Honors-in-Discipline Handbook
College of Nursing
2018 - 2019

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HONORS PROGRAM

The Honors College:

The nursing honors in discipline (HID) program is for nursing students who are enrolled in the Bachelor of Science in Nursing. The honors program is designed to provide a stimulating environment and enriching experiences for academically talented and motivated students. The program provides opportunities designed to enhance the career and educational goals of the participants, The College of Nursing (CON) honors in discipline program is congruent with the mission and philosophy of both the CON and Honors College.

The largest group of honors students in The Honors College is found in our Honors-in-Discipline (HID) Programs, offered in a variety of degree programs in either colleges or departments. Specifically designed with greater depth and hands-on experiences in specific areas of study, the HID programs are an integral part of The Honors College. Check out the diversity of programs available to incoming and current ETSU students by visiting our web site. These programs are administered by Coordinators in each discipline, but oversight for all HID programs and for scholarship awards resides in The Honors College. Come visit the Director and the secretary on the 2nd floor of Yoakley Hall. You'll also find access to a special computer lab and study/lounge areas especially for HID students; ask about access to these facilities.

Overview of the Program:

The CON HID is a four semester program, students apply and are admitted into the program during their first semester of the nursing curriculum. Students begin the four semester HID program as a second semester nursing student and progress in the HID program during their third, fourth and fifth semester of the nursing program. During the HID program nursing HID students take honors seminar, senior theses and enriched nursing courses and work with an individual nursing faculty mentor to complete a thesis which focuses on the nursing metaparadigm.

Admission Process and Criteria:

Students are recruited and apply for admission from the program of study to the nursing HID program during their first semester in the nursing program. The admission packet includes: a faculty reference (Appendix A), and a completed CON HID Application form (see Appendix B). GPA requirements include an overall college GPA $\geq$ 3.2 and a nursing GPA $\geq$ 3.5 (includes nursing courses from ETSU and other colleges/universities). A selection committee comprised of faculty and staff from the CON will make recommendations to the Student Affairs Committee and the HID coordinator for admission.

Honors in Discipline Application

- Eligible Students:
    - First Semester Nursing Students
- Applications Due November 1 and April 1
    - Contact: Kimberly Sell, room 211 in Nick's Hall
        Sell@etsu.edu (423) 439-4604

For more information please visit:
http://www.etsu.edu/honors/
http://www.etsu.edu/nursing/undergrad/hid.asp

Selection into the HID Program:

The number of students offered admission into the nursing HID program will not exceed 10% of the class and is based on availability of faculty mentors the HID coordinator will make tentative offers for admission during the first semester of the nursing program. Definitive offers will be made upon completion of the student's first semester, prior to the beginning of the second semester of the nursing program. Definitive offers are based on meeting college GPA and nursing courses GPA requirements.

Progression and Retention:

To remain in the nursing HID program, students must meet all nursing and nursing HID program requirements. The student will maintain a college GPA > 3.2 and a nursing GPA > 3.5. To progress in the program students must demonstrate steady progression during each of the four semesters towards completing their theses.

For students whose GPA falls below 3.2 cumulative or 3.5 nursing will be placed on probation for 1 semester. If at the end of that semester, the student does not meet the GPA requirements, then the student will be dismissed from the HID program.

If a grade of C is the final grade, the student will be placed on a one time probation and if a second C is received a second time, then the student will be removed from the program.

If a student is not progressing in a satisfactory manner during a semester the student will be placed on probation during that semester and placed on a detailed plan of steps to complete the required assignments for that semester. Once the required assignments are completed in a satisfactory manner, the student will be removed from probation.

Students not completing or progressing towards completion of each semester's assignments will receive an F for the semester and will be placed on probation. With extenuating circumstances, the student may receive an incomplete (See university incomplete policy). The assignment of an F may result in discontinuation of funding from the Honors College.

