

NGR XXXX: Literature Synthesis for Nursing Science

Semester Year

Delivery Method: Synchronous Online

Faculty Contact Information: (Do not include in the file syllabus)

Credit Hours and Prerequisites

Credit Hours: 3

Prerequisites: None

Co-Requisite: None

Meeting Time: (Do not include in the file syllabus)

Meeting Location: (Do not include in the file syllabus)

Course Description

This course is designed to enhance the students' ability to critically appraise and synthesize literature as it relates to their proposed dissertation topic. This course provides guided direction in the processes used for dissertation development and manuscript writing.

Course Objectives

Upon completion of the course, the student will be able to:

1. Synthesize and apply the principles of an advanced literature search.
2. Conduct a comprehensive search of literature on a selected topic.
3. Critique and synthesize literature relevant to a select topic.
4. Analyze specific areas of research/scholarship and explain the current state of knowledge to identify current gaps in knowledge and justify proposed directions for future research.
5. Synthesize course content to develop a draft literature review suitable for publication.

Course Materials

Required Textbook:

Garrard, J. (2022). *Health sciences literature review made easy: The matrix method* (6th ed.). Sudbury, MA: Jones and Bartlett Learning.

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Cooper, H., Hedges, L. V., & Valentine, J. C. (2019). *The handbook of research synthesis and meta-analysis* (3th ed.). New York: NY: Russell Sage Foundation.

Recommended Texts: None

Other Required Reading: None

Websites:

PRISMA Guidelines: <https://www.prisma-statement.org/>

Student Responsibilities

- Students should log on to Canvas at least every other day to check for course updates.
- Students are expected to keep up with the class, engage with the course material, and submit assignments by the due dates.
- Assignments, quizzes, and exams are expected to be products of individual students per the FSU Academic Honor Policy Links to an external site. Students should not discuss any of the questions with each other before or during the actual assignments, activities, quizzes, or exams without instructor approval.
- To receive maximum points for questions, students need to follow the instructions carefully, follow word limits as instructed, and use spell and grammar checking.
- To be successful in this course, students need to complete all required assignments and tests.

Course Content:

Instructional strategies may include reading guides, lecture/discussion, group work, audiovisuals, interactive case studies, quizzes, and critical reasoning exercises.

Course Calendar

Week	Date	Topic/Content
Week 1		<p>Introduction to Course & Lit Reviews Also: Writing the Introduction Section & Formulating the Review Question(s)</p> <p>Garrard Ch 1: Introduction Garrard Ch 2: Basic Concepts Garrard Ch 3: Paper Trail: How to Plan and Manage a Search of the Literature</p> <p>Cooper Ch 1: Introduction Cooper Ch 2: Formulating the Problem</p> <p>Articles for Class Discussion Rasheed et al. (2014). Self-awareness in nursing: A scoping review. Jung & Matthews (2020). Systematic review on facilitating end-of-life communication.</p> <p>Influential Organizations/Institutions/Etc in the “Review” Field PRISMA – sets standards for reporting systematic reviews esp those evaluating interventions See: http://www.prisma-statement.org/ Cochrane Library See: https://www.cochranelibrary.com/cdsr/about-cdsr Joanna Briggs Institute (JBI) develops and delivers information, software and education See: https://jbi.global/</p> <p>Articles for Further Reading Aromataris & Pearson. (2014). The systematic review: An overview. <i>American Journal of Nursing</i>, 114(3), 53-58.</p> <p>Hansen & Trifković. (2015). Means to an end: The importance of the research question for systematic reviews in international development.</p>

