SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

SAULT COLLEGE

COURSE OUTLINE

COURSE TITLE: Nursing Inquiry

CODE NO. : BSCN 3406   **SEMESTER:** 5

PROGRAM: Collaborative BScN Program

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DATE: Sept. 2015   **PREVIOUS OUTLINE DATED:** Sept. 2014

APPROVED: *"Marilyn King"*   *Sept 14, 2015*

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           CHAIR, HEALTH PROGRAMS   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S)
COREQUISITE(S): *Students enrolled in (or who have successfully completed) BSCN 3056 & BSCN 3084 are eligible to take BSCN 3406.*

HOURS/WEEK: 3

I.   COURSE DESCRIPTION:

This course focuses on introduction to the foundations of nursing knowledge including philosophical, theoretical, and scientific underpinnings. Opportunities are provided to describe inter-relationships between theory and research grounded in clinical practice. Learning experiences require integration of prior and new learning.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Ends in View

The purpose of the nursing inquiry course is to provide the student with an opportunity to further explore the process of inquiry in nursing. The focus of this course is on the profession of nursing and knowledge development for the profession. Through readings, the student will have an opportunity to critically examine how nurses "know" and the process of inquiry in nursing. Students will also have the opportunity to explore their own processes of knowing, and to engage as an active participant in the development of the growing body of knowledge in nursing.

Process

Praxis is the underlying process that will be used in the course. Critical reflection on self, values, ways of knowing, experience, context, and theory will be integrated. The intent is that students engage in an interactive process with the nursing literature and their own practice. Preparation, discussion, learning activities, and written exercises will be used. All students are expected to be ***active participants*** in the course. Evaluation of this is determined by attending and actively participating in scheduled classes, and providing ongoing and timely contributions within an on-line learning environment.

III.   TOPICS:

1. Importance of research
2. Underpinnings for nursing research
3. Ontology
4. Epistomology
5. Conceptual development
6. Theory
7. Literature review
8. Praxis

IV.   REQUIRED LEARNING RESOURCES:

1. **Required Resources:** (These two texts were used in previous courses in our nursing program).

American Psychological Association (2010). *Publication manual of the APA* (6th ed.). Washington, DC: APA. <u>OR</u> online version at: http://apastyle.org/

Davis, B., & Logan, J. (2012). *Reading research: A user friendly guide for health professionals* (5th ed.). Toronto, ON: Elsevier Mosby.

NEW Textbook Purchase: (will be used in BSCN 3406, 3416, and 4416)

LoBiondo-Wood, G., & Haber, J. (2013). *Nursing research in Canada: Methods and critical appraisal for evidence-based practice* (3rd Canadian ed.). Toronto, ON: Elsevier Mosby.

PLUS the <u>associated Student Study Guide</u> bundled with the campus bookstore purchase of this text.

2. Every student in the BScN nursing program is responsible for the information provided in the **updated 2015 Student Nurses Handbook.** Your success in the program requires that you be informed of current policies on research associated topics (written work, academic integrity, etc...

3. To manage the identified research citations, it is required that students utilize a software program to assist with the storage, organization, and citation formation of reports. Although REfWorks (with tutorials) is supported by LU and provided <u>free</u> to LU students to manage this activity, Zotero and EndNote are only two of many other "for purchase" software programs that provide this organizational resource service. Although students are typically required to complete writing modules in year one, an information literacy refresher will refine effective search strategies using appropriate Laurentian University and Sault College databases, and designing a focused research plan.

4. You may also want to consider and bookmark two internationally respected on-line writing resources:

    a.) writing lab/nursing resources at Purdue Owl from Purdue University (US) https://owl.english.purdue.edu/owl/resource/922/03/

    b.) writing resources at Manchester Academic Phrasebank from the University of Manchester (UK)
    http://www.phrasebank.manchester.ac.uk/

V.   EVALUATION OF STUDENT LEARNING:

1. Patient-Focused Inquiry [25% of final grade].

This purpose of this activity is to integrate newly introduced research terminology with a student-identified, **contemporary** patient-focused nursing search topic of interest. This paper has a maximum word count of 1000 words excluding title and references. The structure of the activity is a written response to each of the prompts outlined in Table 1 put in narrative writing form. Both hard copy and electronic version of this assignment is due on **Sept. 28** at the start of class.

