COURSE PREFIX, NUMBER, TITLE & CREDITS HOURS:

HSC 890 Doctoral Seminar (1,0) offered over 3 semesters

COURSE MEETING TIME AND LOCATION:

414 E. Clark Street, Julian Hall 315, Vermillion, SD 57105

Variable delivered through Distance Learning Methods for a total of 15 hours per semester for three semesters

FACULTY

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COURSE DESCRIPTION

The course will provide a format for students to develop and articulate their research focus through participation in seminar discussions in the area of their dissertation research interest. This will include application of research conceptualization, methods, and synthesis of knowledge for course work and experiences. Furthermore, students will explore and formulate strategies to promote their success as a student and facilitate their professional growth to become an interprofessional scholar and a future leader working with interprofessional teams and stakeholders in complex healthcare systems, academia, and other entities. Students will develop
an understanding of their scholarly role including discovery, application, integration, and teaching.

**DESCRIPTION OF INSTRUCTIONAL METHODS**

Instructional methods include discussions, critical analysis, oral and written assignments reflective of and specific to course module content. For information about the university's technical, academic, and student support services, as well as how to take advantages of these services, please refer to the Online Student Handbook in the USD Getting Started widget located on the course home page [http://d2l.sdbor.edu](http://d2l.sdbor.edu) and [http://my.usd.edu](http://my.usd.edu).

**COURSE PREREQUISITES & PREVIOUS COURSE EXPERIENCE**

Starts with the second semester after students successfully complete their first semester in the PhD program at USD and before starting the dissertation phase. Student enrollment in HSC 890 typically occurs at least three times. Participating in synchronous and asynchronous distance session, meaningful contributions to discussions, seminar leadership, and individual and group written assignments are course expectations.

**TECHNOLOGY SKILLS & COURSE REQUIREMENTS**

- Access to computer with reliable internet connection
- Ability to navigate and use D2L
- Ability to use collaborate for group and individual presentations
- Ability to use Microsoft word software, power point, outlook, and collaborate
- Active participation in online discussions
- Reflecting on analysis of the literature from appropriate sources
- Demonstrating critical and independent thinking in response to questions
- Successful completion of course assignments

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**TEXT BOOKS & OTHER RESOURCES**


Per the grantcentral website: “A revised NIH Version of The Grant Application Writer’s Workbook will be available for purchase on January 16, 2017.” Please check back on that date to place an order.

**STUDENT LEARNING OUTCOMES:**

- Develop a clear understanding of the student and faculty responsibilities and expectations required for the program completion
- Formulate strategies to facilitate development of the scientist role
- Utilize peer support and group process to develop knowledge, skills and attitudes as a novice scientist

**ATTENDANCE & UNIVERSITY CALENDAR:**

Participation in all class activities and submitting assignments must be completed according to course schedule. Important dates such as drop/add, withdrawal, and official holidays are available on-line on the University website: [http://www.usd.edu/registrar/calendars/academic-calendar-2016-17](http://www.usd.edu/registrar/calendars/academic-calendar-2016-17)

**MAKE UP POLICY**

Make up work is available only for students who provide evidence of university excused absence. Only absence due to verified medical reasons, death of a family member or significant other, or verified extenuating circumstances judged acceptable by the faculty member or the Office of Academic Affairs, will be honored. If a student has an accident, falls ill, or suffers some other emergency over which he/she has no control, the student needs to gather whatever documentation is available (e.g., copies of repair or towing bills, accident reports or statements from health care provider) to show the faculty member. Such exceptions must be communicated and negotiated between the student and faculty member prior to the absence whenever possible.

*Absences for vacations, breaks, or personal interviews do not constitute a valid reason for absence.* Students will submit plans to make up missed class activities and or assignments. The faculty will review the proposed plans and will take one or more of the following actions:

1) Approve the student’s proposed methods to make up class materials;
2) Require students to complete a specific assignment

If students fail to submit evidence of university approved absence no make-up work will be allowed and the faculty will take one of the following actions:

1) Lower student’s participation grade for the missed work/ assignment(s);
2) Lower student’s total course grade; or
3) Fail the student, based on professional accountability violations.