	<p><i>The European Journal of Development Research</i>, 27(5), 707-726.</p> <p>Whittemore, Chao, Jang, Myoungock, Minges & Park. (2014). Methods for knowledge synthesis: An overview. <i>Heart & Lung</i>, 43, 453-461.</p> <p>Samnani et al. (2017). Review typology: The basic types of reviews for synthesizing evidence for the purpose of knowledge translation. <i>Journal of the College of Physicians and Surgeons Pakistan</i>, 27(1), 635-641. (good article for an overall how to do a review and types of reviews)</p> <p>Grant & Booth. (2009). A typology of reviews: an analysis of 14 review types and associated methodologies. <i>Health Information & Libraries Journal</i>, 26(2), 91-108.</p> <p>For Information about Systematic Reviews of outcome measurement instruments see: https://www.cosmin.nl/</p> <p>Greenhalg et al. (2018). Time to challenge the spurious hierarchy of systematic over narrative reviews? <i>European Journal of Clinical Investigation</i>, 48, e12931.</p>
<p>Week 2</p>	<p>Developing the Methods Section Part 1: Overview of Search & Retrieval Strategies</p> <p>Guest Lecture XX, FSU College of Nursing Health Sciences Librarian (2:00pm-3:00pm)</p> <p>Dr. Liu's Lecture (to follow above) Methods Section: Components, Search Strategies, & Quality Appraisal</p> <p>Garrard Ch 4: Documents Folder: How to Select and Use Documents for Review Cooper: Ch 3: Searching the Literature Oermann & Hays: Ch 4: Reviewing the Literature Oermann & Hays: Ch 6: Review & Evidence-Based Practice Articles</p> <p>Additional Readings Atkinson et al. (2014). Reporting standards for literature searches and report inclusion criteria: Making research syntheses more transparent and easy to replicate. <i>Research Synthesis Methods</i> 6, 87-95. (great article for searching the literature)</p> <p>Spurlock. (2019). Searching the literature in preparation for research: Strategies that matter. <i>Journal of Nursing Education</i>, 58(8), 441-443. (On Grey Literature) Conn et al. (2003). Grey literature in meta-analyses. <i>Nursing Research</i>, 52, 256-261.</p> <p>Haddaway, Collins, Coughlin & Kirk. (2015). The role of Google Scholar in</p>

	<p>evidence reviews and its applicability to grey literature searching. <i>PLoS ONE</i>, 10(9), e0138237</p> <p>Mahood, Van Eerd & Irvin. (2014). Searching for grey literature for systematic reviews: Challenges and benefits. <i>Research Synthesis Methods</i>, 5(3), 221-234.</p> <p>Supplemental Readings on How to Write Scientifically & Succinctly Groves, Rawl, Wurzbach, Fahrenwald, Cohen, Beckett, Zerwic, Given, Algase, Alexander & Conn. (2012). Secrets of successful short grant applications [editorial]. <i>Western Journal of Nursing Research</i>, 34, 6-23.</p> <p>Students, please know the paper by Groves et al (above) was highly recommend by Dr. Vicki Conn, editor of WJNR. Dr. Conn emailed me and said, "The paper was one in our series of WJNR editorial board special articles. Although the topic was grant applications, it contains some gems about tight writing."</p> <p>Need a short article about how to write better? See: Johnson & Rulo. (2019). Problem in the profession: How and why writing skills in nursing must be improved. <i>Journal of Professional Nursing</i>, 35, 57-64.</p> <p>And: Mensch & Kording (2015). Ten simple rules for structuring papers. <i>PLoS Computational Biology</i> 13(9), e1005619 https://journals.plos.org/ploscompbiol/article?id=10.1371/journal.pcbi.1005619</p> <p>Need detailed help with writing professionally? See: Oermann & Hays. (2019). Writing for publication in nursing (4th Ed.). New York, NY: Springer. (This text is a required text for the course.)</p>
<p>Week 3</p>	<p>Developing the Methods Section Part 2: Revisiting Search and Retrieval and Preparing for the Analysis</p> <p>Also: Selecting a Target Journal <u>For assistance with selecting a Target Journal see:</u> Gennaro. (2019). Choosing the right journal for your manuscript. <i>Journal of Nursing Scholarship</i>, 51(2), 127-128.</p> <p>Owens & Nicoll. (2019). Plagiarism in predatory publications: A comparative study of three nursing journals. <i>Journal of Nursing Scholarship</i>, 51(3), 356-363.</p> <p>Additional Readings</p> <p><u>For more information about Integrative Reviews see</u></p>

the classic “methods” article by:

Whitmore & Knafl. (2005). The integrative review: Updated methodology. *Journal of Advanced Nursing*, 52(5), 546-553.

For more information about Scoping Reviews see the classic “methods” articles by:

Arksey & O'Malley. (2005). Scoping studies: towards a methodological framework. *International Journal of Social Research Methodology*, 8(1), 19-32.

And

Peters, Godfrey, et al. (2015). Guidance for conductive systematic scoping reviews. *International Journal of Evidence-Based Healthcare*, 13(3), 141-146.

And also

Tricco et al. (2018). PRISMA extension for scoping reviews (PRISMA-ScR): Checklist and explanation. *Annals of Internal Medicine*, 169, 467-473.

For more information about Systematic Reviews see:

Higgins, J. P. T. et al (editors) (2019). *Cochran handbook for systematic reviews of interventions* (2nd ed). *Wiley Blackwell*.

