



COURSE OUTLINE: BSCN4002 - RESEARCH II

Prepared: Kay Vallee

Approved: Rebecca Keown - Dean

Course Code: Title	BSCN4002: RESEARCH II
Program Number: Name	3401: HONOURS BSCN 3405: BSCN BRIDGE
Department:	BSCN - NURSING
Academic Year:	2025-2026
Course Description:	In this course, students learn the basics of nursing research and the value of selecting an emergent qualitative methodological approach to investigate areas of nursing inquiry. The intent of the course is to aid students in becoming competent consumers of nursing research by understanding how qualitative research findings can be applied to their nursing practice.
Total Credits:	2
Hours/Week:	2
Total Hours:	24
Prerequisites:	BSCN3100, BSCN3101, BSCN3102, BSCN3110, STAT3150
Corequisites:	There are no co-requisites for this course.
This course is a pre-requisite for:	BSCN4100, BSCN4101, BSCN4110
Vocational Learning Outcomes (VLO's) addressed in this course:	3401 - HONOURS BSCN VLO 1 Meet professional practice requirements as identified in the current Entry-to-Practice Competencies and Professional Standards of the College of Nurses of Ontario. VLO 4 Contribute to the nursing profession and healthcare through the practice of critical inquiry, self-reflection, and a commitment to professional growth through lifelong learning. VLO 7 Utilize available technologies to communicate, educate, and provide appropriate care in a variety of contexts. 3405 - BSCN BRIDGE VLO 1 Meet professional practice requirements as identified in the current Entry-to-Practice Competencies and Professional Standards of the College of Nurses of Ontario. VLO 4 Contribute to the nursing profession and healthcare through the practice of critical inquiry, self-reflection, and a commitment to professional growth through lifelong learning. VLO 7 Utilize available technologies to communicate, educate, and provide appropriate care in a variety of contexts.
Essential Employability Skills (EES) addressed in	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.



this course:	EES 6 Locate, select, organize, and document information using appropriate technology and information systems. EES 7 Analyze, evaluate, and apply relevant information from a variety of sources. EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.										
Course Evaluation:	Passing Grade: 65%, C A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.										
Other Course Evaluation & Assessment Requirements:	Use of AI to generate assignments is considered plagiarism and will receive a grade of 0. CNO ETP: 1.17, 6.7, 7.12, 7.13, 9.7										
Books and Required Resources:	LoBiondo-Wood and Haber’s Nursing Research in Canada: Methods, Critical Appraisal, and Utilization by Singh M.D. Publisher: Elsevier Edition: 5 ISBN: 9780323778985 Publication manual of the American Psychological Association: The Official Guide to APA Style by American Psychological Association Publisher: American Psychological Association Edition: 7 ISBN: 9781433832161 online version at: http://apastyle.org/										
Course Outcomes and Learning Objectives:	<table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>Identify vocabulary terms that are traditionally associated with qualitative research studies.</td> <td>1.1 Generate a list of research terms and definitions. 1.2 Apply research terminology in class and evaluation. 1.3 Discuss philosophical and theoretical foundations of nursing research (e.g. ontology, epistemology, methodology, axiology, paradigms). 1.4 Differentiate between qualitative and quantitative research paradigms. 1.5 Identify and describe the major components of qualitative research reports. 1.6 Construct a critique of a qualitative research report.</td> </tr> <tr> <th>Course Outcome 2</th> <th>Learning Objectives for Course Outcome 2</th> </tr> <tr> <td>Complete the Tri-Council Policy Statement Course on Research Ethics 2022 as a basis for discussion on the important role that ethics plays in all phases of conducting research.</td> <td>2.1 Describe the unique ethical challenges in qualitative research (e.g. maintaining confidentiality, informed consent in evolving interviews, managing emotional risk). 2.2 Identify ethical considerations related to power dynamics and researcher-participant relationships in qualitative research. 2.3 Demonstrate an understanding of reflexivity and its ethical implications for the researcher’s role and potential bias in qualitative studies. 2.4 Apply critiquing criteria to evaluate ethical conduct in a qualitative research report.</td> </tr> <tr> <th>Course Outcome 3</th> <th>Learning Objectives for Course Outcome 3</th> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	Identify vocabulary terms that are traditionally associated with qualitative research studies.	1.1 Generate a list of research terms and definitions. 1.2 Apply research terminology in class and evaluation. 1.3 Discuss philosophical and theoretical foundations of nursing research (e.g. ontology, epistemology, methodology, axiology, paradigms). 1.4 Differentiate between qualitative and quantitative research paradigms. 1.5 Identify and describe the major components of qualitative research reports. 1.6 Construct a critique of a qualitative research report.	Course Outcome 2	Learning Objectives for Course Outcome 2	Complete the Tri-Council Policy Statement Course on Research Ethics 2022 as a basis for discussion on the important role that ethics plays in all phases of conducting research.	2.1 Describe the unique ethical challenges in qualitative research (e.g. maintaining confidentiality, informed consent in evolving interviews, managing emotional risk). 2.2 Identify ethical considerations related to power dynamics and researcher-participant relationships in qualitative research. 2.3 Demonstrate an understanding of reflexivity and its ethical implications for the researcher’s role and potential bias in qualitative studies. 2.4 Apply critiquing criteria to evaluate ethical conduct in a qualitative research report.	Course Outcome 3	Learning Objectives for Course Outcome 3
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Identify unique components for three qualitative research designs frequently used by nursing professionals: phenomenology, ethnography, and grounded theory.	3.1 Define research design. 3.2 Identify the purpose of the research design. 3.3 Identify the processes of phenomenological, grounded theory, and ethnographic research. 3.4 Recognize appropriate use of a variety of research methods and methodologies. 3.5 Apply critiquing criteria to evaluate a report of qualitative research.
Course Outcome 4	Learning Objectives for Course Outcome 4
Identify unique components for three qualitative research approaches associated with social issues and the need to effect change: critical theory, feminist research, and participatory action research.	4.1 Define the foundational principles of critical theory, feminist research, and participatory action research. 4.2 Analyze how critical theory, feminist research, and participatory action research promote social change and challenge traditional power dynamics. 4.3 Identify key methodological practices (e.g. data collection, researcher-participant relationships, reflexivity) unique to each approach. 4.4 Evaluate the suitability of each approach for studying specific types of social issues or marginalized communities.
Course Outcome 5	Learning Objectives for Course Outcome 5
Using a critical thinking decision pathway, correctly select the qualitative research design for the research question posed.	5.1 Explain what it means to be an informed consumer of research. 5.2 Differentiate among conduct of nursing research, research utilization, and evidence-informed practice. 4.3 Identify the links between qualitative research and evidence-informed practice. 4.4 Identify ways in which qualitative findings can be used in evidence-informed practice. 4.5 Discuss the purpose of developing clinical questions and research questions. 4.6 Identify the characteristics of clinical questions and research questions. 4.7 Apply the criteria used for critiquing research questions.
Course Outcome 6	Learning Objectives for Course Outcome 6
Identify the flow of the research process when a qualitative research frame is used.	6.1 Explain the qualitative research process. 6.2 Discuss the purpose of the qualitative research process. 6.3 Associate the components of research reports in relation to the research process. 6.4 Analyze the execution of the research process within a variety of qualitative research reports. 6.5 Explore the role of theory in qualitative nursing research.
Course Outcome 7	Learning Objectives for Course Outcome 7
Compare advantages and disadvantages of sampling strategies for obtaining study subjects in qualitative research studies.	7.1 Define population, sample, sampling, and nonprobability sampling. 7.2 Identify the purpose and types of various qualitative sampling strategies. 7.3 Contrast advantages and disadvantages of various qualitative sampling strategies.