**TENTATIVE COURSE SCHEDULE & CURRICULAR MAP:**

There are three threads leveled throughout the three semesters:

- Developing the interprofessional scholar and leader
• Progression of plan of study
• Mastering scholarly/scientific writing

Tentative Schedule Spring 2017 and grade distribution

<table>
<thead>
<tr>
<th>Module</th>
<th>Dates</th>
<th>Assignment Type</th>
<th>Due Date</th>
<th>Grade percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: Written and Oral Comprehensive Exams</td>
<td>January 9, 2017-February 27, 2017</td>
<td>Online Posting Self-introduction</td>
<td>Posting: January 17, 2017</td>
<td>10 (10%)</td>
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<tr>
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<td></td>
<td>Online Discussion I</td>
<td>Posting: February 1, 2017</td>
<td>12 points (12%)</td>
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<tr>
<td></td>
<td></td>
<td>Online Discussion II</td>
<td>Reply: February 7, 2017</td>
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<tr>
<td>Module II: Mastering scholarly/scientific writing</td>
<td>February 28, 2017-March 31, 2017</td>
<td>Online Discussion</td>
<td>Posting: March 21, 2017</td>
<td>22 points (22%)</td>
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<td>Reply: March 30, 2017</td>
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<tr>
<td>Module 3: Developing the interprofessional scholar</td>
<td>April 1, 2017-May 5, 2017</td>
<td>Online discussion</td>
<td>Posting: April 24, 2017</td>
<td>14 points (14%)</td>
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<td>Reply: May 2, 2017</td>
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<td>Faculty Profile Assignment</td>
<td>Submit April 10, 2017</td>
<td>30 points (30%)</td>
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</table>

*Assignments will be graded using rubrics included with the content of each module

Curricular Map (3 semesters 2017-2018)

<table>
<thead>
<tr>
<th>Spring 2017</th>
<th>Fall 2017</th>
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</thead>
<tbody>
<tr>
<td>Progression of plan of study (5 hours)</td>
<td>Progression of plan of study (6 hours)</td>
</tr>
<tr>
<td>• Student role (expectations)</td>
<td>Student role</td>
</tr>
<tr>
<td>• Selecting a dissertation topic and narrowing focus (2 hours)</td>
<td>• Comprehensive exams (written and orals) and graduation requirements</td>
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<tr>
<td>• Selecting dissertation chair and committee members</td>
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<tr>
<td>• Comprehensive exams (written and orals) and dissertation</td>
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<tr>
<td>Developing the interprofessional scholar and leader (5 hours)</td>
<td>Developing the interprofessional scholar and leader (3 hours)</td>
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<tr>
<td>• Inter-professional teams and team science (2 hours)</td>
<td>• Interprofessional teams and team science (2hrs)</td>
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<tr>
<td>• Boyer’s Model</td>
<td>• Building a program of research</td>
</tr>
<tr>
<td>Mastering scholarly/scientific writing (5 hours)</td>
<td>• Funding</td>
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<tr>
<td>• Abstracts and posters</td>
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<tr>
<td>• Manuscripts</td>
<td>• Manuscripts</td>
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<tr>
<td>• Databases and literature review (2hours)</td>
<td>• Becoming a peer reviewer</td>
</tr>
<tr>
<td>• Writing integrative reviews (2hrs)</td>
<td>• Role of editors and editorial board members</td>
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<td></td>
<td>• Mechanics of publishing</td>
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</tbody>
</table>
• Dissertation presentation (elevator speech)

Spring 2018

Progression of plan of study (5 hours)
Student role
• Comprehensive exams (written and orals) and graduation requirements
• Dissertation presentation (elevator speech)
• Dissertation publishing