Owens & Nicoll. (2019). Plagiarism in predatory publications: A comparative study of three nursing journals. *Journal of Nursing Scholarship*, 51(3), 356-363.

Additional Readings

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Tricco et al. (2018). PRISMA extension for scoping reviews (PRISMA-ScR): Checklist and explanation. *Annals of Internal Medicine*, 169, 467-473.

For more information about Systematic Reviews see:

Higgins, J. P. T. et al (editors) (2019). *Cochran handbook for systematic reviews of interventions* (2nd ed). *Wiley Blackwell*.

	<p>For more information about Qualitative Reviews see: Butler et al. (2016) A guide to writing a qualitative systematic review protocol to enhance evidence-based practice in nursing and health care. <i>Worldviews on Evidence-Based Nursing</i>, 13(3), 241-249.</p> <p>PRISMA Guidelines The PRISMA Guideline are often referenced for systematic reviews as their “methods” article.</p>
<p>Week 4</p>	<p>Introduction to the Results Section: Beginning the Results Section: Synthesis & Analysis; Use of EndNote</p> <p>XX, FSU College of Nursing Health Sciences Librarian: Introduction to EndNote</p> <p>Dr. Liu’s Lecture on the Results Section</p> <p>Garrard Ch 5: Review Matrix: How to Abstract the Research Literature Garrard Ch 6: Synthesis Folder: How to Write a Synthesis Cooper Ch 4: Gathering Information from Studies Cooper Ch 6 Analyzing and Integrating the Outcomes of Studies (optional reading) Also Dunn Lopez, Gephart & Hershberger. (2020). Using online survey software to enhance rigor and efficiency of knowledge synthesis reviews. <i>Western Journal of Nursing Research</i>, 42(10), 838-845.</p> <p>See the website Writing for Professional Journals (https://nursing.utah.edu/journalwriting/) Module 12: Reviewing Manuscripts for Publication for information about how to complete a peer-review.</p> <p>Quality Appraisal Tools</p> <p>National Institutes of Health website for Quality Assessment Tools: https://www.nhlbi.nih.gov/health-topics/study-quality-assessment-tools</p> <p>Joanna Briggs Institute website for Quality Assessment Tools: https://joannabriggs.org/critical-appraisal-tool</p> <p>Critical Appraisal Skills Programme (CASP) United Kingdom based Tools-Checklists (new): https://casp-uk.net/casp-tools-checklists</p>
<p>Week 5</p>	<p>Formulating the Results Section: Analysis & Synthesis Approaches Including Table Development</p> <p>Garrard Ch 6: Synthesis Folder: How to Write a Synthesis (review) (Re-review) Whitmore & Knafl (2005). The integrative review: Updated methodology. <i>Journal of Advanced Nursing</i>, 52(5), 546-553.</p>

	<p>Whittemore, R., Chao, A., Jang, Myoungock, Minges, K. E., & Park, C. (2014). Methods for knowledge synthesis: An overview. <i>Heart & Lung, 43</i>, 453-461.</p> <p>Sandelowski, M., Leeman, J., Knaf, K., & Crandell, J. (2013). Text-in-context: A method for extracting findings in mixed-methods mixed research synthesis studies. <i>Journal of Advanced Nursing, 69</i>, 1428-37</p> <p>Pope, Mays, & Popay (2007) Ch. 4: Interpretive approaches to evidence synthesis (pp. 72-94).</p> <p>Information about the Peer-Review Process available at: https://authorservices.wiley.com/Reviewers/journal-reviewers/index.htm</p>
Week 6	<p>Formulating the Results Section: Appraising the Literature</p> <p>Conn & Rantz (2003). Managing primary study quality in meta-analyses. <i>Research in Nursing and Health, 26</i>, 322-333.</p> <p>Review prior assigned readings on Analysis & Synthesis (e.g., Garrard Ch 6)</p> <p>PRISMA Guidelines</p>
Week 7	<p>Formulating the Results Section</p> <p>Review prior assigned readings on Analysis & Synthesis</p>
Week 8	<p>Formulating the Results Section using a Quality Appraisal Tool and Introduction to Meta-Analysis</p> <p>Guest Lecture Dr. XX on Meta-Analysis</p> <p>Dr. Liu's Lecture Review of Components and Requirements for the Course Review Manuscript</p> <p>Review prior assigned readings on Analysis & Synthesis</p> <p>Quality Appraisal Tools</p>
Week 9	<p>Looking Back and Looking Forward as you Develop your Literature Review Paper</p> <p>Readings Published Reviews from your Target Journal</p>
Week 10	<p>Formulating the Discussion Section</p> <p>Conn (2017) How to craft a strong discussion section. <i>Western Journal of Nursing Research, 39</i>(5), 607-608. doi 10.1177/0193945916650196</p> <p>Jenicek (2006) How to read, understand, and write 'Discussion' sections</p>