Table 1: First graded assignment

Topic Prompt	Marks
In brief, my search topic of interest is …	2
Prior to conducting a preliminary search of the academic literature, my understanding of this topic was…, an understanding particularly shaped by …	3
This topic's significance/importance to nursing is ... This position is supported by a recent publication (post 2010) written by author(s) who suggest …	4
In my preliminary search of the academic literature, I identified **two**, recently published (post-2012) articles using the search terms … The three rationale for selecting these two articles are …	4
The identified purpose of the first article is…. The identified purpose of the second article is …	2
Having read the two articles, my original understanding of the topic is supported or contradict given that …	4
The epistemological, ontological, and conceptual/theoretical approaches revealed in the articles are … I know this because …	6
Format: If (a) APA and/or (b) professional writing guidelines are not met, there will be up to a 10% mark deduction for each component.	
Total Marks Possible	**25**

2. Short paper [35% of final grade].

This assignment focuses on the outcome of students' information search processes in relation to their patient-centered topic (Table 2). This five-page paper APA formatted paper, with the exception of title page and references, includes both narrated and tabulated text. Information from 10 research studies, a collection of evidence from each inquiry paradigm, is extracted in accordance with the seven column headings. This representation, in turn, supports: (1) a concisely worded summarization regarding what is known about the topic of inquiry; and (2) the construction of the nursing problem necessitating further research. The proposed due date for this second assignment is **Nov. 9th**.

Table 2: Second graded assignment

Activity	Marks
Background of literature search particular to a patient-centered topic [concisely worded, refined, clearly stated question guiding search of evidence; sound rational for search; search terms; data sources; inclusion/exclusion criteria]	5
Charted evidence is the tabulation of 10 empirical reports [author(s); year post-2005 unless a seminal source; locale; stated purpose; theoretical/conceptual definition of key terms; source of knowledge hierarchy; paradigm]	20
Summary of included literature describes what is already known about the topic and explains trends found within the data collected	30
Conclusion includes an concisely worded explanation of the specific nursing research problem needing investigation to inform nursing practice	15
Format: If (a) APA and/or (b) professional writing guidelines are not met, there will be up to a 10% mark deduction for each component.	
Total Possible Marks	**70**

3. **Final exam [40% of final grade].**

   This exam is scheduled by the Registrar's office during the examination period. The questions, mostly short answers, will be based on the major topics of this course, ontology, epistemology, conceptual thinking, paradigms, models and praxis.

4. **Late assignments are strongly discouraged.**

   Activities in this course build one to the next in efforts to develop a strong foundation over time for this and your future research classes. Extensions for assignments must be provided in writing and are only granted for extenuating circumstances. Late assignments will be deducted 10% per day of the total mark up to five days. After five days, the assignment will not be accepted.

   The following semester grades will be assigned to students:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

VI. SPECIAL NOTES:

If a faculty member determines that a student is at risk of not being successful in his/her academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing
to restrict the sharing of such information should make his/her wishes known to the faculty member and the course coordinator.

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. If there are extenuating circumstances bearing upon a learner's lateness/absence, the instructor should be notified by any means such as in person, voice mail, or **D2L email (preferred).** Please note the section on LU policy about attendance/absence on p. 35-38 of your Sault College Nursing Student Handbook.

VII. COURSE OUTLINE ADDENDUM:

1. Course Outline Amendments:
   The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

2.   Retention of Course Outlines:
        It is the responsibility of the student to retain all course outlines for possible
        future use in acquiring advanced standing at other postsecondary
        institutions.

3.   Accessibility Services:
        If you are a student with a disability (e.g. physical limitations, visual
        impairments, hearing impairments, or learning disabilities), you are
        encouraged to discuss required accommodations with your professor
        and/or the Accessibility Services office initially before/during the first week
        of classes.

4.   Communication:
        The College considers *Desire2Learn (D2L)* as the primary channel of
        communication for each course. Regularly checking this software platform
        is critical as it will keep you directly connected with faculty and current
        course information. Success in this course may be directly related to your
        willingness to take advantage of this Learning Management System (LMS)
        communication tool.

5.   Recording Devices in the Classroom:
        Students who wish to use electronic devices in the classroom will seek
        permission of the faculty member before proceeding to record instruction.
        With the exception of issues related to accommodations of disability, the
        decision to approve or refuse the request is the responsibility of the faculty
        member. Recorded classroom instruction will be used only for personal
        use and will not be used for any other purpose. Recorded classroom
        instruction will be destroyed at the end of the course. To ensure this, the
        student is required to return all copies of recorded material to the faculty
        member by the last day of class in the semester. Where the use of an
        electronic device has been approved, the student agrees that materials
        recorded are for his/her use only, are not for distribution, and are the sole
        property of the College.

The provisions contained in the addendum located in D2L and on the portal form part of
this course outline.