

I. COURSE DESCRIPTION:

In this course various modes of nursing inquiry will be addressed. Some of these include scientific, empirical, philosophical and historical modes. Relationships between practice, theory, and research will be explored. Past and present contributions to nursing knowledge will be discussed.

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

The purpose of this course is to provide the student with an opportunity to further explore the process of inquiry in nursing. The focus in this course is on the profession of nursing and knowledge development within the profession. Through readings, students will have the opportunity to critically examine how nurses “know” and the process of inquiry in nursing. Students will also have the opportunity to explore their own processes of knowing and engage in the development of the knowledge in nursing.

Process

Praxis is the underlying process that will be used in the course. Critical reflection on self, values, ways of knowing, experience, context, and theory will be integrated. The intent is that students engage in the interactive process with the nursing literature and their own practice. Preparation, discussion, learning activities, and written exercises will be used.

III. TOPICS:

1. The nature of knowledge/ontology
2. Ways of knowing/epistemology
3. Literature review preparation
4. Conceptual thinking
5. Nursing paradigms, models, and theories
6. Praxis

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Suggested electronically available journal articles will be provided with each learning activity. The student is responsible to download and/or print the articles for their individual use.

V. EVALUATION PROCESS/GRADING SYSTEM:

A passing grade of 60% is required for all nursing courses. The grade for NURS 3406 will be based on the following methods of evaluation as described below.

Course Evaluation

1. Marked Postings

(Marks: 5% (posting 1) and 15% (posting 2) = 20%)

Two (2) postings of four required from the Posting section of the Learning Activities will be submitted for grading. The topics for the postings occur at the end of each unit. Each posting must reflect the essence of the topic and is to be no longer than 300 words. The marked postings are not informal discussion. They need to be a learned, succinct, and referenced work which illustrates the reflection which you have engaged in with the literature, your own experience and the assigned topic.

Due Dates for graded postings:

First Graded Posting due – Week 4: 5%

Second Graded Posting due – Week 11: 15%

2. Descriptive Literature Review

(Marks: 50%)

Complete a descriptive literature review on a minimum of **15** articles around a topic that is relevant to your nursing practice. The review must describe knowledge related to your selected topic from refereed nursing research and theoretical journals. The paper should include an introduction that outlines the significance of the topic to nursing and the intention of the review; a review of appropriate literature; a summary of your review, and an outline of the researchers identified gaps in the knowledge. The body of the paper is to be no more than 5 type written pages plus a reference list.

Due Date: Week 13

3. Final Exam

(Marks: 30%)

The final exam will be held in the University exam period. The questions will consist of 5 questions. Four of these questions will be from the postings.

The school policy on written assignments applies to all written assignments. APA (6th ed.) format is required. Students may lose up to 10% of the total possible mark 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 the formal paper.

One hard copy of each assignment must be submitted; hard copies of assignments submitted after the due date and time will not be accepted. *If, for personal reasons, you are not able to meet the deadline, it is your responsibility to contact the course professor 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 professor 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 final exam will be held in the University exam period.

Additional Information for Assignments:**1. Postings**

Each of the learning activities has associated online D2L discussion questions. It is a requirement of the course that students post responses to these questions. These responses are meant to focus learners on some of the integral elements of discussion from each week's Learning Activity. The posted responses will be the starting point for further discussion. They need to be a thoughtful, succinct (maximum of 300 words) and critical discussion of each week's Learning Activity content. They should be a representation of the student's beginning understanding of the course content.

They will not be marked or corrected by the course professor but are meant to be a *class discussion* of the knowledge associated with the week's Learning Activity. Students are encouraged to read and respond to other student's postings to enhance their own understanding of each week's Learning Activity. These postings, combined with the in class discussion of the knowledge associated with each Learning Activity, will serve as a foundation for the overall understanding of nursing knowledge and inquiry and the student's ability to critically examine, discuss and apply this essential course content. Referencing is required. **Failure to meet the posting requirements for the course will result in the loss of 50% of the posting assignment mark.**

2. Descriptive Literature Review**Purpose**

The purpose of this assignment is to develop a foundational understanding of nursing inquiry through the development of a limited descriptive review of nursing research on a topic of your choice. Elements of the literature will relate directly to the topic to be covered in each of the weekly classes and postings. This task will require a systematically evaluate and synthesis of *a minimum of fifteen (15)* research articles related to your topic.

