

**NEW YORK UNIVERSITY
ROBERT F. WAGNER GRADUATE SCHOOL OF PUBLIC SERVICE**

**CAP-GP 3890/1(001): CAPSTONE FOR NURSE LEADERS I & II
SYLLABUS: FALL 2015 - SPRING 2016**

Faculty: John Donnellan; Susan Jacobs; Rosemary Sullivan

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Hours: By appointment; students are encouraged to call or e-mail at any time.

Class Meeting Time: Tuesdays, 4:30 – 6:10 PM
Location: NYP/Weill Cornell Campus
Payson House - 435 East 70th, NYC, Sub-Basement

COURSE SUMMARY AND OBJECTIVES

Capstone is a two-term course in which students work in teams to perform a project for a health care organization. The course will guide students in defining a complex problem and developing solutions for the client in an interactive manner. Students will design the approach, conduct the data collection and analysis, and present findings, orally and in writing, to the client.

Capstone is learning in action. Part of the core curriculum of the Masters program at the Wagner School, it provides students with both a critical learning experience and an opportunity to perform a service for a major health care organization. Over the course of the academic year students will work in teams -- to address challenges, solve problems, conduct research or identify opportunities for organizational improvement.

Capstone is a rigorous course with a high set of performance expectations. It draws from previous policy, management, and statistics courses at Wagner, and guides students in a year-long effort that integrates and applies lessons from these courses. Learning will also come from shared experiences in class as the course progresses. Although each student will be part of a team, the class will also operate as a single team dedicated to the success of all the projects. The work of the capstone is a critical learning experience and a professional service for a complex health care organization.

Course faculty will identify potential projects which will be presented by potential clients for student consideration during the second class session. Students will then be assigned to a project based on a number of factors, including student preference, skills and team size. Teams are usually comprised of four or five students, who bring a mix of skills and experience and have expressed an interest in the project. To the degree possible, students will get one of their top choices of projects.

KEY COMPETENCIES ADDRESSED IN THE COURSE

- The ability to manage teams, projects and people; to work in change oriented health care organizations; and mentor a diverse and changing workforce (*Course Focus*)
- The ability to present convincingly to individuals and groups the internal and external evidence to support a point of view, position or recommendation (*Course Focus*)
- The ability to communicate and interact productively (via listening, speaking and writing) on matters of healthcare with a diverse and changing industry, workforce and citizenry (*Course Focus*)
- The ability to draw implications and conclusions to develop an evolving vision that results in organizational viability (*Course Focus*)
- The ability to use information systems and evidence-based management principles for problem-solving, strategic planning and decision-making and implementing and measuring change (*Relevant Content*)
- The ability to synthesize evidence, and apply statistical, financial, economic and cost-effectiveness tools/techniques in organizational analysis (*Relevant Content*)
- The ability to measure, monitor and improve safety, quality, access and system/care delivery processes in health care organizations (*Relevant Content*)
- The ability to engage in continuous learning; to reflect on and assess one's strengths and developmental needs; to seek feedback from others; and establish and sustain a professional development network (*Relevant Content*)

MAJOR LEARNING OBJECTIVES

Capstone integrates knowledge acquired throughout the course of graduate study at NYU/Wagner and provides students the opportunity to demonstrate their ability to apply these competencies in the setting of a fully functioning and complex health care organization.

Students completing the course will have successfully demonstrated the ability to:

- Understand the organizational context for their project
- Evaluate the project within a broad organizational context
- Demonstrate an understanding of information architecture, the scholarly research cycle, and the context of information in the hierarchy of research evidence.

- Use the evidence-based paradigm to frame an answerable research question, select databases, develop an effective search strategy, locate, retrieve, and identify the tools to critically appraise the literature of healthcare management.
- Be familiar with specialized vocabularies required to successfully perform the project
- Identify and carry out data collection methods appropriate for their particular project, potentially including surveys and questionnaires, individual interviews, focus groups, and access to already existing datasets
- Successfully undertake an end-to-end response to a request for assistance from an organization, to include the ability to:
 - assess the client organization and its environment
 - frame and refine the problem presented by the client
 - develop a work agreement with the client for the project, with timeline and deliverables
 - monitor their progress against the work plan
 - revise the work plan as necessary
 - develop supported and realistic recommendations
- Communicate their work effectively both orally and in writing

Students will also demonstrate the ability to:

- Understand group formation and development
- Understand the importance of interpersonal dynamics and team norms
- Create and periodically review their team charter
- Develop clear role descriptions for team members
- Manage team assignments and accountability
- Advocate points of view and negotiate differences of opinion
- Solicit and offer feedback
- Appreciate and learn from cultural differences

EVALUATION CRITERIA & GRADING

Final grades are assigned at the end of the second semester. Grades are based on faculty assessment of the overall quality of the Capstone Team’s final written report (including work plan, client contract, search strategy, research design, literature and data collection, analysis and recommendations and timeliness) and an oral presentation of the work to the client. Client feedback will be sought and considered in overall evaluation by faculty. An overall team grade will be assigned to the work of the team; however, each team member’s grade may then be adjusted based upon peer feedback and faculty assessment of the student’s participation in class and in team activities (see page 4 – *Guiding Principles for Class and Team Participation*).

The final work product is expected to be a professional, graduate level document clearly delineating the problem faced by the organization, the steps taken by the team to address the problem, and recommendations. Findings/recommendations should be comprehensively stated, specifically citing both relevant research and rationale, as well as indicating the sequence of steps suggested.

The final grade is assigned at the end of the second semester. Students will be given 1.5 credits for the fall semester and 1.5 credits for the spring semester of capstone. It is the custom in Capstone to report end of first semester grades as **IP** (*Incomplete/Passing*) to reflect the “work in progress” nature of the year-long project. Faculty will provide teams with informal interim feedback of the progress of their work at the beginning of the Spring semester.

GUIDING PRINCIPLES FOR CLASS AND TEAM PARTICIPATION

The best way to learn is to actively participate in your education. In this class, *participation* is defined in terms of the quality of contributions to class discussion. There are four prerequisites for successful participation in the work of your team and contributions to the success of Capstone:

- **Be on time.** If you’re not here, you can’t contribute (to class or to team discussions). Taking this course is a tacit agreement with your professor and your team colleagues. We understand there may be infrequent but good reasons why a student may have to miss a class – work, illness, personal emergency or when you are late through no fault of your own. Nevertheless, understand in this course especially, being part of a larger team of colleagues is a major learning objective.
- **Be prepared.** If you have to be here you may as well be prepared. This will help you participate and get the most out of class. It’s a good idea to read ahead in the assignments just to cover any last minute emergency. If you are unprepared and are called on to participate, just say “pass.”
- **Step up.** View the course as a safe test of assertiveness training (speaking up) and filter control (thinking before you speak). Speak in a loud enough voice so that faculty and your classmates can hear what you have to say. We call on students who don’t raise your hands to give everyone a chance to participate. E-mail us ahead of class if for any reason you don’t want to be called on in class.
- **Be Polite.** Feel free to be critical of ideas, but not persons. When you disagree with what someone has to say in class, be courteous. Don’t interrupt. This is how you would want to be treated if you have something to contribute to the discussion.

FEEDBACK AND QUESTIONS

We are committed to making this course a valuable learning experience for you. Mid-way through the course we will spend part of a class session evaluating our progress, and will make any necessary changes to keep us on track. We welcome your feedback regarding class at any time in the semester. Also please feel free to ask questions as they arise. It is easiest to reach us by e-mail, but we are also available to set up an appointment with you.

If you have a disability that requires special accommodation, please let us know ASAP so that we can be helpful to you.

INSTRUCTOR BIOS

John Donnellan is Adjunct Professor of Health Policy & Management at NYU/Wagner. He received a Master's Degree in Public Administration from NYU/Wagner in 1984 and joined the adjunct faculty in 2006. He was recognized by NYU/Wagner as *Distinguished Adjunct of the Year* in 2011.

Professor Donnellan retired from a forty year career in Federal Service in 2009, thirty-seven of which were spent serving veterans in the Department of Veterans Affairs Healthcare System. From 1991 until his retirement in 2009 he was Director/CEO of the VA Medical Center New York and later the consolidated New York City VA New York Harbor Healthcare System. For his leadership as a federal executive he was awarded the *President's Distinguished Senior Executive Rank Award* (1999) and the *President's Meritorious Senior Executive Rank Award* (1996, 2002, 2008).

At NYU/Wagner, Professor Donnellan teaches Capstone, health policy and management and management ethics. He also serves as Co-Chairperson of the Scientific Review Committee of the NYU-NYC Health and Hospital Corporation Clinical Translational Science Institute (CTSI).

