring, MD

d. **Library information**
   - American Nurses Association Electronic Books (E-books)

**Note to Students:** Access these e-books through the MSU Libraries Catalog or the Nursing E-book page: [http://libguides.lib.msu.edu/nursingebooks](http://libguides.lib.msu.edu/nursingebooks). These e-books allow unlimited concurrent users.

**Optional Texts:**

a. **Required Resources, References, Supplies**
   D2L Help Line
   1.800.500.1554 (24 hrs, 7 days/week)
   517.355.2345 (24 hrs, 7 days/week)
   www.d2l.msu.edu (D2L Help link in upper right corner)
   Always check with the D2L Help Line first!

b. **Frequently Called Telephone Numbers**
   Simulation Lab, Life Sciences; 355-5765 (with answering machine)
   Media Lab (Andy Greger) Life Sciences, 353-9020
   College of Nursing Student Support Services A117 Life Sciences 353-4827.
Evaluation:

a. Course Grading Scale: Pass-No Pass

b. Learning Assessments and Grading: In order to achieve a passing grade the following are expected: attendance at all seminars; consistent participation in discussion; contributions to discussion that reflect preparation; completion of assigned readings and assignments.

**The course calendar will be updated for guest speakers and visiting scholars. Readings and assignments will be provided weekly on D2L.**

**Professionalism:** All graduate students at Michigan State University should be fully familiar with the Graduate Student Rights and Responsibilities Articles (published by the Graduate School; available at [http://www.vps.msu.edu/SpLife/gradrights.htm](http://www.vps.msu.edu/SpLife/gradrights.htm)); University guidelines for ethical research (published by the University Committee on Research Involving Human Subjects [UCRIHS]; available at [http://www.msu.edu/user/ucrihs/](http://www.msu.edu/user/ucrihs/)); The MSU Guidelines for Integrity in Research and Creative Activities, [http://grad.msu.edu/all/ris04activities.pdf](http://grad.msu.edu/all/ris04activities.pdf) and specific principles for informal conflict management, in the Graduate Student Resource Guide (published by the Graduate School; available at [http://grad.msu.edu/conflict.htm](http://grad.msu.edu/conflict.htm)).

The Graduate Student Rights and Responsibilities (GSRR) Articles address professional standards for graduate students as follows: “Each department/school and college shall communicate to graduate students, at the time of their first enrollment in a degree program or course in the unit, any specific codes of professional and academic standards covering the conduct expected of them.” (Article 2.4.7). “The graduate student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards” (Article 2.3.8).

In addition to meeting academic standards included in the Academic Progression Guidelines, students and faculty in the Doctoral Program in Nursing have shared responsibility for adherence to the professional standards referred to in the Doctoral Student Handbook of the CON.

Professional expectations are rooted in the maintenance of high quality working relationships with faculty, peers, research participants, staff, and all others with whom the graduate student interacts. Aspects of high quality working relationships that are addressed in the GSRR as shared faculty-student responsibilities include: mutual respect, understanding, and dedication to the education process (2.1.2); maintenance of a collegial atmosphere (2.3.7); and, mutual trust and civility (2.3.1.2).

**Communication:** Faculty can be reached through email or phone. Faculty response to email may take up to 3 days.

**Late work:** Students need prior approval to turn in assignments late. Late work without prior approval is subject to 2% per day.

**College Policies:** The College of Nursing expects that students will demonstrate professional behavior in all situations. Specific expectations for clinical and other professional venues can be found in the appropriate handbook. You are responsible for reviewing and acting in accordance with the policies and procedures found in the following sources, including the following topics: Professionalism, Academic Integrity, Accommodations for Students with Disabilities, Disruptive Behavior, Attendance, Compliance, and Progression.
University Policies:
Academic integrity: Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the College adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide http://splife.studentlife.msu.edu/ and/or the MSU Web site: www.msu.edu). Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in NUR 370. Students who violate MSU rules may receive a penalty grade, including--but not limited to--a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also https://www.msu.edu/unit/ombud/academic-integrity/index.html#regulations

Accommodations for students with disabilities: Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a disability specialist, call 353-9642 (voice), 355-1293 (TTY), or visit MyProfile.rcpd.msu.edu.

Disruptive behavior: Article 2.3.5 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.3.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . . ) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

Attendance: Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. See the Ombudsman’s web site for a discussion of student observance of major religious holidays, student-athlete participation in athletic competition, student participation in university-approved field trips, medical excuses and a dean's drop for students who fail to attend class sessions at the beginning of the semester.

