

I. COURSE DESCRIPTION:

Building on skills acquired in NURS 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 nursing proposal.
5. Compare and contrast the various research methods in relation to 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, comprehensive nursing proposal.
9. Recognize research utilization strategies as 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 topic or issue. Research praxis culminates in a nursing research proposal.

Course Co-requisites

Only students enrolled in or who have successfully completed the Senate approved requirements are eligible to register in NURS 4416.

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**

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

APA Guide at the Online Writing Lab at Purdue University which is available at: <http://owl.english.purdue.edu/owl/section/2/10/>

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 learners' conceptualization and development of their study proposal, the following combination of resources is available:

1. A student-lead 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) in the previous 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 problem. Academic librarians play a critical role as information experts. To refine learners' initial evidence collection of reports, librarian guided search strategies, increased awareness of resources, and information management are invaluable resources. Learners are invited to a session about systematic searching and retrieving research reports at the beginning of the course. Further, the librarian will review Refworks, a requirement of all written submissions at this site's offering of N4416.
4. Class times will be set for small group conversations about evolving research proposals.

V. EVALUATION PROCESS/GRADING SYSTEM:

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

Date Due	Value	Evaluation Component
September 30, 2014	10%	Background and Study Purpose Paper
November 11 & 18, 2014	30%	Academic Presentation
December 2, 2014	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%	
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. 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 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. 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. 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 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.