



Nursing 2250A

Understanding and Using Research

Summer 2024

Distance Studies

(Asynchronous)

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Land Acknowledgement

I acknowledge that Western University is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay-wuk) and Attawandaron (Add-a-won-da-run) peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. With this, I respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. I acknowledge historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada, and accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.

N2250A Understanding and Using Research

Course Description:

In this course, students will become knowledgeable consumers and users of research. Through a consideration of ways of knowing and questioning related to nursing research, students will explore basic strategies for identifying knowledge gaps through critical appraisal of research. Research roles and methods pertinent to nursing will be emphasized.

Expanded Description:

This course is designed to be an introduction to nursing research. The main goal of the course is to prepare baccalaureate level nurses to be knowledgeable consumers to engage in nursing practice based on evidence. “A consumer of research actively uses and applies research. To be a knowledgeable consumer, you must have knowledge about the relevant subject matter, the ability to discriminate and to evaluate information logically, and the ability to apply the knowledge gained, uses and applies research in an active manner” (LoBiondo-Wood, Haber, Cameron, & Singh, 2013, p. 8). Along with becoming a knowledgeable consumer of research, students will have the opportunity to explore and discuss various types of quantitative and qualitative research evidence and develop critical appraisal skills to determine what types of evidence are appropriate for translation into professional practice. Finally, students will have the opportunity to examine how research evidence can be useful in generating new research ideas, facilitating clinical decision making, and informing health policy.

Major Concepts in the course:

1. Ways of knowing and introduction to the research process
2. Ethics and privacy in research
3. Information literacy and knowledge translation
4. Conceptual/theoretical frameworks used in research
5. Qualitative research
 - a. Sampling/recruitment, data collection, credibility, trustworthiness, auditability, analysis, interpretation
 - b. Qualitative research approaches (e.g., Grounded Theory, Ethnography, Phenomenology, Content Analysis, etc.)
 - c. Sources of knowledge generated in this paradigm
 - d. Appraisal for use within/for practice
6. Quantitative research
 - a. Sampling, data collection, reliability, validity, interpretation
 - b. Study designs (RCT, cohort, cross-sectional, etc.)
 - c. Clinical research vs. other research for policy/education
 - d. Appraisal of research for practice
7. Synthesis of knowledge for practice
 - a. Best practice guidelines, meta-analysis
 - b. Presentation of research findings

- c. Knowledge translation to change practice, evidence-informed practice models, etc.

Course Weight & Delivery: 0.5 FCE via OWL Brightspace

The content of this course will be delivered fully online via **an asynchronous learning format**. Asynchronous learning means that the instructor and the students in the course all engage with the course content **at different times (and from different locations)**.

Weekly pre-recorded lectures will be posted on OWL Brightspace. You should try your best to complete the assigned reading and use the pre-recorded lectures to guide your learning at your time of convenience. You can certainly email the course faculty if you have any questions regarding the lecture content.

Course Learning Outcomes:

1. To understand the research process, its utility for nursing practice, and its contribution to the discipline
2. To use information literacy skills to access, organize, and discern appropriate sources of information and knowledge
3. To appraise and use research literature and other sources of knowledge pertinent for professional practice
4. To develop an awareness of the importance of participating as a member of an interprofessional research team
5. To use an evidence-informed practice model to appraise and translate research evidence related to practice issues/questions
6. To discuss factors that influence the applicability of research within practice settings and the importance of research for policy and practice evolution
7. To develop a broader understanding of the roles of nurses in the research process, including advocacy, quality of care, and evidence-informed practice.
8. To understand the contribution of research in the context of best practices in client-centred care.

Entry to Practice Competencies for Registered Nurses (CNO, 2019) addressed in the Course

- Clinician: 1.23
- Professional: 2.1
- Collaborator: 4.1
- Coordinator: 5.3, 5.4
- Advocate: 7.6
- Scholar: 9.1, 9.2, 9.5, 9.7, 9.8

National Interprofessional Competencies addressed in the course:

- Role clarification
- Patient/Client/Family/Community-centered care
- Team functioning

Canadian Association of Schools of Nursing (CASN) Nursing Informatics Entry-to-Practice Competencies addressed in the course:

- Uses relevant information and knowledge to support the delivery of evidence-informed patient care

Course Materials:

Required Resources and Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association*. (7th ed. rev). Washington, DC: American Psychological Association.

Singh, M., Thirsk, L., Stahlke, S., Venkatesaperumal, R., LoBiondo-Wood, G., & Haber, J. (2022). *LoBiondo-Wood and Haber's Nursing Research in Canada: Methods, Critical Appraisal, and Utilization* (5th ed.). Toronto, ON: Elsevier Mosby.

eBook ISBN: 9780323778992

Paperback ISBN: 9780323778985

Methods of Evaluation

Percentage of Course Grade	Assignment Name	Due
15%	Quiz (online)	Available May 27 th -31 st
25%	Mid-term test (online)	June 27 th
25%	Research critique assignment	July 26 th
35%	Final exam (online)	Exam Period (TBD)

The minimum passing grade is 65%.