Professor Donnellan is a Fellow in the American College of Healthcare Executives (ACHE). He is the author of a number of articles on health services management in ACHE publications, and serves frequently as faculty at ACHE seminars.

Susan Kaplan Jacobs is the Health Sciences Librarian/Associate Curator at NYU Bobst Library. Since 1998, she has had primary responsibility for collection development, instruction, reference and faculty liaison for the NYU College of Nursing, Steinhardt School departments of Occupational Therapy, Communication Sciences & Disorders, and Physical Therapy. As adjunct assistant professor of public administration at NYU/Wagner since 2008, she has taught "Locating Evidence" to nurse leaders every spring. She holds an M.L.S. from St. John's University, an M.A. in Media Ecology from NYU/Steinhardt, and a B.S. in Nursing from the University of Colorado. Selected publications and c.v. at <http://guides.nyu.edu/skj1>

REQUIRED TEXTBOOKS

There is one required textbook for this course:

- Duarte N. HBR guide to persuasive presentations. Boston, MA: Harvard Business School Publishing; 2012.

All other assigned readings will be made available on NYU Classes. There are some excellent textbooks on consulting, teamwork and project management tools that you may wish to examine and consider purchasing.

- Block P. *Flawless consulting: a guide to getting your expertise used*. 3rd ed. San Francisco, CA: Jossey-Bass/Pfeiffer; 2011.
- Brassard M, Ritter D, Oddo F, MacCausland J. *The Memory Jogger II: tools for continuous improvement and effective planning*, 2nd ed. Salem NH: Goal/QPC; 2010.
- Dillman DA. *Mail and internet surveys: the tailored design method 2007 update with new internet, visual, and mixed-mode guide*. Hoboken NJ: Wiley; 2007.
- Rousseau D. *The Oxford Handbook of Evidence-Based Management*. USA: Oxford; 2012.
- Wheelan SA. *Creating effective teams: a guide for members and leaders*. 4th ed. Thousand Oaks, CA: Sage; 2013.

CLASS SCHEDULE

The list of sessions, topics and dates that follows is preliminary and subject to change. Note that it is front-loaded with information and skill building sessions in the first term, and project tracking in the second. The intent is to use class time in a way that enables teams to produce the highest quality projects on a timely basis. **We will not meet as a full class each week but student teams should plan to meet as a team at least once weekly.** Some weeks will be used for faculty-team consultation.

FALL TERM:

Fall 2014 full class meeting dates and topics:

- September 8, 2015 Course overview: purpose, process, expectations
- September 15, 2015 Project presentations by Clients; project selection process
- September 22, 2015 Team assignments; team charters; the Capstone “experience”
- September 29, 2015 The initial client meeting; understanding the client; negotiating the contract
- October 6, 2015 Evidence-based management; framing the research question
- October 20, 2014 Organizing the project: developing a work plan; negotiating the contract
- October 27, 2015 Capstone advanced team training session
- November 3, 2015 Managing the literature review
- November 17, 2015 Gathering qualitative data
- December 8, 2015 Fall Semester summary; winter break task list; Spring Semester preparation

Fall 2014 open team meeting dates*:

- October 13, 2015
- November 10, 2015
- November 24, 2015
- December 1, 2015

* **Teams should plan to meet at least once each week throughout the Fall and Spring semesters, and on a regular basis throughout the Winter Break. As the work of your project progresses you will find it necessary to meet more frequently, either in person or via conference call/virtual media. During the Fall and Spring semesters our classroom is available to you for team meetings every Tuesday evening from 4:30-6:10pm on the dates shown above. Professor Donnellan will be in attendance on the dates of the full class meetings, and also available as necessary on the open team meeting dates. Teams should also schedule a meeting with Professor Donnellan during winter break to review/discuss group and individual progress during the first semester and goals for the second semester.**

FALL 2015 FULL CLASS SESSIONS

Session 1 (September 8): Overview of the Course

- Introductions
- Overview of syllabus and Capstone process
- Process for Team assignment and project designation
- Expectations

Readings:

- Course syllabus
- Chapter 2 – Techniques are not enough. In: Block P. *Flawless consulting: a guide to getting your expertise used*. 3rd ed. San Francisco, CA: Jossey-Bass/Pfeiffer; 2011; pp 13-36. **ON NYU CLASSES**