HID website: https://www.etsu.edu/honors/hid_scholars/current.php

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REQUIRED COURSES IN THE HONORS PROGRAM

Nursing HID students will meet all program requirements for the BSN program. Specific requirements for the CON HID program include:

Second Semester Nursing
UHON 3008: 2 credits (may be taken prior to second semester nursing for University and Midway scholars who are also CON HID students)
NRSE 4008: HID seminar, 1 credit, course faculty of record: HID coordinator
*NRSE 3350: Nursing Informatics and Healthcare Systems, 2 credits, nursing course faculty

Third Semester Nursing:
NRSE 4008: HID seminar, 1 credit, course faculty of record: faculty mentor, HID coordinator conducts seminars
*NRSE 3510: 3 credits, Population, Community and Public Health Nursing, nursing course faculty

Fourth Semester Nursing:
NRSE 4018: Honors Theses, 3 credits, course faculty of record: faculty mentor, HID coordinator conducts seminars
*NRSE 4570: Childbearing families and reproductive health, 3 credits, nursing course faculty

Fifth Semester Nursing:
NRSE 4018: Honors Theses, 3 credits, course faculty of record: faculty mentor, HID coordinator conducts seminars
Total Credits: 18

THESIS

Honor's Thesis:

All Honors College Scholars are required to complete an Honors Thesis. This senior capstone experience provides opportunity to attain comprehensive knowledge in your field and acquire skills needed to promote continued study and advancement. Honors College Scholars work closely with a faculty mentor who guides the research and completion of the thesis. Two faculty readers (one from outside the department major) assist and enrich the project, and the experience is concluded with a public presentation. **Deadlines for thesis submission dates in the Spring is April 10th and in the Fall is November 15th.**

https://www.etsu.edu/honors/thesis/process.php

Proposal form to be sent to honors college. Will be completed the beginning of semester 3 in HID. https://www.etsu.edu/honors/thesis/proposal.php

Thesis- Readers
1st = Mentor Reviews
2nd = In Discipline Review (CON Faculty member)
3rd = Outside of Discipline Review (ETSU Faculty member)

Study Completion Timeline

First Semester

Semester Goal:

- Complete Topical Literature Review
- Identify Significant Issues from Literature Review that need further scholarly exploration
- Identify Overall purpose of research project
- Identify Faculty Mentor

"What Does the Literature Tell Us?"

Student Assignments:
- Mentor Selection
- Determine research question
- Student to Conduct Literature Review
- Student to Complete CITI Training (Group 1 Biomedical research Investigator Key Personnel Non VA

Include lit table guidelines
Include prospectus thesis guidelines

Resources for Background and Significance

Second Semester

<u>"What are we going to do about what we do
not know?"</u>

<u>Student Assignments and goals:</u>
- Identify what you want to know-what
  concepts are you
  (theories/metaparadigm) to guide
  research
- Outline prospectus and complete
  prospectus
- Obtain site permission (interview
  potential sites and obtain letter of
  permission to use site from
  appropriate site staff member)
- Select appropriate instrument for data
  collection
- Determine research method, design,
  inclusion/exclusion criteria and site
- Obtain site selection approval letter
- Present prospectus in 4th meeting
- Meet with mentor monthly and
  complete meeting form (Appendix J)
-

Third Semester

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Semester Goal:

- Meet with Statistician and present results from statistician
- Complete prospectus
- Receive IRB approval and begin data collection

- Meet with mentor monthly and complete meeting form (Appendix J)
- Complete thesis proposal form

"Go Answer the Question"

Student Assignment:

- Develop research timeline with key points
- Determine analysis and number of participants needed
- Schedule meeting with statistician
    o Meet at least once a week
    o Statistician to assist with writing analysis plan
    o Within 1 week of meeting communicate written analysis plan (from statistician) to faculty member, HID coordinator, and statistician
    o Within 1 week of meeting with statistician communicate number of participants needed to faculty mentor, HID coordinator, and statistician
- Verify with site that they will be able to accommodate the number of participants needed
- Complete prospectus by adding analysis plan and number of participants
- Initiate IRB application, include mentor as collaborator, include HID coordinator as collaborator, include mentor as faculty mentor, HID coordinator and statistician as research assistants
- Obtain approval from faculty mentor for IRB submission
- Complete and submit IRB application
- After IRB approval is secured begin data collection

List IRB appendix and web site

http://www.etsu.edu/irb/

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Fourth Semester

"Tell us what you found"

Semester Goal:

- Dissemination of Research: Oral Presentation and Written Thesis
- Meet with mentor monthly and complete meeting form (Appendix J)

Last Assignment:

- Present findings to HID Nursing Forum
- Close study in IRB

Student Assignments:

- Pre Data Collection
- Schedule meeting with statistician
    o Bring all participants data collection sheets to meeting
    o With statistician assistance set up data base in appropriate software
- Complete Data Collection
- Analyze Data- Schedule meeting with statistician
    o Bring all participants data collection sheets to meeting
    o Within 1 week of meeting with statistician communicate written data entry plan to faculty mentor, HID coordinator, and statistician (set up "alias data" for 1 participant to determine if any difficulties may be encountered during data entry).
    o Determine a time point for when you will complete data entry into data management system (enter data on 1 "alias participant")
    o Notify statistician, faculty mentor, and HID coordinator when data entry is completed
    o Within 1 week of completed data entry meet with statistician to analyze data (faculty mentor/consultant may choose to accompany you)
- Disseminate Research Findings
- Complete Thesis
- Present findings in HID Nursing Forum
- Close study in IRB

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Faculty and Student Responsibilities

Student Responsibilities
- Monthly meetings with faculty mentor
  - Communicates with HID coordinator any concerns related to mentors availability/assistance in student completion of prospectus/theses
- Meet with mentor and HID coordinator once a semester while student is in HID program, complete student/faculty meeting form (see appendix)
- Attend and participate in HID seminars (4/semester)
- Complete all assignments as outlines in study completion timeline

Mentor Responsibilities:
- Monthly meetings with student
  - Communicates with HID coordinator any concerns related to student progression towards completion of prospectus/theses
- Meet with HID coordinator and student once a semester while student is in HID program
- Maintain CITI training
- Guide students with
  - research questions
  - literature review
  - purpose
  - aims
  - site for research
  - prospectus development
  - IRB
  - Assists student in identifying CON and outside CON faculty theses readers
  - Thesis
- Approves Prospectus
- Approves Thesis

HID Coordinator Responsibilities
- Recruits BSN students to the HID program each semester.
- Reviews applications and forwards the applications of students who are eligible for admission to the Admissions Committee drawn from Honors Council faculty.
- Ensures appropriate enrollment of HID students in honors-enhanced, mentorship and thesis courses.
- Maintains D2L and the HID websites.
- Creates the HID seminar schedule each semester; meet with students and mentors individually as needed ;teaches monthly seminars for each cohort

- Mentors HID students as needed
- Assists HID, University Honors and Midway Honors students in identifying nursing mentors.
- Provides continuing nursing education for HID mentors
- Meets with faculty mentor and student every semester student is in the HID program
  - Communicates with faculty mentor any concerns related to students progression in completion of prospectus/theses
  - Communicates with faculty mentor students attendance at HID seminars
- Assists students in writing and submitting grant applications and IRB materials; editing theses and manuscripts; and preparing poster and podium presentations.
- Assists students in setting timelines for thesis completion and restructuring that timeline when work is late.
- Serves as a member of the HID Coordinator's Council and chairs the CON Honors Council.
- Advocates for HID students.
- Ensures the integrity of the HID program.
- Evaluates outcomes and prepares the annual report for the HID program
- Maintains communication with Honors College Dean and HID Director

Disseminating Research

eThesis at ETSU:

ETSU hosts an electronic repository for theses submitted to the Honors College. The repository, created as a collaboration between The Honors College and Sherrod Library, uses modern software interface that supports virtually all forms of electronic media and is exceptionally user-friendly. From beginning to end, completing the on-line form and uploading the documents should take less than 30 minutes. A most obvious benefit of an electronic repository is the ability to include diverse media, a particularly useful feature for artists and performers. Artists have the further option to set the resolution on image.

After a thesis is accepted into the repository, it can be accessed through the repository webpage (honors.epub.etsu.edu) or by a search of ETSU's Sherrod Library Millennium catalog. All electronic theses, except those with a voluntary embargo, can be viewed by the public. As such, theses maintain an academic immortality rather than irrelevancy on a shelf!

The benefits of an eThesis are many and include:
- Cataloged in the ETSU libraries
- Discoverable via internet searches
- Electronic availability to all interested parties
- Supports all media (print; photo; video) and multiple media per thesis

Academic Excellence Convocation:

Each spring (the third Tuesday of April), ETSU's Honors College hosts the Academic Excellence Convocation to celebrate the accomplishments of our outstanding students across campus. (Honorees include graduating students achieving *cum laude, magna cum laude,* and *summa cum laude* status as well as those receiving the prestigious departmental Faculty Outstanding Student Awards and those graduating from the University Honors Scholars, Midway Honors Scholars, Fine and Performing Arts Scholars, Honors-In-Discipline, and Roan Scholars program) Additionally, each fall (third Tuesday of November) ETSU will hold the fall Honors College Pinning Ceremony.

