

I. COURSE DESCRIPTION:

In this theory-based course, learners discover ways to transform personal inquisitiveness into a process of posing, exploring, and answering researchable questions. Using both quantitative and qualitative analysis, learners experience ways to critically examine the research process.

PREREQ: NURS 3056, NURS 3406.

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

This course will provide an opportunity for learners to enhance their ability to make connections between nursing practice, theory, and research. Learners will acquire knowledge about a range of research techniques and methods associated with the positivist and natural (constructivist) paradigms. Learners will participate as research consumers through reading and reviewing nursing research studies and engaging in learning activities to develop skills for critically examining the research process and products.

Learning Process

The aim of NURS 3416 is to further develop learners' research praxis through increased knowledge and involvement in research processes. At this stage, the learner takes the role of research consumer to build his/her reading and crucial appraisal abilities specific to research knowledge and published evidence. Through the examination of research reports, learners will gain an understanding of quantitative and quantitative research approaches used to generate and evaluate knowledge for nursing. The learning activities will address concepts such as ontology, epistemology, research activities associated with two dominant inquiry paradigms, development of a literature review, and research methods. It is recommended that learners prepare for class to optimize their engagement in classroom activities and discussions.

NURS 3416 assignments and processes are in accordance with the policies outlined in the *Sault College School of Nursing Student Manual* and those contained in the current *Laurentian University Calendar*. Please refer to these sources for more detailed information regarding the policies pertaining to class attendance, written extensions for assignments, lateness of assignments, academic dishonesty, and confidentiality according to the Privacy Act.

III. TOPICS:

1. Introduction to nursing research
2. Appraising the literature & developing research questions
3. Research: Legal and ethical issues
4. Qualitative methods in research
5. Quantitative methods in research
6. Research designs
7. Sampling
8. Data collection methods
9. Research rigor

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

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

LoBiondo-Wood, G., Haber, J., Cameron, C., & Singh, M.D. (2013). *Nursing research in Canada: Methods, critical appraisal, and utilization (3rd ed.)*. Toronto, Canada: Mosby/Elsevier.

LoBiondo-Wood, G., Haber, J., Cameron, C., & Singh, M.D. (2013). *Workbook for nursing research in Canada: Methods, critical appraisal, and utilization (3rd ed.)*. Toronto, Canada: Mosby/Elsevier.

In addition to the course texts, it is expected that student will outline weekly readings to optimize the quality and relevancy of the evidence for practice.

It is also expected that learners will seek out current and relevant journals from peer-reviewed nursing/healthcare literature resources (e.g. CINAHL, Academic Search Premier and the Cochrane Library) to complete assignments. In addition, all students are encouraged to make full use of both the collaborative and on-campus resources to meet individual learning needs (e.g. Library, Internet, Writing Center, etc...).

V. EVALUATION PROCESS/GRADING SYSTEM:

A passing grade of 60% is required for all nursing courses. The grade for NURS 3416 will be based on three (3) methods of evaluation. These will be derived from two (2) tests, one written assignment, and one final examination.

1. Class Tests

January 30, 2014 20%

March 6, 2014 20%

The three hour class tests will be a combination of multiple choice questions, short answer and/or calculation questions.

2. Critical Literature Review

March 27, 2014 30%

The purpose of this written assignment is to advance learners' foundational understanding of nursing inquiry through a refined and critical examination of reviewed, published evidence specific to a nursing topic. Building on existing work, this paper demonstrates a transition beyond mere description of elements within individual identified research reports to analysis of elements across **15** research reports in a critical way. Adopting a critical approach will involve the summation and interpretation of key research elements across the **15** research reports for the purpose of concisely articulating a topic's importance, its knowledge structure, organization, contradictions, and existing gaps for nursing practice. In simple terms, in accordance with the *Laurentian University School of Nursing Student Manual*, learners' weave theoretical, methodological and methods information together in a logical, systematic way to develop an argument or tell a research-situated story about a nursing phenomenon.

3. Final Examination (set by Registrar) 30%

4. 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% | 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. |

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.

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

Assignment Due Date Compliance:

If, for personal reasons you are unexpectedly not able to meet the assignment deadlines, it is your responsibility to contact the course professors prior to the due date. If after speaking with the instructor, the instructor determines the situation has extenuating circumstances beyond the student's control, a one-day short term extension time for the assignment may be negotiated and granted if the student (1) provides the instructor written verification of all work done on the assignment up to that date, and (2) submits all instructor required written documentation regarding the situation as soon as the situation becomes known to that student. **Extensions will not be granted on the day that the assignment is due.** *Note: there will be a deduction of 10% per day associated with all extensions granted unless a medical certificate is submitted with the extension request. Papers not received on the due date at the start of class will earn a "0" mark.

Tentative Course Overview

| Weeks | Date | Activity |
|--|---------------------------------------|---|
| 1 | Jan.9 | Introduction to Nursing Research Learning Activity 1: Introduction to quantitative and qualitative research |
| 2 | Jan. 16 | Generation of Nursing Knowledge Learning Activity 2: Nursing research designs Learning Activity 3: Sources of data |
| 3 | Jan. 23 | Learning Activity 4: Sampling and descriptive statistical analysis |
| 4 | Jan. 30 | Class Test #1 |
| 5 | Feb. 6 | Qualitative Methods Learning Activity 5: Introduction to qualitative methods |
| 6 | Feb 13 | Learning Activity 6: Introduction to qualitative analysis |
| 7 | Winter study week | |
| 8 | Feb. 27 | Quality in Research Learning Activity 7: Quality |
| 9 | Mar. 6 | Class Test #2 |
| 10 – 13 | Mar. 13 until the end of the semester | Statistics Learning Activity 8: Descriptive statistics: Organizing, displaying and describing Data Learning Activity 9: Probability Course Review Submission of Critical Literature Review |
| Final NURS 3416 examination scheduled by Registrar | | |

VII. COURSE OUTLINE ADDENDUM:

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