Session 2 (September 15): Project Presentations and Team Selection Process

- Project Presentations
- Project selection & team assignment process

Readings:

- Review Capstone proposals posted on NYU Classes

Assignment: Complete & submit project preference worksheet by September 17

Session 3 (September 22): Teams; Team Dynamics; Team Charters; Discussion of Capstone by EMPA Nurse Leader Alumni

- Project and team assignments
- Team charters
- “Teaming” and Learning
- Discussion of Capstone by former student

Readings:

- Sample team charters
- Chapter 8 – Effective team members. In: Wheelan SA. *Creating effective teams: a guide for members and leaders*. 4th ed. Thousand Oaks, CA: Sage; 2013. **ON NYU CLASSES**
- Chapter 6 – Effective healthcare teams. In: Mosser G, Begun JW. *Understanding teamwork in healthcare*. McGraw-Hill; 2014; pp 89-112. **ON NYU CLASSES**
- Edmondson AC. Teamwork on the fly. *Harvard Business Review*. 2012; 90(4): 72-80. **ON NYU CLASSES**

Assignment: Team Charter due September 28

Session 4 (September 29): Managing team/client relations; the initial client meeting; negotiating the contract

- Preparation for initial client meeting
 - What problem does the client want solved?
 - What are the client's expectations?
 - What should you learn from the initial client meeting?
 - How can you help your client give you that information?
 - Is Institutional Review Board (IRB) approval necessary?
- Feedback from a former Capstone Project Sponsor

Readings:

- Chapter 6 – The agonies of contracting. In: Block P. *Flawless consulting: a guide to getting your expertise used*. 3rd ed. San Francisco, CA: Jossey-Bass/Pfeiffer; 2011; pp 107-120. **ON NYU CLASSES**

Assignment: Schedule and conduct initial client meeting by October 15 – Prof. Donnellan must be present for this meeting

Session 5 (October 6): Evidence-based management; framing the research question

- Steps of Evidence-Based Practice (EBM)
- Framing the research question – a problem and an intervention

Readings:

- Chapter 1 – Envisioning evidence-based management. In: Rousseau D. *The Oxford Handbook of Evidence-Based Management*. USA: Oxford; 2012; pp 3-24. **ON NYU CLASSES**
- Hsu J, Arroyo L, Graetz I, et al. Methods for developing actionable evidence for consumers of health services research. In: Kovner AR, Fine DJ, D'Aquila R. *Evidence-Based Management in Healthcare*. Chicago, IL: Health Administration Press; 2009; pp 83-95. **ON NYU CLASSES**
- Kahn CR. Picking a research problem – the critical decision. *NEJM*. 1994; 330(21): 1530-1533. **ON NYU CLASSES**
- Barends E, Janssen, et al. Effects of change interventions: what kind of evidence do we really have? *Journal of Applied Behavioral Science*. 2014; 50(1): 1-23. **ON NYU CLASSES**

Assignment: submit preliminary research question(s) by October 19

Session 6 (October 20): The Contract and the Work Plan

- How do you go about helping your client define and systematically answer their specific question(s)?
 - What information, both within the client organization and external to it, is relevant to achieving your desired results and where can it be found?
 - What data resources are available through various means, including interviews, surveys, literature searches, focus groups, and their application to the team projects?
 - Discussion of the elements of a successful contract and work plan -- project objectives, milestones, and resource requirements
- Team meetings:
 - Data gathering and work plan

Readings:

- Sample Contracts and Work Plans

Session 7 (October 27): Capstone Advanced Team Session

Guest Team Facilitator

Session 8 (November 3): Managing the Literature Review – Susan Jacobs

- Locating and filtering evidence
- Anatomy of a database
- Limiting search results
- Evaluating results/bias
- Critiquing tools/applicability and actionability
- Citing: Information literature and plagiarism

Readings:

- TBA

Session 9 (November 17): Gathering Qualitative Data

- Guest Speaker *Anita Kaplan*

Readings:

- Price B. Laddered questions and qualitative data research interviews. *Journal of Advanced Nursing*. 2002; 37(3): 273-281. **ON NYU CLASSES**
- Fontana A, Frey JH. Interviewing: the art of science. In: Denzin NK, Lincoln YS, ed. *The art of science. The handbook of qualitative research*. Thousand Oaks, CA: Sage; 1994; pp 361-376. **ON NYU CLASSES**

