

I. COURSE DESCRIPTION:

This course focuses on traditions of quantitative and qualitative nursing inquiry. Opportunities are provided to initiate nursing research praxis through the critical appraisal of published evidence. Learners are required to integrate new and prior learning.

PREREQ: Successful Completion of all of the following courses:
BSCN 3084, BSCN 3056, BSCN 3406, BSCN 3206

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

This course will provide an opportunity for learners to enhance their ability to make connections between nursing practice, theory, and research. Learners will acquire knowledge about a range of research techniques and methods associated with the positivist and natural paradigms. Learners will participate as research consumers through reading and reviewing nursing research studies and engaging in learning activities to develop skills for critically examining the research process and products.

Learning Process

The learning activities of BSCN 3416 are aimed at further development of research praxis, a critical in promoting evidence-informed clinical practice. Learners will use their critical thinking skills to understand, review, and appraise quantitative and quantitative research approaches and methods in nursing. The learning activities focus on the examination and application of research methods. Active participation in the learning activities will assist in the course's paper about a patient-centered inquiry couched in a critical examination of a current body of nursing evidence. Preparation for class offers the possibility of optimizing engagement in classroom activities and discussions.

BSCN 3416 processes and evaluations are in accordance with the policies outlined in the *Laurentian University School of Nursing Manual of Policies and Regulations* and those contained in the current *Laurentian University Calendar*. Please refer to these sources for more detailed information regarding the policies pertaining to class attendance, written extensions for assignments, lateness of assignments, academic dishonesty, and confidentiality according to the Privacy Act.

III. TOPICS:

1. Introduction to nursing research
2. Appraising the literature & developing research questions
3. Research: Legal and ethical issues
4. Qualitative methods in research
5. Quantitative methods in research
6. Research designs
7. Sampling
8. Data collection methods
9. Research rigor

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

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

LoBiondo-Wood, G., Haber, J., Cameron, C., & Singh, M.D. (2013). *Nursing research in Canada: Methods, critical appraisal, and utilization (3rd ed.)*. Toronto, Canada: Mosby/Elsevier.

LoBiondo-Wood, G., Haber, J., Cameron, C., & Singh, M.D. (2013). *Workbook for nursing research in Canada: Methods, critical appraisal, and utilization (3rd ed.)*. Toronto, Canada: Mosby/Elsevier.

Recommended: Melnyk, B. M., & Fineout-Overholt, E. (2015). *Evidence-based practice in nursing & healthcare: A guide to best practice*. Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins.

In addition to the course text, weekly article readings will be identified to reinforce the ends-in-view. The learning activities offer learners the opportunity to strengthen their information literacy skills in consultation with librarians and nurse researchers.

It is also expected that learners will seek out current and relevant journals from peer-reviewed nursing/healthcare literature resources (e.g. CINHAL, Academic Search Premier and the Cochrane Library) to complete assignments. All students are encouraged to make full use of both the collaborative and on-campus resources to meet individual learning needs (e.g. Library, Internet, Writing Center, etc...).

V. EVALUATION PROCESS/GRADING SYSTEM:

A passing grade of 60% is required for all nursing courses. The grade for BSCN 3416 will be based on three (3) methods of evaluation. These will be derived from a midterm test, one written assignment, and a final comprehensive examination.

1. Midterm Test 25% of final grade

The three hour class test will be a combination of multiple choice questions and short-answer questions.

2. Critical Literature Review Paper 30% of final grade

The purpose of this written assignment is to advance learners' foundational understanding of nursing inquiry through a refined and critical examination of reviewed, published nursing evidence relative to a patient-centered topic. Building on existing work in BSCN 3406, this paper demonstrates a transition beyond descriptive summary of nursing knowledge in related to a literature search question to a critical appraisal of research methods across **10 new journal articles**. Adopting a critical approach will involve the application of a critical appraisal framework for the purpose of providing a concise interpretation of the studies' relevance to posed patient-centered question, knowledge structures, methods, limitations, and resultant implications for nursing practice (Table 1). This is a process driven paper and thereby, each section relates to the other.

In simple terms, in accordance with the *Laurentian University School of Nursing Manual of Policies and Regulations*, learners' weave theoretical, methodological, and methods information together in a logical, systematic way to develop a position or tell a research-situated story about a patient-centered phenomenon of significance to nursing. The page limit, excluding title page and references is **5 pages**.

Table 1: BSCN 3416 Paper

Introduction: [clear, concise, specific introduction about a patient-centered phenomenon of current relevancy to nursing; source argument supporting its significance/currency; identification/integration of suitable/current evidence/ concluding statement]	/5
Critique of the literature: [summary of purposes; appraisal and comparison of theoretical, methodological and methods (design/setting/sample/data collection/data analysis/findings; identified limitations)]	/20
Conclusions: In response the posed question of the literature, the 'take home message is ...' Across the reviewed evidence, "the outstanding controversy/debate is ..." As a result of critically appraising this body of evidence, "my new nursing research question is ..." As a result of critically appraising this body of evidence, "my new nursing practice question is ..."	/5
APA formatting and professional writing (up to 10% reduction for APA and up to a 10% reduction for professional paper content and flow) [references in Zotero or an organizational tool of student's choice]	
Total:	/30

3. Final Examination (Date set by Registrar 45% of final grade)

4. 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%	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:

Attendance:

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.

Punctual and regular attendance at the various academic exercises is required of all students. If there are extenuating circumstances bearing upon a student's absence, the instructor should be notified. Absences in excess of 20% may jeopardize receipt of credit for the course.

Assignment Due Date Compliance:

If, for personal reasons you are unexpectedly not able to meet the assignment deadlines, it is your responsibility to contact the course professors prior to the due date. If after speaking with the instructor, the instructor determines the situation has extenuating circumstances beyond the student's control, a one-day short term extension time for the assignment may be negotiated and granted if the student (1) provides the instructor written verification of all work done on the assignment up to that date, and (2) submits all instructor required written documentation regarding the situation as soon as the situation becomes known to that student. **Extensions will not be granted on the day that the assignment is due.** *Note: there will be a deduction of 10% per day associated with all extensions granted unless a medical certificate is submitted with the extension request. Papers not received on the due date at the start of class will earn a "0" mark.

VII. COURSE OUTLINE ADDENDUM:

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