

I. COURSE DESCRIPTION:

In this theory-based course, learners discover ways to transform personal inquisitiveness into a process of posing, exploring, and answering researchable questions. Using both quantitative and qualitative analysis, learners experience ways to critically examine the research process. PREREQ: NURS 3056, NURS 3406.

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 NURS 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.

NURS 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.

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. CINAHL, 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 NURS 3416 will be based on three (3) methods of evaluation. These will be derived from 1 midterm test, one written assignment, and one final examination.

1. Class Test

February 9, 2015

25%

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

2. Critical Literature Review

April 2, 2015

30%

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 N3406, 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** reports. 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.

3. Final Examination (set by Registrar)

45%

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%	
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:

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. Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

4. 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. Visit Room E1101 or call Extension 2703 so that support services 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 and the Laurentian University Academic Calendar Policy. 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.

7. Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November (fall semester courses), first week of March (winter semester courses) or first week of June (summer semester courses) will be removed from the provisions contained in the addendum located on the portal form part of this

course outline, placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

8. **Student Portal:**

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

9. **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.