		<p>in medical articles. An exercise in critical thinking. <i>Medical Science Monitor</i>, 12(6), SR28-36.</p> <p>Höfler et al (2018) Writing a discussion section: How to integrate substantive and statistical expertise. <i>BMC Medical Research Methodology</i>, 18, 34.</p>
Week 11		<p>Formulating the Discussion Section</p> <p>Students are to identify an exemplar lit review article from their target journal.</p>
Week 12		<p>Challenges & Solutions to Writing a Lit Review Paper</p> <p>Dr. Liu's Lecture Discussion Section and Authorship Information</p> <p>Griffiths & Norman (2016). Why was my paper rejected? Editors' reflections on common issues which influence decision to reject papers submitted for publication in academic nursing journals. <i>International Journal of Nursing Studies</i>, 57, A1-A4.</p> <p>Gennaro (2018). Publishing success: Rules to live by. <i>Journal of Nursing Scholarship</i>, 50(3), 239-240.</p>
Week 13		<p>Putting it All Together: Writing the Abstract</p> <p>Review previously assigned readings as needed.</p> <p>Conn (2022). Crafting effective abstracts. <i>Western Journal of Nursing Research</i>, 44(7), 635.</p>
Week 14		<p>Putting it All Together: Finalizing Your Literature Review Paper & Applying Skills Learned</p> <p>Garrard Ch. 7: A Library of Master Folders Garrard Ch. 8: The Matrix Indexing System Garrard Ch. 9: Matrix Applications by Health Sciences Professionals.</p>
Week 15		Literature Review Papers Due - Submission
Week 16		<p>Course Wrap-up</p> <p>Complete Course Evaluation</p>

Calendar Subject to Change

Grading Policy

Course Grades are determined by:

Assignment:	Percentage
Attendance at synchronous sessions offered via Zoom	10%

Introduction section including purpose statement or research question	10%
Methods section – search strategies, quality appraisal	10%
Results section – including Table	20%
Discussion section	10%
(All-sections and components) FINAL Literature Review (revised) manuscript	30%
Discussion Forums: (20 total points possible) Selected Target Journal and Author Guideline Post (10 points possible) Selected “Exemplar” Article and Post (10 points possible)	10%
Total Possible	100%

*All assignments will be submitted through the plagiarism portal on the Canvas page for the course to ensure academic rigor and honesty.

The purpose of the assignments for this course is to (1) gain understanding about scientific literature reviews, and (2) develop a comprehensive literature review that advances your education and the scientific field and has the framework for a publishable article. The course is structured to help you to meet this objective.

Requirements for your Literature Review Manuscript:

1. Identify a Target Journal where your literature review (e.g., integrative, systematic) manuscript could be published.
2. Include the following eight sections [Title Page, Abstract, Introduction (includes brief Background), Methods, Results, Discussion, References, Table] in your literature review manuscript for the course. The eight sections are required for the final manuscript for this course (Note: see faculty instructor(s) if your journal guidelines vary substantially).
3. Incorporate the Author Guidelines from your Target Journal into the development of your manuscript for the course (e.g., reference formatting; page numbers, font, and word limits for abstract and main body of manuscript).
4. Use the following Template as a guide for your course literature review manuscript in addition to your Target Journal’s Author Guidelines.

Note: Each student will need to incorporate the following “Template” into their literature review manuscript assignments. Then, the faculty course instructor(s) will provide feedback to you based on this Template via the inserted evaluation tables. As the course progresses and as you receive feedback, you will need to provide a brief professional response to the recommendations/feedback detailing (briefly) the changes you made to your manuscript in response to the faculty’s recommendation. This should include highlighting any changes in the text. Receiving feedback and providing a professional response to the faculty’s (peer reviewer’s) evaluation has multiple purposes including the (1) improvement of your literature review manuscript, and (2) experience of responding to journal reviewers when you submit manuscripts, such as your literature review manuscript, as your career advances.

Student, please do not include this page when you submit your course assignments, rather begin your manuscript with the “Title Page” below.

