

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Nursing Inquiry

CODE NO. : NURS3406

SEMESTER: 5

PROGRAM: Collaborative BScN Program

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DATE: Sept. 2014 **PREVIOUS OUTLINE DATED:** Sept/12

APPROVED: *“Marilyn King”* *Aug. 22, 2014*

CHAIR, HEALTH PROGRAMS

DATE

TOTAL CREDITS: 3

PREREQUISITE(S)

COREQUISITE(S): *Students enrolled in (or who have successfully completed) NURS 3056 & NURS 3084 are eligible to take NURS 3406.*

HOURS/WEEK: 3

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Course Co-requisites**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 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 of the profession. Through readings, the student 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 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 ongoing and timely contributions within the on-line learning environment.

III. TOPICS:**NURS 3406 - FALL SCHEDULE 2014**

Week	Activity
Week 1 Sept 9 th	Introduction to the Course Learning Activity 1: Ontology
Week 2 Sept 16 th	Learning Activity 1: Ontology
Week 3 Sept 23 rd	Learning Activity 2 Epistemology
Week 4 Sept 30 th	Learning Activity 2 Epistemology
Week 5 Oct 7 th	Literature Review Preparation
Week 6 Oct 14 th	Thanksgiving – no class, no office hours Monday
Week 7 Oct 21	Reading Week Office Monday

Week 8 Oct 28	Learning Activity 3 Conceptual Thinking
Week 9 Nov 4	Learning Activity 3 Conceptual Thinking
Week 10 Nov 11	Learning Activity 4 Theory
Week 11 Nov 18	Learning Activity 4 Theory
Week 12 Nov 25	Learning Activity 5 Praxis
Week 13 Dec 2	Praxis Review / celebration of learning

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Required Resources

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

Every student in the BScN nursing program is responsible for the information provided in the updated Student Handbook of 2014. Your success in the program requires that you be informed of current policies. Late assignments are strongly discouraged. Extensions for assignments are typically 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.

Each of the learning activities has associated online D2L discussion questions. Students are required to participate in the post dialogue of these questions on D2L. The discussion will enhance the in-class discussion of the knowledge associated with each week's Learning Activity. Students are encouraged to read and respond to other student's postings to enhance their own understanding of the major course concepts as presented in the identified nursing literature. Weekly postings are to be a maximum of 300 words and referencing is required but not included in the word count.

Although students are typically required to complete the modules in year one, an information literacy refresher will refine effective search strategies. Modules of particular relevance include: known item searching; designing a focused search plan inclusive of appropriate databases; get it @laurentian; write-an-cite; and academic integrity. To manage the identified citations, it is required that students complete the RefWorks Tutorial at the beginning of the course. This program assists with the storage, organization and citation formation of reports. The references for the second assignment must be produced from RefWorks.

APA Manual (6th edition) OR online version at: <http://apastyle.org/>

APA Guide at the Online Writing Lab at Purdue University which is available at: <http://owl.english.purdue.edu/owl/section/2/10/>

V. EVALUATION PROCESS/GRADING SYSTEM:

Course Evaluation

1. **Structured posting** [25%]. This purpose of this posting is to integrate newly introduced research terminology with a student-identified, **contemporary** patient-focused search topic of interest. This posting has a maximum word count of 1000 words excluding title and references. The structure of the posting is a written response to each of the prompts outlined in Table 1. The hard and electronic version of this posting is due on **Sept. 29** in class.

2. **Short paper** [35%]. This assignment focuses on the outcome of students' information search processes in relation to their patient-centered topic (Table 2). This five page paper, with the exception of title page and references, includes both narrated and tabulated text. Information from 10 research studies, a collection of evidence from each inquiry paradigm, is extracted in accordance with the seven column headings. This representation, in turn, supports: (1) a concisely worded summarization regarding what is known about the topic of inquiry; and (2) the construction of the nursing problem necessitating further research. The proposed due date for this second assignment is **Nov. 10**.

3. **Final exam** [40%]. This exam is scheduled by the Registrar's office during the examination period. The questions, mostly short answers, will be based on the five major topics of this course, ontology, epistemology, conceptual thinking, paradigms, models and praxis.

*****Note: All assignments will be subject to the Laurentian University - School of Nursing marking policy***

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:

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 is **required** of all students. If there are extenuating circumstances bearing upon a learner's absence, the instructor should be notified by any means such as in person, voice mail or D2L email (preferred). Absences in excess of 20% of the course time may jeopardize receipt of credit for the course as noted in the *Laurentian University Academic Regulations* and as documented in the *Sault College Handbook*. Credits can be forfeited if a student misses over 20% of classes (5 classes throughout the year). If attendance sheets are used for course attendance records, failure to sign the attendance sheet will be considered "absent". Signing in for another student or asking another student to sign in for you will be treated as academic dishonesty.

VII. COURSE OUTLINE ADDENDUM:

1. 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.

2. 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 postsecondary institutions.

3. Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

4. Accessibility Services:

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

5. Communication:

The College considers *Desire2Learn (D2L)* 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 this Learning Management System (LMS) communication tool.

6. Academic Dishonesty:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct* and the *Laurentian University Academic Calendar Policy*. 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.

7. Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November (fall semester courses), first week of March (winter semester courses) or first week of June (summer semester courses) will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

8. Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

9. Recording Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.