College of Nursing Policies: Professional Development Guidelines found in CON Student Handbooks at CON website http://nursing.msu.edu/BSN%20Programs/Handbooks/default.htm.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Content</th>
<th>Readings and Assignments</th>
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</thead>
<tbody>
<tr>
<td><strong>Class 1</strong></td>
<td><strong>1/14/15</strong></td>
<td><strong>Orientation</strong></td>
<td>- PhD handbook &amp; Student Benchmarks</td>
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<td><strong>12-1pm</strong></td>
<td><strong>Annual Review discussion</strong></td>
<td>- Bring PhD Student Handbook</td>
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<td><strong>Room C288</strong></td>
<td><strong>(Intensives week)</strong></td>
<td>- Bring Student Objectives</td>
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<td>- NUR 946 Syllabus</td>
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<td>- Review student rights and responsibilities document – Grad School</td>
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<td>- CON Policy for Research</td>
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<td>- Graduate School RCR - updates</td>
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<td>- Review questions on annual review process and documents</td>
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<td><strong>Readings and Assignments</strong></td>
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<td>Class 2</td>
<td><strong>Student Research Ideas</strong></td>
<td>- Students present their research topic and areas for search to be able to do research synthesis</td>
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<td><strong>1/21/15</strong></td>
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<td>- Students to share an article on research trajectory</td>
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<td>- Work on annual review</td>
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<td>- Bring Grad Plan and handbook guidelines for annual review</td>
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<td>- See D2L</td>
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<td>Class 3</td>
<td><strong>Collaborative Research:</strong></td>
<td>- Students to identify and share a Team Science article (find one)</td>
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<td>- <strong>Readings and Assignments</strong></td>
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<td>Class 4</td>
<td>Research Integrity and Research</td>
<td>- NIH video “NIH Tips for Applicants” (4 minutes)</td>
<td>- Review videos</td>
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<td>2/4/15</td>
<td>Misconduct</td>
<td>- NIH Peer Review Revealed (14 minutes)</td>
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<td>- What happens to your NIH application video (20 minutes)</td>
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<td>Class 5</td>
<td>Dissemination of Research</td>
<td>- Power point on Poster Presentations</td>
<td>- Getting ready for MNRS</td>
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<td>2/11/14</td>
<td>Findings</td>
<td>- Power point on Podium Presentations</td>
<td>- Review guidelines for</td>
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<td>poster presentation. Be</td>
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<td>- What are important</td>
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<td>characteristics?</td>
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<td>Class 6</td>
<td>Visiting Scholar</td>
<td>- Visiting Scholar Presentation of Dr. Laura Gitlin</td>
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<td>2/18/15</td>
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<td>Dissemination via Publishing</td>
<td>- Peer Review</td>
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<td>Manuscript Review</td>
<td>- RINAH</td>
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<td>Class 7</td>
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<td>- NR guidelines</td>
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<td>2/25/15</td>
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<td>- Come with written review of the article</td>
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<td>Class 8</td>
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<td>- Headers of articles</td>
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<td>3/4/15</td>
<td>When and How to Work with your</td>
<td>- Strategies for effective partnership with the statistician</td>
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<td>Statistician</td>
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<td>Class 9</td>
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<td>Class 10</td>
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<td><strong>Class 11</strong></td>
<td><strong>4/1/15</strong></td>
<td>MNRS Prep</td>
<td>- MNRS assignment in D2L</td>
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<td>- Student Presentations</td>
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<td>- Poster critique</td>
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<td><strong>Class 12</strong></td>
<td><strong>4/8/15</strong></td>
<td>Developing Research Skills</td>
<td>- Plan practicum with funded researcher</td>
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<td>- Update research skills grid</td>
<td>- Share MNRS Assignment</td>
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<td>- Share draft practicum objectives</td>
<td>- A. Attend podium presentation at MNRS</td>
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<td>- Share MNRS assignment</td>
<td>- B. Attend session with editors at MNRS</td>
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<td><strong>Class 13</strong></td>
<td><strong>4/15/15</strong></td>
<td>Grant Writing Basics</td>
<td>- NRSA Boot Camp information in D2L</td>
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<td>- Submission process, CON policies</td>
<td>- Check out NRSA guidelines on NIH.</td>
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<td>- NRSA Preparation</td>
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<td>- Anatomy of a grant and craftsmanship</td>
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<td>- Inclusion of children and minorities</td>
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<td>- Obtaining an Ecommons account</td>
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<td>- Boot camp attendance</td>
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<td><strong>Class 14</strong></td>
<td><strong>4/22/15</strong></td>
<td>Upper Classman Tips and Strategies</td>
<td>- Upper Classman Visits</td>
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<td>- Annual Review</td>
<td>- Come to class prepared to report on sessions on MNRS assignment</td>
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<td>- Comprehensive Exams</td>
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<td>- Electives</td>
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<td><strong>Class 15</strong></td>
<td><strong>4/29/15</strong></td>
<td>Year Wrap Up</td>
<td>- Bring PhD handbook</td>
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<td>- Benchmarks for Year 2 for PhD Program</td>
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<td>- Student Responsibility</td>
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<td>- Looking ahead to next few years</td>
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<tr>
<td><strong>5/6/15</strong></td>
<td></td>
<td>FINALS WEEK</td>
<td>NO IN CLASS LECTURE</td>
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