Presenting Your Research:

Presenting your research in a professional, public setting is the ultimate outcome of a research project. We encourage all students participating in undergraduate research at ETSU to present their results. If you currently are in a designated ETSU Honors Program, an oral presentation of your Senior Honors Thesis at a public and publicized even is a requirement of your program.

There are many venues for presentation, including local, regional, or national/international meetings either in a professional discipline or dedicated to undergraduate research. You should plan to present the results of your research or creative project at one of the following:

- A seminar announced by the department
- The annual Appalachian Student Research Forum sponsored by ETSU (www.etsu.edu/studentresearch/). This forum enables graduate and undergraduate students to present the results of the completed research projects. Undergraduate presentations are limited to posters. *See Appendix for poster information.*
- The annual ETSU Boland Undergraduate Research Symposium (www.etsu.edu/honors/research/symposium) sponsored by The Honors College and open to all undergraduate students who wish to give oral presentations of their research prospectus, preliminary results of on-going studies, or final results. This symposium provides undergraduates the opportunity to discuss and receive feedback and ideas from others. The next Symposium is scheduled for Wednesday, April 1, 2015.
- A national undergraduate research forum (e.g., National Conference on Undergraduate Research)
- A regional, national, or international professional meeting in your field.
- SNRS during Spring semester, student poster abstracts are due early Fall semester.

Just remember…an undergraduate research experience is successful even if you find out you DO NOT like research. Better to find out now!

Visit The Honors College web site at www.etsu.edu/honors/research for more information. The director of the Undergraduate Research & Creative Activities, Dr. Foster Levy, would be delighted to talk with you about all the opportunities available.

RESOURCES

Nursing Honors in Discipline Resources:
- Sherrod Library Services: http://sherrod.etsu.edu/
- Center for Academic Achievement - Assistance with Writing: Contact information learning@etsu.edu
- College of Nursing; Nicks Hall: Center for Nursing Research http://www.etsu.edu/nursing/research/
- Dr. Edwards: Associate Dean for Research: Research Consultation
  - Contact marthav@etsu.edu for appointments
- Statistical Assistance:
  - Contact Ms Vicky Martha: Executive Aid marthav@etsu.edu to set up an appointment for statistical support
  - Mr. Bill Hartley: Grant/Abstract/Editorial Assistance hartleyw@etsu.edu

Funding Resources:

The Office of Undergraduate Research & Creative Activities funds, on a competitive basis, research grants and travel to conferences to present research findings. Travel awards for undergraduates for presentation at professional conferences are awarded on a rolling basis throughout the year; visit http://www.etsu.edu/honors/research/studenttravel.asp for submission details. Deadlines for Student-Faculty Collaborative Grants are October and March—visit www.etsu.edu/honors/research/students/collarboration.asp for specific dates. Opportunities are available for Undergraduate Summer Research Fellowships; deadline for submission is March each year. *Research Discovery* works study positions are available in the academic year. The office also works with International Programs & Services to support Research Abroad. For specific opportunities, visit www.etsu.edu/honors/research/resources.asp

Library- Honors College:

The Honors College is providing a library exclusively for the use of the students of The Honors College. It is located in the "Great Room" of Yoakley Hall (Room 109) and contains numerous reference and test preparation books and materials for Honors College students to review on-site while in the "Great Room." Other class texts and videos are also available. Suggestions by students to improve and add to this library would be greatly appreciated. You may contact the Curriculum Coordinator, The Honors College (204 Yoakley Hall, 439-6074), with questions and/or suggestions.

College of Nursing Practice Sites:
- ETSU Student/University Health Services: Nicks Hall
- Johnson City Community Health Center
- Johnson City Downtown Clinic Day Center
- Mountain City Extended Hours Health Center

- Hancock County Middle/High School
- Washington County Schools: Daniel Boone High School Jonesborough Elementary School
- Johnson City Down Town Clinic/Johnson City Public Housing Partners for Health: (contact Dr. Patricia Hayes, Hayesp@etsu.edu)

For more information please visit http://www.etsu.edu/nursing/practice/sites/default.aspx

*Dr. Vanhook: Associate Dean for Practice: Practice Site Consultation

Contact garlandbr@etsu.edu for appointments

Mentors

For potential mentors and their specialty see Dr. Sell

APPENDIX A

EAST TENNESSEE STATE UNIVERSITY
COLLEGE OF NURSING
HONORS-IN-DISCIPLINE PROGRAM
College of Nursing Faculty Reference Form

Name   Date

Student Identification Number

The above student had applied for admission to the College of Nursing Honors-in-Discipline program. This student has indicated that you have agreed to complete this reference form to support his or her application. Thank you for taking time to assist this student with his or her application.