Grading Scheme

Grade	Range
A	90 -100%
B	80-89.9%
C	70-79.9%
D	60-69.9
F	<60

Literature Review Manuscript Template

[Title Page]

Your Title Is Here

[Follow the Author Guidelines for your Target Journal for the Title and appropriate format]

Include Your First and Last Name [add your credentials such as BSN, RN]

Recommend Including Your PhD Advisor as Co-Author

[Add PhD Advisor's First and Last Name and credentials]

Recommend Including Methodological or Statistical Expert as Co-Author

[Add Methodological or Statistical Expert's First and Last Name and credentials]

Target Journal [state name of Target Journal in Italics]

Date [include the date of submission to Dr. Liu]

Corresponding Author

[Your Name and Details per Target Journal Author Guidelines]

Manuscript Section & Components	Faculty's Evaluation	Student's Response
<p>Title Page [Page 1]</p> <p>Using the Author Guidelines of your Target Journal as a guide, include a Title Page with your Title and the Authors of your manuscript listed appropriately. Also include the name of your Target Journal. Remember to include the type of review (e.g., integrative, scoping, systematic) in your title as recommended by the PRISMA guidelines (see http://www.prisma-statement.org/).</p> <p>Include information about the "Corresponding Author" as per your Target Journal's requirements. Update the date of your submission</p>		

with each course assignment that you submit.		
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Abstract

Manuscript Section & Components	Faculty's Evaluation	Student's Response
<p>Abstract [begins on Page 2]</p> <p>Follow your Target Journal's instructions for formatting the Abstract (including the word-count limit). Noteworthy, journals typically have basic requirements for headings within the Abstract such as Problem/Background, Purpose, Methods, Results, and Conclusions although there are exceptions. Please submit the portion of the Target Journal's Abstract that corresponds to the course assignment. (For example, when you submit the 1st assignment that contains the Problem/Background section and Purpose Statement, submit the corresponding Problem/Background section and Purpose Statement for the Abstract.)</p> <p>Keywords Using guidelines from your Target Journal, identify keywords (e.g., words or phrases that describe major elements of your manuscript). Consider Medical Subject Headings (MeSH), when possible.</p>		

Introduction and Background

Manuscript Section & Components	Faculty's Evaluation	Student's Response
Introduction (includes brief		

<p>Background) section [Begins on page 3] (1-2 pages required for course, depending upon your Target Journal's requirements).</p> <p>The Introduction section must include:</p> <ol style="list-style-type: none"> 1) A brief summary of relevant literature (including prior reviews) and background knowledge. 2) Identification of the gaps in prior knowledge (be sure you address the rationale for completing the literature review). 3) Use appropriate supporting references. <p>Purpose statement (for the review) or the review question (typically about 1-2 sentences) is required. In some instances, specific aims of the review are appropriate.</p>		
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Methods

Manuscript Section & Components	Faculty's Evaluation	Student's Response
<p>Methods section [1-4 paragraphs required for course]</p> <p>The Methods section* <u>must</u> include:</p> <ol style="list-style-type: none"> 1) A methodological reference(s) for guiding the review. (Note: the methodological reference selected must align with the purpose of the review.) 2) Search and retrieval strategies (e.g., databases searched, search terms and dates, screening procedures) 3) Inclusion and exclusion criteria. Be sure and include your rationale for your search strategies and/or inclusion/exclusion strategies, as appropriate. 4) Details of how the search was decreased to the small number that comprises your review. A PRISMA Flow Diagram is required as it will provide these details. 		

<p>5) Information about the data analysis/synthesis methods (e.g., data extraction procedures, synthesis procedures including statistical and/or qualitative approaches)</p> <p>6) Details about the Quality Appraisal Tool (e.g., rationale for your choice of the tool and description of how the tool is scored).</p> <p>* Remember that some systematic reviews require registration of the protocol on the PROSPERO website (see https://www.crd.york.ac.uk/PROSPERO/). Consult with course Faculty for further details.</p>		
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Results

Manuscript Section & Components	Faculty's Evaluation	Student's Response
<p>Results section [3-5 pages required for course]</p> <p>The Results section <u>must</u> include:</p> <ol style="list-style-type: none"> 1) At least 1 paragraph that describes the Overall Characteristics of the included studies (e.g., how many articles, how many subjects total in these studies). 2) A brief description of the findings from your Quality Appraisal Tool. 3) Description of themes, patterns, or other sub-sections of the findings that address your purpose or research question(s) (i.e., this is your main synthesis and should comprise the bulk of the Results section). 4) A literature review table that details characteristics and/or variables from each of the studies identified in the review, (the main characteristics or variable extracted) placed at the end of your manuscript in the Appendices, and referenced in the text of the Results section. 		

