

I. COURSE DESCRIPTION:

Building on skills acquired in BSCN 3406, 3416 and 4057, this course strives to enhance learners' ability to work as scholars. Through praxis, learners experience ways to critically examine relevant nursing knowledge and explore ways to generate new nursing knowledge.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:
Ends-in-View**

At the end of the semester the student will be able to:

1. Critically read research reports.
2. Update and refine original evidence review.
3. Critique the merit of research purposes and conceptual frameworks in published reports.
4. Identify a timely and specific patient-focused topic, problem, and purpose for a nursing proposal.
5. Compare and contrast various research methods in relation to an identified study purpose.
6. Identify and integrate current and quality literature to support rationale for each stage of the nursing proposal.
7. Examine research ethics and specific description of the ethical implications of proposed research.
8. Prepare for submission a sound and comprehensive nursing proposal.
9. Recognize research utilization strategies for newly registered nurses.

Process

This course upholds the nursing research praxis model of delivery introduced in the Year III research courses. Through active engagement in systematic and critical inquiry, learners propose a plan of study specific to a current and significant patient-focused nursing topic or issue. In this course, research praxis culminates in a nursing research proposal.

III. TOPICS:

1. Nurses' work and research
2. Epistemology/ontology review
3. Knowledge generation review
4. Ethics
5. Rigor
6. Research dissemination
7. Research utilization

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Required Texts (all texts have previously been used in the nursing program).

American Psychological Association (2010). *Publication manual of the APA* (6th ed.). Washington, DC: APA. OR 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.

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.

Resources for Learning

To support the learner's conceptualization and development of his/her study proposal, the following combination of resources is available:

1. A student-led bulletin board is available for learners to exchange nursing knowledge throughout the delivery of the course. As learners formulate their projects, a knowledge posting will reflect their thinking in relation to the topic of inquiry. It is anticipated that postings will be quite varied as no two proposals are exactly alike. Even when learners share similar interests, each proposal's theoretical orientation, research questions, participants, and methods will most likely differ. Please note that learners rather than the professor are responsible for facilitating professional discussions relevant to this course's objectives.
2. The research text(s) and materials from previous LU nursing research courses, nursing research texts on reserve, and weekly recommended readings.
3. The quality of any research project is influenced by the identification and purposeful integration of current evidence to address the student identified patient-focused nursing problem. Academic librarians play a critical role as information experts. To refine the learner's initial evidence collection of reports, librarian-guided search strategies, increased awareness of resources, and information management are valuable resources. Learners are invited to a session about systematic searching and retrieving research reports at the beginning of the course.
4. Class times will be set for small group conversations about evolving research proposals. In addition, available on-line whiteboard posts can provide classroom added input from peers.

V. EVALUATION PROCESS/GRADING SYSTEM:

A passing grade of 60% is required for all nursing courses. The grade for BSCN 4416 will be based on the following methods of evaluation.

Date Due	Value	Evaluation Component
October 6, 2015	10%	Background and Study Purpose Paper
November 17, 2015	30%	Academic Presentation
December 1, 2015	60%	Comprehensive Research Proposal

The school policy on written assignments, as described in the Student Handbook, applies to **all** assignments. Citation of references and APA format is required unless specifically stated otherwise.

The following semester grades will be assigned to students:

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

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.

VI. SPECIAL NOTES:

Attendance

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance. Because of this, it is in the best interest for each student to attend every scheduled learning and evaluation sessions by starting on time, fully participating in the shared learning experience, and staying for the full learning session.

If there are extenuating circumstances bearing upon a student's absence, the course professor should be notified. Absences in excess of 20% may jeopardize student receipt of credit for the course.

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 at the start of the semester. Visit Room E1101 or call Extension 2703 so that support services/resources can be arranged for you.

5. 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.

6. Academic Dishonesty:

Students should refer to the definition of “academic dishonesty” in Student Code of Conduct. Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

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