

NURSING RESEARCH SEMINAR I**NUR 950 Sections 001****1 Credits****Tuesdays, 11:00 am – 12:00 pm, B500 West Fee Hall****Fall 2009**

Catalog Course Description: Socialization of doctoral study and research environment. Roles and responsibilities of clinical nurse researcher. Pragmatic facets of research process and environment.

Course Objectives: Through participation in the PhD Program Seminar, it is expected that the student will be able to:

1. Integrate and synthesize coursework into their research and scholarly activities.
2. Analyze their area of research within the context of related theories.
3. Demonstrate initiative and independence in accessing/using electronic resources (websites, databases) to facilitate their scholarship and research.
4. Demonstrate working knowledge of NIH website, Institutes and Centers, Roadmap, types of funding, and resources.
5. Describe the components of a program of research, research trajectory, and the process for developing a program of research.
6. Describe the role of the IRB and guidelines for protecting human subjects participating in research.

Prerequisites: None

Co-requisites: None

Professional Standards & Guidelines: The curriculum is guided by the following documents:

American Association of Colleges of Nursing. (2001). AACN Position Paper: *Indicators of quality in doctoral programs in nursing*. Washington, D.C.: Author.

Faculty: Linda Spence, PhD, RN

Contact Information: Pager: 517-229-1118

E:mail: lindas@msu.edu

Office Hours: By appointment

Note: Times can be arranged to accommodate student schedules.

Instruction:

- a. Methodology: Seminar discussion, student presentation, and faculty presentations.
- b. Required Texts:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed). Washington, DC: Author.

Required Readings by topic:**Expectations of PhD Students**

CON Benchmarks
PhD Student Handbook
Graduate School Website

Mentoring

- Bhagia, J. & Tinsley, J.A. (2000). The mentoring partnership.. 75, 535-537.
- Byrne, M.W. & Keefe, M.R. (2002). Building research competence in nursing through mentoring. *Journal of Nursing Scholarship*, 34, 391-396.
- Preston, R.J. (2002). Mentors are made not born. *The Scientist*, 16, 54.
- Maas, M.L., Strumpf, N.E., Beck, C., Jennings, D., Messecar, D., & Swanson, E. (2006). Mentoring geriatric nurse scientists, educators, clinicians, and leaders in the John A. Hartford Foundation Centers for Geriatric Nurse Excellence. *Nursing Outlook*, 54, 183-188.
- Rhodes, J. (2006). The search for a major professor. *Nurse Educator*, 31, 238-239.

Research Process: Skills and experience needed by researchers

Pre- & Post-doctoral experiences grid-PhD Handbook
NUR 940 – Research Practicum – PhD Handbook

Developing Programs of Research and Research Trajectories

- Conn, V. (2004). Building a research trajectory. *Western Journal of Nursing Research*. 26 (6), 592-594.
- Daly, B.J., Douglas, S.L., & Kelley, C.G. (2005). Benefits and challenges of developing a program of research. *Western Journal of Nursing Research*, 27 (3), 364-377.
- Whittemore, R. (2007). Top 10 tips for beginning a program of research (editorial). *Research in Nursing & Health*, 30, 235-237.

Responsible Conduct of Research**The MSU Biomedical & Health Institutional Review Board**

(www.humanresearch.msu.edu)

Belmont Report
Declaration of Helsinki
Nuremberg Code

The Application Process and Content (www.humanresearch.msu.edu)

Application form
Application Instructions

Informed Consent: Process and Documentation

c. Required Resources, References, Supplies:

ANGEL Help Line

1.800.500.1554 (24 hrs, 7 days/week)

517.355.2345 (24 hrs, 7 days/week)

www.angel.msu.edu (ANGEL Help link in upper right corner)

Always check with the ANGEL Help Line first!

Evaluation:

a. Course Grading Scale:

Preparation and attendance is expected. Active, thoughtful participation in scholarly discussion on a consistent basis is an essential component of this learning experience and successfully completing the course. 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 seminar is graded Pass-No Grade.**

b. Writing Requirements: There are no formal papers.

University & 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.

- CON Student handbook <http://nursing.msu.edu/handbooks.asp>
- MSU Spartan Life Student Handbook and Resource Guide <http://www.vps.msu.edu/SpLife/index.htm>
- Information for Current Students—including Rights, Responsibilities and Regulations for Students <http://www.msu.edu/current/index.html>
- Academic Programs <http://www.reg.msu.edu/UCC/AcademicPrograms.asp>

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1 Credits

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Fall 2009

Additional Course Information

Additional Course Description: The focus of the seminar is to: 1) provide socialization to doctoral study and the research environment; 2) foster students' development as a clinical researcher; and 3) facilitate immersion into the research process. 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 the research process and environment that are not a part of formal coursework. Discussion will facilitate integration of coursework into research and build understanding of the development of a program of research.

University and College Policies

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>);

University guidelines for ethical research (published by the Human Research Protection Program) available at <http://www.humanresearch.msu.edu/>);

The MSU Guidelines for Integrity in Research and Creative Activities

<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>).

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.

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 of Nursing 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](#) 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 901. 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 <http://www.msu.edu/unit/ombud/honestylinks.html>).

Students engaged in scholarly activities (e.g. dissertation, scholarly projects) should follow the guidelines of scholarly writing as outlined in the *Publication Manual of the American Psychological Association* (most recent edition). Ethical principles ensure the accuracy of scientific and scholarly knowledge and protect intellectual rights. Principles include reporting of results, plagiarism, publication credit, sharing data, and copyright.

Research Misconduct and Questionable Research Practices within the college are defined consistently with the Interim University Document on Intellectual Integrity approved by the President of Michigan State University on August 5, 1994, and revised June 29, 1995. Refer to the CON Doctoral Student Handbook.

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.

(Attendance policy, if different from the [University attendance policy](#) and especially when the attendance policy affects students' grades. For details, see [Attendance Policy, Excused Absences and Make-up Work](#) on the Ombudsman's Web site. This site includes 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 regarding Professional Development Guidelines [found in CON Student Handbooks at CON website]. Students are responsible for the information found in the CON Doctoral Student Handbook

Effective conflict management/negotiation skills are essential for navigating the graduate school experience and maintaining high quality working relationships. Specific principles for conflict management/negotiation are addressed in the Graduate Student Resource Guide. Doctoral students are responsible for making

concerted good faith efforts to resolve conflicts with others in a constructive and informal fashion, prior to proceeding to formal conflict resolution options, as consistent with the GSRR statement on informal conflict resolution (Article 5.3.2). Doctoral students who have specific questions or concerns about professional standards or conflict resolution issues should consult with their Major Professor, the Associate Dean for Research and Doctoral Programs, and/or the University Ombudsman for guidance, as appropriate.

Course Calendar:

Seminar Topics

- Expectations of Doctoral Students
- o Benchmarks
- o PhD Student Handbook
- o MSU Graduate School Website
- Issues in Doctoral Study
- Mentoring
- Developing Programs of Research and Research Trajectories
- o Sources and types of funding
- o Experiences and skills needed by clinical researchers
- o Role of the CON Research Center
- Institutional Review Boards
- o Role, responsibilities, and resources
- o Application process and content – MSU-BIRB
- o Informed Consent: Components, process and documentation
- National Institutes of Health
- o Mission, Roadmap, Priorities
- o Institutes and Centers
- o Funding mechanisms
- o CRISP: Identification of programs of research, research mentors, collaborators, and consultants
- o NINR: Program areas, Strategic Plan

**The course calendar with readings and assignments will be provided the first week of class. Additional readings will be provided as the seminar progresses.