Discussion

Manuscript Section & Components	Faculty's Evaluation	Student's Response
<p>Discussion section [3-4 pages required for course]</p> <p>The Discussion section <u>must</u> include:</p> <p>1) Provide a succinct statement of how your findings addressed the purpose of the review or the research question(s) and how these findings impact the field (e.g., the “so what?” question).</p> <p>2) Detail what the findings mean by stating how the findings add to the current scientific literature (e.g., the “what does it mean?” question). Include supporting literature and, when appropriate, contradictory literature. 3) Provide a short limitations paragraph that addresses how your review is limited and the strengths of your review.</p> <p>4) Describe how the findings guide future research, and if appropriate, can impact clinical practice.</p> <p>5) Finish with a short summary or concluding paragraph. (Be sure you highlight the main findings and remind the reader about key areas for future research (and 1 or 2 major implications for clinical practice, if appropriate).</p>		

References

Manuscript Section & Components	Faculty's Evaluation	Student's Response
<p>Your use and choice of references impact the quality of your manuscript. Be sure to choose references wisely selecting carefully those that will support your statements and ideas.</p> <p>Use the Target Journal's requirements for formatting your references and citations.</p>		

Table(s)

Manuscript Section & Components	Faculty's Evaluation	Student's Response
<p>Table(s) Include an appropriate literature review table using the identified articles that are contained in your review. Be sure your table is labeled appropriately (e.g., "Table 1. Review of the Literature about Pre-Conceptive Genetic Counselling") and contains the appropriate characteristics/variables for your particular review. If your Quality Appraisal Tool has a score or ranking, I highly recommend having the scores as a column in your table.</p> <p>Be sure you have a phrase in the text that tells readers about your Table. This phrase is often placed in the Results section (e.g., "see Table 1").</p>		

Overall Evaluation & Scoring

Manuscript Section & Components	Faculty's Evaluation	Student's Response
<p>Overall Scientific Writing The clarity, flow, and logic of the manuscript is at PhD level work, which is appropriate for publication submission.</p>		
<p>Scores</p>		
<p>Submission 1 Total of 30 Possible Points Introduction/Background section [10 points possible] Methods section [10 points possible] Results section, includes Table [10 points possible]</p>		
<p>Submission 2 Total of 50 Possible Points Revised submission, including response to Course Faculty's Evaluation</p>		

All sections of the literature review [50 points possible]		
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Proctored Exams:

Information for taking proctored online exams can be found on the [Distance Learning website. Links to an external site.](#) and in the [Honorlock Resources for Students reference \(Links to an external site.\)](#). There is currently no need to pay a fee, select a proctor, or make an exam appointment. All unit exams will be on Canvas and proctored via Honorlock. [Technology Requirements](#)

Course content is accessible through Canvas. Students will need to be able to view videos, write and upload assignments, post to discussion boards, and take assessments. Students should have access to high-speed internet and updated software. Mobile devices may be used to view course content, upload assignments, and take assessments as determined by the instructor. To view the most current technology requirements, visit the FSU Canvas support site.

Canvas Support

Need help with Canvas? Contact FSU Canvas Support:

Email: canvas@fsu.edu

Phone: (850) 644-8004

Website: support.canvas.fsu.edu

Hours: 8am to 5pm, Monday – Friday

Course Policies:

COMMUNICATIONS/NETIQUETTE

*****Most information related to this course will be communicated via Canvas announcements. Please check course site routinely.*****

For Zoom Lectures/Meetings:

- Make sure that your camera is turned on and that your face is in full view of the camera
- Do not lay in or sit on your bed. Please sit at a table or desk.
- Do not sit in full view of bathroom/mirrors.
- Remind roommates and family camera is on.
- Shirt and pants are NOT optional. Dress like you are having a face to face class.
- Turn off the TV/music if in the same room.
- Have treats/snacks for dogs/children
- Log in 5 min early.
- Have charger in same room.
- Pencil drums and pen clicking are distracting
- Mute yourself if you are not talking
- If using headphones, make sure they work prior to the call
- Please eat and cook breakfast before the call

For Discussions:

- Please use polite, respectful behavior when posting your responses to prompts in the Discussion Boards.