Process (see attached Table)

Remember you are writing a *limited descriptive* literature review. This means the focus of the review is to describe not critique the nursing research literature you chose for your review. It is important to remember that you must be able to describe something before you can critique it. Be sure to choose a topic area where there is available **NURSING RESEARCH** literature.

The literature review should be divided into 4 major sections.

- 1) Introduction:** In the introduction address the significance of the problem or topic that you are examining (i.e., care of individuals with heart failure) and the relevance of this topic area to the work of nurses. Read the first couple of paragraphs of all the research articles that you are reviewing. Every author, without exception will begin their paper with an introduction that will both identify the significance of their area of research and the relevance of their work to nursing practice. From this you will learn something about their ontological, epistemological and conceptual/theoretical frames. Model your introduction on their work. You should use this section of these papers to obtain the information related to both significance and relevance. Remember to reference the ideas that you use in your paper.

- 2) **Description of the Literature:** This section forms the major portion of your literature review. Review the articles that you have identified in your library search and sort them into categories. These categories can be related to ontological, epistemological, conceptual and/or theoretical frames.

For example you may initially sort them according to either the specific kinds of research that were done (answering an ontological question - quantitative or qualitative studies), samples that were used (answering an epistemological question - patients, families, care providers), and/or findings (conceptual/theoretical realities). The table provided below will help you to review the literature and begin to see patterns in the kinds of nursing research that have been done on a specific topic that you are interested in. Read the literature/background section of the articles that you are reviewing as well as the literature reviews that have been done on your topic to see how others have organized their review of the literature.

The descriptive areas you need to address when examining the actual research reports include the following:

- a) Who did the research? This identifies the researcher or researchers whose work you are reviewing. For example:
 - A number of researchers (Allen & Jones, 1998; Carter & Smith, 2000; etc.)...
 - b) What these researchers did. This section specifically addresses the research designs. For example:
 - "...using descriptive, non-experimental designs" or "using a variety of research approaches including both non-experimental descriptive and experimental designs"
 - "...using qualitative research approaches such as grounded theory and phenomenology..."
 - c) With whom. This section needs to address both the demographics/characteristics of the sample and the size of the sample. For example:
 - "...examined the relationship between physical restraint use and patient injury. The convenient samples ranged in size from 100 to 300 participants..."
 - d) Findings. Describe the major findings from the studies in each section of the paper. When you are grouping authors'/nurse-researchers' work together, it is important that you reference the findings that are common across the studies. For example:
 - "Three major themes were identified across the studies. These included..."
 - "A number of the researchers reported/suggested/identified that..."
- 3) **Summary:** In a paragraph, summarize the literature that you have reviewed including information on the kinds of research that has been done, with whom, and the major findings. Use the table you have created to synthesize your summary (include references).
- 4) **Conclusion:** Conclude with a paragraph indicating the recommendations for future research identified by the researchers. For example:
 - "A number of researchers (references) contend that future research is required. For example, several authors suggest that ..." (include appropriate references).

Table: Summary of Studies

Author/Date	Topic /Focus /Question	Paradigm/Method	Setting/Sample	Findings	Future Research
Bailey, Mossey & Colella (2004)	Nurses & dyspnea	<ul style="list-style-type: none"> ▪ Focused Ethnography ▪ Interviews 	<ul style="list-style-type: none"> ▪ Northern Ontario ▪ N= 10 ▪ patient/family/nurse units 	<ul style="list-style-type: none"> ▪ ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪ ▪
Gift (1990)	Dyspnea and clients	<ul style="list-style-type: none"> ▪ Descriptive non-experimental ▪ Survey design 	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪

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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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:

Midterm grades are provided in theory courses and clinical rotations. Students must be aware that the midterm grade is an interim grade and is subject to change.

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.

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:

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