	Exceptional	Above Average	Average	Below Average	No Opportunity to Observe
Ability to work with others	☐	☐	☐	☐	☐
Dedication	☐	☐	☐	☐	☐
Drive	☐	☐	☐	☐	☐
Independence	☐	☐	☐	☐	☐
Integrity	☐	☐	☐	☐	☐
Intelligence	☐	☐	☐	☐	☐
Organization	☐	☐	☐	☐	☐
Positive Attitude	☐	☐	☐	☐	☐
Time Management	☐	☐	☐	☐	☐

In your opinion, how will this student succeed in the HID program? (Circle one) Please explain.

Highly successful
Moderately successful
Successful
Not Successful

In what ways might this student need assistance to succeed in the HID program? (circle one)

Almost no mentoring   Some mentoring   Moderate amount of mentoring   A lot of mentoring

Faculty Name   Faculty Phone

Please complete the form and return either electronically or print the form and return to: Dr. Kim Sell room 2-211, sell@etsu.edu

Appendix B
EAST TENNESSE STATE UNIVERSITY
College of Nursing
Honors-in-Discipline Application

Complete the application and 1) print the application and deliver to Dr. Kim Sell, 2-211 Nicks Hall OR 2) e-mail the application by attaching and sending to sell@etsu.edu.

PERSONAL INFORMATION

Name _____
                (Last)   (First)   (Middle/Maiden)

Student E Number _____ Campus E-mail _____

Mailing Address _____
                   (Street)   (City)   (State)   (Zip)
Telephone Number _____

UNIVERSITY INFORMATION
Discuss your career objectives and how being a Honors in Discipline Nursing student will assist you with these objectives. Discuss how your experience has prepared you to take initiative and be self-directed. Give an example. (Attach a short essay, no more than one-page single spaced addressing these topics)

Overall Grade Point Average _____ Nursing Grade Point Average _____
(To be completed by HID Coordinator)

HONORS, ACTIVITIES, WORK EXPERIENCE (Exclude HOPE and TN Promise)

Scholastic Honors _____

Extra-Curricular Activities (including offices held) _____

Volunteer Activities _____

Work Experience_____

REFERENCE FORM
Please ask a full time College of Nursing faculty member to complete a reference form for you. After the individual agrees to complete the form, provide the name of the faculty member below and the HID Coordinator will send him/her the HID reference form.

Name _____

OPTIONAL INFORMATION
(For statistical purposes only)

Date of Birth _____
                (Month)   (Date)   (Year)

Ethnic Origin ___Asian American ___American Indian ___ African American ___Hispanic
              ___ Caucasian ___ Multiracial ___ Born outside the U.S. (Country _____)

Appendix C

Example of Prospectus Outline:

- o Title page
- o Abstract

- o Background and Significance
  - Why is this study important to do, set the context for the study in history, finances, issues, etc.

- o Literature Review
  - What does the current literature tell us about the area of interest
  - Nursing Theory/concepts being explored *
    - Metaparadigm concepts-nurse, patient, environment, health

- o Purpose
  - What is the overall purpose of the study/what do you plan to learn

- o Research Question/Specific Aims

- o Definitions
  - Define the dependent and independent variables you are studying

- o Research Method
  - Design
  - Population and sample: inclusion & exclusion criteria
  - Study site
  - Instruments
  - Data Collection (how will the data be collected)
  - Data Analysis (how will the data be analyzed)

 **Role of the researcher

*theory is not necessary for a qualitative study - students are required to identify the metaparadigm concept the study will explore
** For qualitative studies only

APPENDIX D

The thesis should be in APA format and should have a body of at least 25 pages and at least 10 articles in the literature review

Example of Thesis Outline

o Title Page

o Acknowledgements

o Table of Contents

o Abstract

o Background and Significance
- Why is this study important to do, set the context for the study in history, finances, issues, etc.