- Be mindful of how you express your emotions and humor and be sensitive to cultural and ability differences of your online peers.
- Keep postings to the point, and make sure your comments are relevant to the topic of discussion.
- Avoid messages such as, "Wow," "Way to go," or "Ditto" and aim for comments that validate other members' ideas through careful explanation of why.
- When replying, give a short description in the subject line of what you are replying to, and use correct punctuation and spelling throughout your post.

For Email Communication:

- The official method of communication for this course is our FSU e-mail accounts.
- To stay informed and aware, students are required to set up and maintain the account and check it *AT LEAST* three times per week.
- If you choose to have your official FSU account forwarded to another e-mail account, you are still held responsible for all information distributed by the University to your FSU account.
- For email, please respond to your instructor's and peers' messages within a 24-hour period.
- Use a brief description in the subject line that outlines the topic of discussion.
- Avoid using slang or profane words.
- Use your instructor's correct title he or she prefers for communication.
- Avoid using emoticons, such as smiley faces, and maintain a professional demeanor.
- Sign your email messages using your full name.
- **AVOID USING ALL CAPS.** This makes the message visually difficult to read and is perceived by the reader as "shouting."
- Use correct spelling, grammar, and punctuation, just as you would for any communication.
- Ask yourself whether you would be comfortable if someone other than the intended receiver were to read your message. Remember, email is not a completely secure form of communication.
- Refrain from "flaming," which is expressing a strongly held opinion without tact or regard for others. Don't assume that recipients will know the intent of the message (e.g., "just kidding"). It reads differently when it's in print (electronic or not).
- Report any inappropriate communication considered to be of a serious nature to your instructor, as it may be a violation of University policy.
- Treat others with respect by making messages clear and succinct.

Text Communication:

- Text is not the preferred method of communication; however, in certain circumstances it is appropriate. Such as:
- Emergencies (illness, car accident, etc.) in which you need to reach us immediately (NOT a missed assignment)
- Dropped from a Zoom meeting due to internet connectivity issues, computer problems, etc.
- Before you text think, does my faculty member need to know this **RIGHT NOW?**

Class Participation, Lateness, and Absence Policy:

- Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities.
- These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse.
- Consideration will also be given to students whose dependent children experience serious illness.
- There are no points associated with attendance in lecture; however, it is an inherent expectation that you will attend class and be an active participant. A random number sequence will be displayed 2-3 times every lecture and students are responsible for individually and privately replying with the displayed number each time.

Policy for Missed Tests:

- Dates are clearly posted for all tests.
- If a student is ill or has a serious problem that prevents him/her from completing the test on the assigned day and time it is given, the student must contact your professor as soon as possible to discuss an alternate plan.
- The faculty of NUR 4445 reserve the right to administer the missed examination in a format different from that given to the cohort (including, but not limited to, oral examination, short answer, and essay).
- Make-up exams will only be given with excused absences in accordance with the university attendance policy

Policy for Missed Homework/Quizzes:

- Due dates are clearly posted for all assignments and quizzes.
- Students who miss the due date for a graded assignment/quiz and do not have an approved university attendance absence will receive a grade of zero.
- Students with incomplete assignments at the end of the course will be given the earned final grade. It is the student's responsibility to complete the work within parameters set by their approved university excuse.

Policy on Responding to Students:

- Email responses typically within 24 to 48 hours.
- Graded assignments typically returned within 2 weeks after due date.

College of Nursing Policies

Professional Critical Behavior Policy:

The College of Nursing strictly adheres to the Florida State University Academic Honor Code as stated and as delineated in the FSU General Bulletin. In addition, the following apply in the College of Nursing: The CON Academic Honesty Policy (S-10), the Substance Abuse Policy (S-5) and the Mandatory Clinical Behaviors Policy (U-15). Each policy can be found on the Canvas site for the College of Nursing's Undergraduate Program under Student Policies and within the 2016-2017 Undergraduate Student Handbook.

Academic Penalties:

In the FSU College of Nursing, students violating the Academic Honor Policy in any assignment, test, etc. will receive a minimum penalty of a grade of zero (0) for the assignment in question. The violation will be reported to the Dean and the University Judicial Officer, and the student may receive an "F" for the course at the option of the instructor.

All College of Nursing Student Policies:

<https://nursing.fsu.edu/programs/student-policies>

University Policies

University Attendance Policy:

Excused absences include documented illness, deaths in the family, and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid written excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy:

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of student's academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>)

Academic Success:

Your academic success is a top priority for Florida State University. University resources to help you succeed include tutoring centers, computer labs, counseling and health services, and services for designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Department of Student Support and Transitions to learn more.