1. Quiz (relates to Course Learning Outcomes 1, 2, 3, 7, 8)

Weight: 15% of course grade

Due date: by May 31st before 23:55

The quiz will allow students to self-test and demonstrate their cumulative knowledge in this course. It will be conducted online (via OWL Brightspace) and will be cumulative up to week 3

of course content.

The quiz will be available from May 27 at 1200 (noon) and close on May 31st, 2024, at 23:55. There will be a time limit for the quiz, and it must be completed in one sitting.

2. Midterm test (relates to Course Learning Outcomes 1 through 8)

Weight: 25% of course grade

Due date: June 27th before 23:55

The midterm test will allow students to self-test and demonstrate cumulative knowledge in this course. It will be conducted online (via OWL Brightspace) and will be cumulative up to week 6 of course content.

The quiz will be available from June 24th at 1200 (noon) and close on June 27th, 2024, at 23:55. There will be a time limit for the quiz, and it must be completed in one sitting.

3. Research critique assignment (relates to Course Learning Outcomes 1 through 8)

Weight: 25% of course grade

Due date: July 26th before 23:55

The purposes of this assignment are:

- To provide students with an opportunity to showcase understanding of the process and the importance of research and knowledge utilization; and,
- To provide students with an understanding of and an opportunity to apply sound research critiquing processes to specified health research publications.

Critiquing research is an important skill for all nurses. This assignment will provide students with an opportunity to apply sound research critiquing processes to a specified nursing research publication. This exercise will enhance students' ability to critically engage with published articles, communicate their viewpoints effectively, and contribute to scholarly discussions in the field.

Learning Teams will consist of groups of up to 5 students. You will sign up for a Learning Teams group on OWL Brightspace. **The submitted critique report from each group will be graded with an overall group mark.** In the rare circumstance where a student fails to participate equally in the assignment process, a peer evaluation may be taken into consideration for the assignment grade. Further details related to the Research Critique can be found on OWL Brightspace.

4. Online Final Exam (35%): Between July 29 and August 1, 2024 (relates to Course Learning Outcomes 1 through 8)

Weight: 35% of course grade

Due date: Exam period - TBD

The online final exam will be completed after the conclusion of the course during the examination period (between July 29 and August 1, 2024). It may be comprised of a mixture of true/false, multiple-choice, and short answer questions. It covers everything from the beginning of this course. The final exam will be conducted online (via OWL Brightspace). *It will be accessible for at least 24 hours, so everyone will have a chance to take it in case you have other obligations. There will be a time limit for the final exam, and it must be completed in one sitting.*

Course schedule

Date	Topic
Week 1: May 6	Introduction to the course Research in the profession: implications and potential Ethical issues in nursing research
Week 02: May 13	Evidence-informed practice Literature reviews and information literacy/management
Week 02: May 20	Research problems, purposes, questions, and hypotheses
Week 04: May 27	Conceptual and theoretical frameworks in research Assessment: Online Quiz (15%) will be available this week from May 27 at 1200 until May 31st at 23:55
Week 05: June 3	Qualitative research methods
Week 06: June 10	Qualitative research methods
Week 07: June 17	Midterm Exam Preparation Group Assignment Discussion
Week 08: June 24	Assessment: Midterm Test (25%)
Week 09: July 1	Quantitative research methods
Week 10: July 8	Quantitative research methods (continued)
Week 11: July 15	Quantitative research methods (continued)
Week 12: July 22	Qualitative / Quantitative Research: Mixed Methods Semester review and exam prep Research Critique is due July 26th before 23:55
Week 13: 29	Online Final Exam Period (Date to be Announced)

How this course will contribute to your development as a professional nurse:

Understanding and Using Research will contribute to students' development as professional nurses in two primary fashions. First, the material presented will demonstrate how the profession actively uses evidence-informed perspectives to drive practice and education. Second, this course will also assist students in developing a deeper understanding of how knowledge is generated and translated for professional practice. Through these two perspectives, it is expected that students will become active and critical consumers of research for professional practice.

How this course will contribute to your development as an interprofessional team member:

This course will provide students with the basis from which to expand conceptualizations related to how knowledge is generated within the healthcare sector. Subsequently, other healthcare team members' contributions in research process will be described and explored from an interprofessional perspective. Insights will be provided as to how nursing can become further involved in interprofessional research through the use of various exemplar case studies and other learning material related to knowledge translation for professional practice.

How we will work together:

Teaching and learning in this course are considered to be a *shared* responsibility between students and faculty. Therefore, it is the professor's role to guide, facilitate, and support student learning; subsequently, it is your responsibility as a student to actively engage in dialogue, reflection, and critical analysis of the material explored. The course has been designed to provide small-group learning opportunities through the use of research critique activities, and other learning opportunities conducted in research teams.

The various learning activities planned throughout the course will help you refine your insights related to research and the value of the research process for professional practice. Therefore, active participation and regular class attendance are expected in order to promote student success.