o Literature Review
- What does the current literature tell us about the area of interest
- Nursing Theory/concepts being explored *
  - Metaparadigm concepts-nurse, patient, environment, health

o Purpose
- What is the overall purpose of the study/what do you plan to learn

o Research Question/Specific Aims

o Definitions
- Define the dependent and independent variables you are studying

o Research Method
- Design
- Population and sample: inclusion & exclusion criteria
- Study site
- Instruments
- Data Collection (how the data was collected)
- Data Analysis (how the data was analyzed)

o Findings
- Are the findings consistent with the literature
- Summarize the findings

o Discussion
- What did you find, this section answers the research question and specific aims?
- Quantitative studies should include tables

- Qualitative tables should include quotes from interviews that support the themes

o Implications for Nursing
  - Why is this important to nursing?
  - What did we learn and what needs further exploration
?

APPENDIX E

Example of Thesis Title Page

Title of Thesis

Thesis submitted in partial fulfillment of the

College of Nursing

Honors-in-Discipline Program

By

Christopher Columbus

College of Nursing/Honors College

East Tennessee State University

Date

Name, Faculty Mentor

Name, Faculty Reader

Name, Faculty Reader

[Note: Signature of mentor **is required**; listing and signatures of faculty readers are suggested, since they like to be included, but optional at the discretion of the student]

APPENDIX F

Example of Aim, Definition, Purpose, and Research Question

1. To identify which of the following factors are significant determinants of *caregivers' health outcomes (Global Health, PROMIS measure)* (PROMIS, 2010) at three time points (baseline, 8 weeks and 16 weeks): a.) Attitudes and beliefs about caregiving (Kosloski's Caregivers's Beliefs and Attitudes) (Kosloski, Schaefer, Allwardt, Montgomery & Karner, 2002), b.) Health promotion activities (Walker's Health Promoting Lifestyle Profile II) (Walker, Sechrist, & Pender, 1987), c.) Caregiving needs (Hileman's Home Caregiving Need Survey) (Hileman, Lackey, & Hassanein, 1992), and d.) Caregiving tasks (Oberst's Caregiving Burden Scale) (Oberst, Thomas, Gass, & Ward, 1989)

Caregiver Health. Caregiver health has received minimal research attention from a holistic perspective. Caregiver health has been studied mainly from the perspective of psychological distress (Bedard et al, 2004; Bakas, Pressler, Johnson, Nauser & Shaneyfelt, 2006; Belasco, Barbosa, Bettencourt, Diccine, & Sesso, 2006; Luttick et al., 2007; Butler, Turner, Kaye, Ruffin & Downey, 2005; Hooley, Butler & Howlett, 2005; Aldred, Gott & Gariballa, 2005; Pressler, Gradus-Pizlo, & Chubinski, 2009; Miura, Arai, & Yamasaki, 2005; Lieberman & Fisher; Thommessen et al., 2002). Further, many caregiver programs focus on reducing caregivers psychological distress and involve community coalitions for the delivery of respite services, health care information, and/or social support groups (Connell et al, 1996; Kaye et al, 2003; Glueckauf,Ddavis & Allen, 2009; Nolan & Philip, 1999). In contrast, the World Health Organization (WHO) (1946) defines other health dimensions (physical, psychological, and social) and aligns more closely with how actual caregivers define their health. *Thus, caregiver health will be based on the WHO's holistic definition of health and extend the current research beyond psychological distress to include physical and social health.*

Example of Purpose and Research Question/Specific Aim

Purpose (qualitative)
The purpose of this prospectus is to see how veterans with PTSD perceive and experience their care in the Appalachian region through personal interviews. I plan to learn about how these veterans feel about the barriers of care and stigma associated with mental health disorders, particularly PTSD, through personal interviews.

Research Question/ Specific Aims
What do veterans experience in receiving care with PTSD in Appalachia? The specific aim of this prospectus is to find out how veterans perceive their care of PTSD in the Appalachian region of the United States.

Purpose (Quantitative)
The purpose of this study is to identify the measures taken to decontaminate stethoscopes in a university health clinic and the effectiveness of the disinfectant used. Depending on the results, alternative decontamination measures may be suggested and tested in order to ensure the highest degree of cleanliness possible. This will hopefully improve the overall healthcare provided to the clients of the **ETSU Health Clinic.**

Research Question
I. How effective are the current disinfection practices in decontaminating stethoscopes in a nurse-managed University Student Health Clinic?