Developing the interprofessional scholar and leader (7 hours)
• Building a program of research
• Funding
• Reflection on personal growth
• Mentoring (2 hours)
• Transition from the student to the novice scientist role (2 hours)

Mastering scholarly/scientific writing (5 hours)
• Proposal and manuscript writing and peer feedback

ACADEMIC INTEGRITY POLICY

The University of South Dakota has a clear policy regarding Academic Integrity that can be found at: http://www.usd.edu/student-life/srr/academic-integrity. Any student found to have committed Academic Integrity misconduct will be subject to the sections outlined in Section 3 of the BOR 3:4 at https://www.sdbor.edu/policy/Documents/3-4.pdf

EVALUATION POLICY & PROCEDURE:

Students will be evaluated by the academic and professional judgment of the course professor based on expectations and performance standards approved by the university. Students will receive periodic feedback throughout the course. Students will receive grades/feedback on written assignments through D2L Dropbox using rubrics specific for the assignment (rubrics specific for each assignment are included within each module content). Students will receive feedback on discussion through D2L email using rubrics specific to each discussion assignment. I will return my feedback within two weeks after the submission deadline, or perhaps earlier if I have completed grading them before that time. All assignments will be graded per the University grading system at http://catalog.usd.edu/content.php?catoid=7&navoid=291#Grading_System. Grades will be entered in D2L grade book and final grades will be accessed via Web Advisor.

EVALUATION SCALE & OVERALL COURSE GRADING RUBRIC
92 -100 = A, 85 - 91= B, 76 - 84 = C, 65 - 75= D, <65 = F
A-Superior, consistent contribution to analysis and synthesis of content. Substantive scholarly contributions to class discussions. Evidence of integration of course content. Brings new and divergent perspectives to discussions. Works collaboratively with class. Helps group move forward and beyond in their thinking. Summaries are clear, organized with a combination of topical content and philosophical and methodological perspectives. Papers and discussions exceed stated guidelines.
**B**-Consistent scholarly contribution to analysis and synthesis of content. Substantive contributions in Desire 2 Learn discussions. Evidence of integration of course content within required projects and papers. Follows the lead set by others in Desire 2 Learn discussions. Can expand on the theories and principals brought up by others. Works collaboratively with class. Summaries are clear, organized with a combination of topical content and methodological perspectives. Papers and discussion meet stated guidelines.

**C**-Inconsistent contribution to analysis and synthesis of content. Lack of depth in contributions to class discussions. Minimal evidence of scholarly integration of course content with required Desire 2 Learn discussions and assignments. Offers superficial perspectives on issues relevant to course content. Verbal and written summaries lack analytical clarity and the needed combination of ideas to make a point. Papers and projects do not meet all of the stated guidelines.

**D**- Poor thinking and low level of intellectual performance using memorization rather than comprehension and understanding of the subject matter. Critical thinking skills are under-developed, and the application of concepts and knowledge is incorrect, ineffective or biased. Basic terms and distinctions are often incorrectly used and reflect a superficial or mistaken comprehension of ideas and principles. Intellectual standards are not reflected in self-assessment. Insensitive to important implications and their consequences. Unreliable, disorganized, ineffective in relating to others, and rarely displays professional attributes. Declines opportunities for learning.

**F**- Failure: Level of scholarly work and clinical decision-making consistently falls below Graduate School standards, serious breaches of ethics documented, student does not take accountability for decisions or actions and fails to alter behavior upon recommendations from faculty.

**FREEDOM IN LEARNING STATEMENT: (BOR POLICY 1:11):**

Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

**ADA STATEMENT:**

Any student who feels s/he may need an accommodation based on the impact of disability or special need should contact Ernetta Fox, Director of Disability Services (605-977-6389 or email at ernetta.fox@usd.edu) to privately discuss her or his specific needs. The link to the Office of Disability Services is: [http://www.usd.edu/student-life/disability-services](http://www.usd.edu/student-life/disability-services)

The Office of Disability Services is located in room 119B, Services Center North, 414 E. Clark St. Vermilion SD 57069.
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