	7.4 Discuss eligibility criteria for sample selection. 7.5 Distinguish the factors that influence the determination of sample size. 7.6 Consider the criteria for critiquing a sampling strategy.
Course Outcome 8	Learning Objectives for Course Outcome 8
Compare advantages and disadvantages of data collection strategies used in qualitative research studies.	8.1 Define the types of data collection methods used in qualitative research. 8.2 List advantages and disadvantages of each data collection method. 8.3 Compare how specific data collection methods contribute to the quality of a study. 8.4 Critically appraise data collection methods used in qualitative research reports.
Course Outcome 9	Learning Objectives for Course Outcome 9
Explore options for data analysis and presentation of findings in qualitative research studies.	9.1 Describe the process of qualitative data analysis. 9.2 Outline the steps common to qualitative data analysis. 9.3 Describe how data are reduced to meaningful units (themes). 9.4 Describe the process of identifying themes and categories and the relationships between them. 9.5 Assess the rigour of data analysis from a study. 9.6 Discuss the components that are included within the findings section of a research report. 9.7 Determine the purpose of including recommendations in a study report. 9.8 Discuss how the strength, quality, and consistency of evidence provided by the findings are related to a study's limitations, transferability, and applicability to practice.
Course Outcome 10	Learning Objectives for Course Outcome 10
Understand stand the important role that QUAL can play simultaneously or sequentially when researchers use a mixed (multi) research methodology.	10.1 Define mixed-methods research methodology. 10.2 Explain the value of mixed-methods research. 10.3 Distinguish between the simultaneous and sequential use of qualitative methods in mixed-methods research. 10.4 Discuss the critical appraisal of mixed-methods research.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Clinical Inquiry Journal	25%
Concept Map Assignment	20%
Final Test	25%
Midterm Test	20%
Weekly Application Activities	10%

Date:

August 14, 2025



Addendum:

Please refer to the course outline addendum on the Learning Management System for further information.