APPENDIX G

Example of Introduction for Literature Review

Sample 1

Researchers have reported uncivil nursing students' behavior for several years. There is concern that the level of incivility in nursing students has increased (Clark & Springer, 2007). Clark and Springer (2007) documented uncivil classroom behaviors such as inattention, lying, cheating, and plagiarism. These behaviors are of concern because Rosenstein & O'Daniel (2005) found a strong association between "disruptive behavior and the occurrence of adverse events and errors, as well as the negative effects of disruptive behavior on patient safety, the quality of care, patient mortality, and patient satisfaction" (p. 25).

Uncivil behaviors that are not addressed during the educational process may transfer into healthcare settings (Suplee, Lachman, Siebert, & Anselmi, 2008). Thus there is concern that classroom behavior may be an indicator of the quality of care that will be provided by future nurses. Some potential uncivil classroom behaviors associated with inattention are linked to the use of technology. Nursing students are generally allowed to use personal computing devices to enhance learning in the classroom including the use of laptop computers, iPads, and so forth. Nevertheless, students often use technology for activities not related to class activities such as accessing the Internet for personal reasons, checking email, or to send messages to each other. Likewise, the use of cell phones during class to text, talk, listen to music, or access the Internet unrelated to the course can be distracting and other students in the class may follow the example and exhibit similar behaviors. Nursing students who exhibit uncivil classroom behaviors may be unsafe in the practice arena. It is postulated that if uncivil behaviors in the classroom are not addressed during the nursing student's academic experience these behaviors may carry over to

the workforce. These behaviors are also of concern because there may be a corresponding lack of nursing knowledge which could result in conflict in the nurse-patient relationship, safety issues, or in the most severe case, cause a patient's death.

Sample 2

Type 1 diabetes has long been associated with pediatric populations. However, due to the rise in sedentary lifestyles and childhood obesity in the past decade, the incidence of pediatric type 2 diabetes has steadily been increasing. Type 1 diabetes is an autoimmune disease and children diagnosed with this illness will need insulin replacement therapy for the rest of their lives. This differs from type 2 diabetes, which historically was a disease of adulthood largely influenced by lifestyle. According to the American Diabetes Association (2012) there are 25.8 million Americans living with diabetes and 1 in 400 children have been diagnosed with the disease. In 2007, $342,000,000 was spent on diabetes in the 1st congressional district of Tennessee, which includes Washington County. Type 2 diabetes in children is a highly preventable disease and creates numerous economic, social, and psychological burdens for the patient and their families. The high incidence of type 2 diabetes in this area raises many concerns, particularly about the degree, extent, and quality of education provided to newly diagnosed type 2 diabetic children and their families.

APPENDIX H

Poster Information

Posters should be attractive and not overly wordy.

Bulleted information works well for narrative material, this allows the author to expand on the material

Include title, sponsoring organization, authors

Include the following sections

Background & Significance/introduction

Literature Review: High points only

Methods: include recruitment and sample information-must include number of participants

Analysis and Findings: bullet and table format

Discussion & Nursing implications: Bullet format

References: APA format

Acknowledgements: Acknowledge finding source when grants are received for conducting the research.

APPENDIX I

Recruitment Information

Recruitment methods vary, they may be word of mouth or some form of flyer which is posted in public places.

Word of Mouth: Scripts are necessary and need IRB approval. The script should be simple.

Flyers/Posters: Need IRB approval. Words should be simple.

Information to include for recruitment

Name of study

Contact person and contact method, phone, physical location, email

Inclusion and exclusion criteria

What the participant will be asked to do

You may want to include the length of time it will take the participant

Appendix J

EAST TENNESSE STATE UNIVERSITY
College of Nursing
Honors-in-Discipline Student/Faculty Meeting

Semester Meeting: Student/Mentor and HID coordinator

Student_____HID Semester (circle semester) 2   3   4   Date_____-

Faculty Mentor_____

HID Coordinator_____

Student Topical Area for Theses_____

Student Goals for semester

Student Strategies for meeting semester goals

Faculty Mentor comments

HID coordinator comments

Student Goals met (list date) _____

Student goals not met (list date and provide reasons why not met)

_____
Student Signature   Faculty Mentor Signature