- Chapter 5 – Depth Interviewing. In: Patton MQ. *How to use qualitative methods in evaluation*. Newbury Park, CA: Sage; 1987; pp 108-143. **ON NYU CLASSES**

Assignments:

- *Schedule meeting with client to discuss and finalize work plan by December 1*
 - *Submit signed contract by December 8*

Session 10 (December 8): Semester Summary

- Fall Semester summary
- Winter break task list
- Spring Semester preparation

Suggested readings during Winter Break:

- McKinsey Global Survey Results: Flaws in Strategic Decision-making, The McKinsey Quarterly, November 2008: 1-6. **ON NYU CLASSES**
- Tucker AL, Nembhard IM, Edmondson AC. Implementing New Practices: An Empirical Study of Organizational Learning in Hospital Intensive Care Units. *Management Science*. 2007; 53(6): 894-907. **ON NYU CLASSES**
- Ioannidis JPA. Why most published research findings are false. *PLoS Medicine*. 2005; 2(8): 696-701. **ON NYU CLASSES**

Reminder: Teams should schedule a meeting/conference call with Professor Donnellan during winter break to review/discuss group and individual progress during the first semester and goals for the second semester.

SPRING TERM:

The second term is structured to allow for regularly scheduled check-ins and consultation among teams and between teams and faculty on progress in meeting project objectives and milestones defined by the work plans and assignments in this syllabus, particularly final products. Faculty are available by appointment to meet with teams throughout the term as well as during scheduled class time. The two major products of the second term are the project **Presentation** and the project **Report**.

- The **Presentation** is the event at which the team presents the client with a summary of findings and recommendations and an overview of the methodology used. This will be an interactive session at which the team will be asked to explain or discuss findings, recommendations or methodology and to include/exclude, emphasize or de-emphasize parts of the presentation in the final report.
- The **Report** is the final document that states the problem, describes in more detail the methodology used to address the problem, proposes and explains the conclusions and may include the source material used to support the report. It may contain other relevant information such as the result of a literature search on the topic or whatever else the consulting team thinks will be useful to the client.

Spring 2016 full class meeting dates and topics:

- | | |
|---------------------|---|
| • January 26, 2016 | Deliverables: the final report and presentation |
| • February 29, 2016 | Communication and presentation (Monday) |
| • March 29, 2016 | Team presentation rehearsals |
| • April 5, 2016 | Team presentation rehearsals |
| • April 26, 2016 | Final class session; final report due |
| • May 10, 2016 | NYU/Wagner Capstone Expo |

Spring 2016 open team meeting dates*:

- February 2, 2016
- February 9, 2016
- February 16, 2016
- February 23, 2016
- March 8, 2016
- March 22, 2016
- April 12, 2016
- April 19, 2016

- * **Teams should plan to meet one or more times each week. Our classroom is available to you for team meetings every Tuesday evening from 4:30-6:10pm on the dates shown above. Professor Donnellan will be in attendance on the dates of the full class meetings, and also available as necessary on the open team meeting dates.**

SPRING 2015 FULL CLASS SESSIONS

Session 11 (January 27): Project Deliverables: the final presentation & the final report

- Syllabus for spring semester
- Preparing the final report
- Preparing the final presentation

Readings:

- Damschroder LJ, Aron DC, Keith RE, et al. Fostering implementation of health services research findings into practice; a consolidated framework for advancing implementation science. *Implementation Science*. 2009; 4(50). **ON NYU CLASSES**
- Latham, GP. Motivate Employee Performance through Goal Setting. In: Locke EA, ed. *Handbook of Principles of Organizational behavior*, 2nd edition. Wiley; 2009: 161-178. **ON NYU CLASSES**

Session 12 (Monday - February 29): Communication and presentation

- Telling a compelling story
- Guest Speaker:

*Will Carlin, Co-Managing Partner
V-Shift*

Note: This session will be held at the Kimmel Center for University Life, 60 Washington Square South, NYC, 4th Floor – Eisner & Lubin Auditorium

Readings:

- Duarte N. HBR guide to persuasive presentations. Boston, MA: Harvard Business School Publishing; 2012. **ASSIGNED TEXTBOOK**
 - Organize your thoughts 47-50
 - Apply storytelling principles 63-64
 - Craft the beginning 67-70
 - Make the ending powerful 73-4
 - Storyboard one idea per slide 123-126
 - Rehearse your material well 155-158
 - Get the most out of your Q & A 187-190

Assignments:

*Submit current version of slides for final presentation by March 25
Schedule Final Client Presentation: April 5 - April 19 – Professor Donnellan must attend*

Session 13 (March 29): Client Presentation Rehearsals

- Rehearsal of client presentation by teams

Readings:

- Duarte N. HBR guide to persuasive presentations. Boston, MA: Harvard Business School Publishing; 2012.
 - Audience 1-26
 - Impact 205-222

Session 14 (April 5): Client Presentation Rehearsals (continued)

- Rehearsal of client presentation by teams

Assignments:

Present findings and recommendations to the client by April 19

Submit draft of final report by April 11

Submit final report to faculty advisor by April 26; to client by May 3

Session 15 (April 26): Course Summary

- Turn in final report
- Summation
- Celebration

Session 16 (May 10): Capstone Expo

- Location TBA

COURSE MILESTONES

Various activities and products at specific milestones are required to be completed by teams. These milestones are integral to successful project management and while there may be some variations depending on team and client circumstances, course instruction is geared to sequential and successful accomplishment of the milestones. Milestones include:

Sept 22	Selection of Teams
Sept 29	Team Charter Finalized
Oct 15	Initial Client Meeting – by Oct 15 – Professor Donnellan must attend
Nov 20	Draft Work Plan
Dec 1	Work Plan Presentation to Client – by Dec 1
Dec 8	Signed Work Plan/Contract Executed with Client
Mar 29/Apr 5	In Class presentation rehearsals
Apr 5 - 19	Presentation to the Client – Professor Donnellan must attend
Apr 26	Final Report Due for Faculty Review
May 3	Final Report Due to Client

TEAM BUDGETS

Each team has a \$500 annual operating budget for their project expenses. In addition, NYU/Wagner offers supplemental travel funding for airfare/train travel for students who must travel outside of NYC for project research. While generous, the **supplemental travel funding rarely covers all student expenses.**

ACADEMIC INTEGRITY

The Mission of NYU Wagner is:

... to be a path-breaking leadership school of public service, with a faculty of thought leaders who re-frame the way people understand and act on issues of public importance, and graduates who are bold, well-prepared change makers who expertly navigate real-world complexity and produce results that matter.

Academic Integrity is vital to this mission, to education at NYU Wagner and membership in the Wagner community.

It is a core value. It forms the foundation of trust among students, and between students and teachers.¹ Cheating has no place in our community. Academic dishonesty or other offenses against the community are not individual acts affecting only the individuals involved. Cheating violates our communal trust in each other; it is an offense against our community of scholarship. If tolerated, it undermines all we stand for. Honesty matters at Wagner, just as it does in the broader world of public service.

It is a shared value. Administration, faculty and students each play a vital part in promoting, securing and nurturing it. I invite you to visit the NYU Wagner website and review our *Academic Code* and *Academic Oath* (www.wagner.nyu.edu/current/policies), as well as the Wagner Student Association's *Code of Professional Responsibility*. If at any time you have a question about Academic Integrity or suspect a violation of our code, seek guidance from any member of the faculty or administration.

It is a promoted value. It is incumbent on all members of the community to promote it, through scholarship, responsible participation in School events, assistance to other community members who are struggling with it, and by upholding the codes of the school and the Wagner Student Association.

Included below is a list of resources for understanding and avoiding plagiarism:

- "Plagiarism: What is It and How to Recognize and Avoid It," The Writing Center at Indiana University, www.indiana.edu/~wts/wts/plagiarism.html
- "Principles Regarding Academic Integrity," Northwestern University, www.northwestern.edu/uacc/plagiar.html
- "Sources," Dartmouth College, www.Dartmouth.edu/~sources/contents.html, and www.aug.edu/sociology/plagiarism.html

Reference Citation:

- For research resources regarding appropriate citation of the many different sources you will use in your work, see [Writing](#) on the NYU/Wagner webpage, under "Current Students/Academic Services."
- All references must be appropriately cited.

¹ McCabe DL, Trevino LK, Butterfield KD. Cheating in academic institutions: a decade of research. *Ethics & Behavior*, 2001; 11(3), 219-232.