

I. COURSE DESCRIPTION:

This course focuses on introduction to the foundations of nursing knowledge including philosophical, theoretical, and scientific underpinnings. Opportunities are provided to describe inter-relationships between theory and research grounded in clinical practice. Learning experiences require integration of prior and new learning.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Ends in View

The purpose of the nursing inquiry course is to provide the student with an opportunity to further explore the process of inquiry in nursing. The focus of this course is on the profession of nursing and knowledge development for the profession. Through readings, the student will have an 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 to engage as an active participant in the development of the growing body of 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 an interactive process with the nursing literature and their own practice. Preparation, discussion, learning activities, and written exercises will be used. All students are expected to be **active participants** in the course. Evaluation of this is determined by attending and actively participating in scheduled classes, and providing ongoing and timely contributions within an on-line learning environment.

III. TOPICS:

1. Importance of research
2. Underpinnings for nursing research
3. Ontology
4. Epistemology
5. Conceptual development
6. Theory
7. Literature review
8. Praxis

IV. REQUIRED LEARNING RESOURCES:

1. **Required Resources:** (These two texts were used in previous courses in our nursing program).

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

Davis, B., & Logan, J. (2012). *Reading research: A user friendly guide for health professionals* (5th ed.). Toronto, ON: Elsevier Mosby.

NEW Textbook Purchase: (will be used in BSCN 3406, 3416, and 4416)

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.

PLUS the associated Student Study Guide bundled with the campus bookstore purchase of this text.

2. Every student in the BScN nursing program is responsible for the information provided in the **updated Student Nurses Handbook**. Your success in the program requires that you be informed of current policies on research associated topics (written work, academic integrity, etc...).
3. To manage the identified research citations, it is required that students utilize the Zotero software program to assist with the storage, organization, and citation formation of searched research articles.
4. You may also want to consider and bookmark two internationally respected on-line writing resources:
 - a.) writing lab/nursing resources at Purdue Owl from Purdue University (US) <https://owl.english.purdue.edu/owl/resource/922/03/>
 - b.) writing resources at Manchester Academic Phrasebank from the University of Manchester (UK) <http://www.phrasebank.manchester.ac.uk/>

V. EVALUATION OF STUDENT LEARNING:

1. **Patient-Focused Nursing Practice Inquiry [25% of final grade].**

This purpose of this activity is to integrate newly introduced research terminology with a student-identified, **contemporary** patient-focused nursing search topic of interest. This paper has a maximum word count of 1000 words excluding title and references. The structure of the activity is a written response to each of the prompts outlined in Table 1 put in narrative writing format. Both hard copy and electronic version of this assignment are due on **September 26, 2016**. The hard copy of your paper and research articles must be submitted in a 3-hole binder at the start of class.

Table 1: First graded assignment

Topic Prompt	Marks
In brief, my nursing search topic of interest is ...	2
Prior to conducting a preliminary search of the academic literature, my understanding of this topic was..., with my understanding particularly shaped by ...	3
This topic's significance/importance to nursing is ...This position of significance is supported by a recent publication (post 2011) written by author(s).... who note its importance because...	4
In my preliminary search of the academic literature, I identified two recently published primary research articles(post-2011) using the search terms ...I chose these two articles for this assignment based on the following three reasons...	4
The identified purpose of the first article is.... The identified purpose of the second article is ...	2
Having read the two articles, my original understanding of the topic is supported or contradict my original thoughts on this topic given that ...	4
The epistemological, ontological, and conceptual/theoretical approaches revealed in the articles are ...I know this because....	6
Format: If either (a) APA format and/or (b) professional writing guidelines are not met, there will be up to a 10% mark deduction for each component.	
Total Marks Possible	25

2. Short paper [35% of final grade].

This assignment focuses on the outcome of students' information search processes in relation to their patient-centered nursing practice topic (Table 2). This five-page paper APA formatted paper (excluding title and reference pages, includes both narrated and tabulated text. Information from 10 primary research studies, a collection of evidence from both primary inquiry paradigms, is extracted in accordance with the seven column headings provided. This representation, in turn, supports: (1) a concisely worded summarization regarding what is reported about the topic of inquiry; and (2) the construction of the student's evolving nursing problem necessitating further research. The proposed due date for this second assignment is **Nov. 7th** when both electronic copy and hard copy will be submitted. The hard copy of the paper and articles will be submitted at the start of class in the same 3-hole binder used in assignment one.

Table 2: Second graded assignment

Activity	Marks
Background of literature search particular to a patient-centered nursing practice topic [concisely worded, refined, clearly stated question guiding search of evidence; sound rational for search; search terms; data sources; inclusion/exclusion criteria]	5
Charted evidence is the tabulation of 10 empirical reports [author(s); year post-2006 unless a seminal source; locale; stated purpose; theoretical/conceptual definition of key terms; source of knowledge hierarchy; paradigm]	20
Summary of included literature describes what is already known about the topic and explains trends found within the data collected	30
Conclusion includes an concisely worded explanation of the specific nursing research problem needing investigation to inform nursing practice	15
Format: If (a) APA and/or (b) professional writing guidelines are not met, there will be up to a 10% mark deduction for each component.	
Total Possible Marks	70

3. Final exam [40% of final grade].

This exam is scheduled by the Registrar's office during the examination period. The questions, mostly short answers, will be based on the major topics of this course, ontology, epistemology, conceptual thinking, paradigms, models, and praxis.

4. Late assignments are strongly discouraged.

Activities in this course build one to the next in efforts to develop a strong foundation over time for this and your future research classes. Extensions for assignments must be provided in writing and are only granted for extenuating circumstances. Late assignments will be deducted 10% per day of the total mark up to five days. After five days, the assignment will not be accepted.

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:

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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 learner's lateness/absence, the instructor should be notified by any means such as in person, voice mail, or **D2L email (preferred)**. Please note the section on LU policy about attendance/absence on p. 35-38 of your Sault College Nursing Student Handbook.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.