POLICIES

Undergraduate Program Site

All students are required to visit the Undergraduate Program Site and be familiar with its contents. The Undergraduate Program Manual and full list of School of Nursing Policies can be accessed:

Western:

Requires login with UWO username and password:

<https://uwoca.sharepoint.com/sites/NursingUndergraduateInformation?e=1%3A9bcb11eb675d42f1867e859267a302ae&CT=1690304572539&OR=OWA-NT&CID=d6022dc4-883c-f129-18eb-4f2f5576da36>

Scholarly Requirements

All scholarly writing will follow the 7th edition of the *Publication manual of the American Psychological Association* (2020). All other types of writing will follow APA (7th ed.) format when citing or referencing another author's work or ideas. Failure to do so is unethical and is plagiarism.

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to your expulsion from the nursing program. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging and appropriately citing the author to whom the work belongs. You are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to them. You are plagiarizing if you present your own work, otherwise used for other course(s)/purposes, as original material in current course work. At the discretion of the instructor, you may be required to submit your work through **Turnitin.com** to verify originality **and are responsible for acting on the report generated**. For further information, please see the BScN Program Manual for the academic policy on plagiarism.

Artificial Intelligence (AI)

Within this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives. The use of AI tools can serve as a starting point for exploration, with students expected to uphold academic integrity by appropriately attributing all sources and avoiding plagiarism. Assignments and/or lab reports should reflect the student's own thoughts and independent written work. By adhering to these guidelines, students contribute to a responsible and ethical learning environment that promotes critical thinking, independent inquiry and allows them to produce original written contributions.

Review of Graded Assignments

After a graded assignment is returned, a student's first step is to take time to reflect on the assignment description in the syllabus, on the feedback provided by the original marker within the assignment, and on the marking rubric. If a student cannot understand the meaning or intent behind the feedback received, they may submit a written request to the original marker for an informal consultation to review the assignment grade. The request must include documentation of grounds, based on the marker's feedback, to support the assignment review. An assignment will not be reviewed simply because a student is unhappy with the grade received, or they believe the mark does not reflect the effort they put into completing the assignment.

Students who need assistance with their writing skills should contact on-campus resources for support:

Western: (<http://writing.uwo.ca/>)

If, after the assignment review, a student still believes they have grounds with supporting documentation that their grade was unfairly calculated, they may request a formal appeal of the grade in accordance with the policy for academic appeals (<https://www.uwo.ca/ombuds/>)

Course correspondence

To maintain the confidentiality of correspondence between students and course professor and/or Teaching Assistant(s), all electronic correspondence must take place within the course site on OWL Brightspace (Western site students). DO NOT send emails through the regular email system. You are expected to check the course site regularly for any messages/announcements posted by the course professor and/or Teaching Assistant(s).

Assignments and Exams

Please refer Undergraduate Programs Manual for information on penalties for late assignments, re-grading of assignments, and the protocol for missed mid-term or final exams. Western at Brightspace owl.uwo.ca.

Online Proctoring

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

Electronic devices

Electronic devices are useful in assisting with the teaching/learning process in both classroom and professional practice settings. In the classroom or praxis setting, devices should be used in a manner that is not distracting to others or oneself. In professional practice placement settings, please abide by the policies set by the agency about use of social media, internet, and handheld devices. Additionally, technology use in the presence of clients or agency staff may require explanation as to its use as part of professional practice (e.g., a drug guide on a smart phone).

Social Media

It is a breach of privacy and confidentiality, and highly unprofessional, to post information on any social media platform about:

- Peers
- Class activities/discussion
- Clients
- Agencies
- Laboratories
- Simulations
- Communications with professors

Students will be reported to the Associate Director (Western). Such behaviour may compromise a student's standing in the program.

Mental Health

Students who are in emotional/mental distress should refer to the following links for a complete list of options about how to obtain help.

MentalHealth@Western <http://www.uwo.ca/uwocom/mentalhealth/>

Academic Considerations and Absences from Lectures and Assessments

Religious Accommodation

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to the academic counsellors in their Home Department. Additional information is provided in the [Western Multicultural Calendar](#).

Academic Accommodation

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. Students with ongoing accommodation needs within this course are also encouraged to contact [Accessible Education](#), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found [here](#).

Academic Consideration

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with the academic counsellors in their home units, at their earliest opportunity. Academic counsellors may refer students to [Accessible Education](#) for ongoing academic accommodations.

Most forms of academic consideration require documentation, and this documentation is to be submitted to academic counsellors within five (5) business days of their return to academic responsibilities. Any such documents will be retained in the student's file, and will be held in confidence in accordance with the University's [Official Student Record Information Privacy Policy](#). Once the petition and supporting documents have been received and assessed, appropriate academic considerations shall be determined by academic counseling, in consultation with the student's instructor(s). Academic considerations may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic considerations shall be granted only where the documentation indicates that the onset,

duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student “was seen for a medical reason” or “was ill.”).

Whenever possible, students who require academic considerations should provide notification and documentation in advance of due dates, examinations, etc. Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors. Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

Examination Conflicts

A student completing tests or examinations with flexible submission times (e.g., where one or more evaluation is a take-home assessment) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as “heavy load” conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request academic considerations with their academic counselling unit prior to the deadline to drop a course without academic penalty

In the case of online tests and examinations, use of a “Conflict Room,” wherein student can write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.