

I. COURSE DESCRIPTION:

Building on skills acquired in Nursing Inquiry, Professional Growth I - V and Nursing Research I, the emphasis of this course will be to enhance nurses' ability to work as scholars. Through praxis, learners will experience ways to critically examine relevant nursing knowledge and explore ways to generate new nursing knowledge. Learners will explore the relationships among knowledge, theory, research and practice. Learners will extend their understanding of the links among knowledge, theory, research, and practice. The goals are that learners will become more cognizant of the process of research inquiry and its contribution to nursing. Hence, learners are expected to critically examine research in terms of its scientific merit, to view individual studies in a particular body

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

The learner will:

1. Understand the process of research inquiry.
2. Examine various scientific, ethical, political, and economic issues that affect the conduction of research.
3. Demonstrate beginning proficiency in applying the research process to a clinical problem.
4. Become familiar with a nursing research issue particular to learner's practice.
5. Demonstrate beginning competence in examining the ethical and scientific considerations involved in the development of a research proposal.
6. Facilitate evidence-based practice through

III. TOPICS:

1. Nurses' work and research
2. Epistemology/ontology
3. Knowledge generation
4. Ethics
5. Rigor
6. Research utilization
7. Research dissemination
8. Evidence-based practice

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Required Texts

LoBiondo-Wood, G., & Haber, J. (2005). *Nursing research in Canada: Methods, critical appraisal, and utilization*. Toronto, ON: Elsevier MOSBY.

Munro, B. H. (2001). *Statistical methods for health care research*. Philadelphia, PA: Lippincott

Some Textbooks Available in the Sault College Library

Loiselle, C., Profetto-McGrath, J., Polit, D., Beck, C., & Hungler, B. (2004). *Canadian Essentials of nursing research: Methods, appraisal, and utilization*. Philadelphia: Lippincott.

Streubert Speziale, H. & Carpenter, D. (2003). *Qualitative research in nursing: Advancing the humanistic imperative*. Philadelphia: Lippincott.

Wood, M.J., & Ross-Kerr, J.C. (2006) *Basic steps in planning nursing research: From question to proposal* (6th ed.). Toronto, ON: Jones and Bartlett Publishers. **(This book will be placed on the reserve shelf)**

V. ATTENDANCE

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 course professor should be notified. Absences in excess of 20% may jeopardize receipt of credit for the course.

The course is delivered in a blended format. Your learning is enhanced by online bulletin discussions combined with classroom discussions in seminar format and presentations.

VI. EVALUATION PROCESS/GRADING SYSTEM:

A passing grade of 60% is required for all nursing courses. The grade for NURS 4415 will be based on the following methods of evaluation.

1. WebCT /LMS	
Marked Posting #1	10%
Marked Posting #2	20%
2. Research Proposal	
Presentation	20%
Paper	50%

WebCT/LMS Bulletin Board Postings

The bulletin board is available to students for postings at anytime throughout the delivery of the course. It provides an opportunity for students to learn from each other and to post critical thinking ideas and questions, but please note that there are designated weeks when individual student postings are required. Students (not faculty) are responsible for facilitating discussions of topics relevant to nursing research. By way of a reminder, the rules of professionalism apply to the online discussions as in the classroom.

Students are expected to post a total of five postings during the course. The first posting is focused on research ethics. The other four postings are to address the following elements in turn:

- 1) Significance and relevance of a specific research topic
- 2) Present the research purpose and research question to be addressed in the research proposal
- 3) Describe the process of analysis to be used in the proposed research
- 4) Present a dissemination strategy based on one of the established models

The purpose of the WebCT/LMS assignments is to help enhance your ability to read and integrate nursing knowledge into your professional practice. These assignments will also help you in the development of your research proposal assignment. Your posting must be no longer than 300 words. Each topic area has relevant theoretical underpinnings. The posting must be referenced from the literature and demonstrate your understanding of the theoretical content. Elements (1) or (2) are to be the focus of the first marked posting. Elements (3) or (4) are to be the focus of the second marked posting. The topic chosen must be related to your specific clinical practice.

***Students are expected to post consistently. If you do not post as outlined in the course schedule, your grade for the WebCT/LMS postings will be reduced to a possible 15%.**

Research Proposal Presentation/Dissemination

Students will be divided into groups of two or three to work on a research proposal for class presentations. Each group will be required to give a 15 minute presentation of their proposal using PowerPoint or another computer program. The major focus of the presentation is the proposed dissemination strategy.

Research Paper

Prepare a research proposal based on an issue/problem you have identified in NURS 3406/3416 or in your current practice placement and as supported by the literature. Be sure to include all the elements required as if the proposal was being submitted for funding. In addition address the ethical issues related to the proposed research.

One hard copy of each assignment must be submitted – this includes the two marked postings and the research paper, Further information about the procedure for submission of assignments electronically can be found in the course syllabus.

The school policy on written assignments, as described in the Student Manual, applies to **all** assignments. APA format is required unless specifically stated otherwise. Students may lose up to 10% of the total possible marks for poor form and writing style. It is expected that students who have experienced difficulties with writing competency in past courses will seek writing assistance before submission of assignments.

For all assignments: Those not submitted by the due date and time will not be accepted. *If, for personal reasons, you are not able to meet the deadlines, it is your responsibility to contact the course professors prior to the due date.* If an extension is granted, you are required to document your situation and request in writing, and submit this request to the course professors within two days of the original request. **Extensions will not be granted on the day that the assignment is due.** There will be a 10% daily deduction associated with all extensions unless a medical certificate is submitted with the request.

The following semester grades will be assigned to students in post-secondary courses:

<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.

NOTE:

For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

All NURS courses require 60% for a passing grade.

All science courses, including BIOL2105, BIOL2111, CHMI2220 and elective courses require 50% for a passing grade.

VII. SPECIAL NOTES:Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

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 post-secondary institutions.

Communication:

The College considers **WebCT/LMS** 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 the **Learning Management System** communication tool.

Plagiarism:

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.

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.

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

VIII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

IX. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.