Americans With Disabilities Act:

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodation for all persons with disabilities in a manner that is consistent with the academic standards of the course while empowering the student to meet the integral requirements of the course. Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Office of Accessibility Services; and (2) request a letter from the Office of Accessibility Services to be sent to the instructor indicating the need for accommodation and what type; and (3) meet (in person, via phone, email, skype, zoom, etc...) with each instructor to whom a letter of accommodation was sent to review approved accommodations. Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided. This syllabus and other class materials are available in an alternative format upon request. For the latest version of this statement and more information about services available to FSU students with disabilities, contact the:

Office of Accessibility Services
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)

oas@fsu.edu
<https://dsst.fsu.edu/oas>

Confidential campus resources:

Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

Victim Advocate Program

University Center A, Rm. 4100
(850) 644-7161
Available 24/7/365
Office Hours: M-F 8-5
<https://dsst.fsu.edu/vap>

Counseling and Psychological Services (CAPS)

Florida State University's Counseling and Psychological Services (CAPS) primary mission is to address psychological needs and personal concerns, which may interfere with students' academic progress, social development, and emotional well-being. The following in-person and virtual (tele-mental health) services are available to all enrolled students residing in the state of Florida:

1. Individual therapy
 2. Group therapy
 3. Crisis Intervention
 4. Psychoeducational and outreach programming
 5. After hours crisis-hotline
 6. Access to community providers for specialized treatment
- Call 850-644-TALK (8255) for more information on how to initiate services.

Counseling and Psychological Services
250 Askew Student Life Center
942 Learning Way
(850) 644-TALK (8255)
Walk-in and Appointment Hours:
M-F 8 am – 4 pm
<https://counseling.fsu.edu/>

Services at UHS are available to all enrolled students residing in Florida:

The mission of University Health Services (UHS) is to promote and improve the overall health and well-being of FSU students. UHS provides a coordinated continuum of care through prevention, intervention, and treatment. Services include general medical care, priority care, gynecological services, physicals, allergy injection clinic, immunizations, diagnostic imaging, physical therapy, and a medical response unit. The Center for Health Advocacy and Wellness (CHAW) assists students in their academic success through individual, group, and population-based health and wellness initiatives. Topics include wellness, alcohol and other drugs, hazing prevention, nutrition and body image, sexual health, and power based personal violence prevention. For more information, go to uhs.fsu.edu.

University Health Services
Health and Wellness Center
960 Learning Way
Tallahassee, FL 32306
Hours: M-F, 8 am – 4 pm

(850) 644-6230

<https://uhs.fsu.edu/>

Free Tutoring from FSU

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options –see <https://ace.fsu.edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Syllabus Change Policy

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

Statement on Public Health Protocols

Classes are expected to continue to meet in person this semester. If necessary, however, we will shift to remote instruction. There are currently no mask mandates in place at FSU, but it is likely that not everyone in the class will feel the same way about public health protocols. Some members of our community remain more at risk than others. We encourage everyone to be patient with one another while we navigate these ongoing challenges.

While the Covid and M-pox pandemics are receding, in order to continue meeting in person, we must all work together as a community to protect one another and to promote our shared health and safety in indoor spaces. FSU will continue to monitor all public health issues. Whatever happens, we are committed to helping you learn the material thoroughly and stay on schedule with your degree program. You can find up-to-date guidance at: <https://stayhealthy.fsu.edu>.

Statement for Classes Subject to HB233 Recording

In this class, consistent with state law and university policy, students are permitted to make recordings of class lectures for personal use only. As noted, sharing, posting, or publishing classroom recordings may subject you to honor code violations and legal penalties associated with theft of intellectual property and violations of other state laws. Moreover, students and educators have expressed concern that recording classroom activities may negatively impact the learning experience for others, especially in classes that involve questions, discussion, or participation. To protect a learning environment in which everyone feels free to experiment with ideas, we ask you to refrain from recording in ways that could make others feel reluctant to ask questions, explore new ideas, or otherwise participate in class. Students must monitor their recordings so that they do not include participation by other students without permission. Students with disabilities will continue to have appropriate accommodations for recordings as established by the Office of Accessibility Services.

Statement for Courses Not Subject to HB233 Recording

In this class, consistent with state law and university policy, you may not make recordings of classroom activities without the permission of the instructor. This policy applies to both audio and video recordings.

