



**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. In addition, 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 interpret evidence in a particular body of nursing knowledge, and, finally, to discuss implications for nursing.

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

The learner will:

1. Read research reports.
2. Update and as necessary, refine previous literature review (from 3416).
3. Critique the significance of research purposes and conceptual frameworks in published studies.
4. Identify research topic, problem and purpose specific to topic of inquiry.
5. Compare and contrast research approaches in published studies.
6. Identify research methods of published studies to formulate proposal.
7. Examine ethics in nursing research with human subjects.
8. Prepare a written research proposal inclusive of the steps of the research process.
9. Identify a research dissemination strategy congruent with topic of inquiry.
10. Participate in research utilization to promote an evidence-based practice.

**Process**

This course continues to uphold the praxis model of delivery as demonstrated in the Year III research courses. Learning research is inseparable from doing research. By active engagement in praxis, learners will develop a critical understanding of the research process specific to their topical foci. The course is delivered in a blended format. Your learning is enhanced by online bulletin discussion combined with classroom discussions in seminar format and presentations.

### **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
3. Knowledge generation
4. Ethics
5. Rigor
6. Research dissemination
7. Research utilization
8. Evidence-based practice

### **IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

#### **Resources for Learning**

During learners' conceptualization and development of their study proposal, they will need to access a diverse range of academic resources. Learners will determine how they will use the following available resources.

1. A course discussion board is available for learners to exchange nursing knowledge throughout the delivery of the course. As learners formulate their projects, a knowledge posting demonstrates how learners use theoretical and evidence in relation to their topical focus. The postings will demonstrate that no two proposals are exactly alike. Even when learners share like interests, each proposal's theoretical orientation, research questions, participants, and methods will 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) recommended in the previous nursing research courses:

**Required Texts**

LoBiondo-Wood, G., & Haber, J. (2009). *Nursing research in Canada: Methods and critical appraisal for evidence-based practice* (2<sup>nd</sup> Canadian ed.). Toronto, ON: Elsevier Mosby.

Loiselle, C.G., & Profetto-McGrath, J. (2011). *Canadian essentials of nursing research*. Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkin.

3. The quality of any research project depends in part the discovery and integration of retrieved relevant evidence in the specific area of inquiry. Academic librarians play a critical role as information experts. To extend a learner's initial evidence source, their knowledge of search strategies and sources, and information management is invaluable. Learners will be invited to a session about systematic searching and retrieving research reports.
4. Learners, individually or as a member of small group sharing similar interests, are welcome to attend a scheduled meeting to discuss evolving research plans. The specific dates/times will be set in consultation with learners at the beginning of the term. Please note that the professor will not be available to meet with students 7 days before the submission of any graded assignment in this course.

**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.

Graded Posting	10%
Group-based Presentation	30%
Research proposal	60%

One hard copy of each assignment must be submitted; assignments must also be posted on SafeAssign.

The school policy on written assignments, as described in the Student Handbook, 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: Hard copies not submitted by the due date and time will not be accepted; assignments submitted late to SafeAssign will be penalized at a rate of 10% per day. *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:

<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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified 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.