



Nursing 2250A

**Understanding and Using Research Summer 2026 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

Calendar 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, 2020) 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

Opportunities to Demonstrate Learning

Percentage of Course Grade	Assignment Name	Due
10%	Quiz (online)	Available May 25 at noon to 29 th at 23:55
25%	Mid-term test (in-person)	June 24 th at 10:00 am
30%	Debate Assignment	July 24 th
35%	Final exam (in-Person)	Exam Period (TBD)

The minimum passing grade is 65%.

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

Weight: 10% of course grade

Due date: by May 29th 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 25th at 1200 (noon) and will close on May 29th, 2026, 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 24th, 2026 at 10:00 am

The midterm test will allow students to self-test and demonstrate cumulative knowledge in this course. It will be conducted in-person and will be cumulative up to week 6 of course content.

3. Defend Your Position: An Evidence-Informed Debate (relates to Course Learning Outcomes 1 through 8)

Weight: 30% of course grade

Due date: July 24th 2026, before 23:55

This assignment will help students:

- Explore a current issue in nursing/healthcare

- Search, appraise, and synthesize scholarly evidence to support a position
- Defend a position with logic, clarity, and professionalism
- Demonstrate critical thinking by considering counter-arguments and limitations
- Communicate effectively in group discussion and presentation

Debate Format (Video 8 minutes total)

- Opening Statements (2 min each side) – Pro team presents, then Con team.
- Rebuttals (1-2 min each side) – Respond to opposing points.
- Closing (30 sec each) – Highlight your strongest evidence.

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 4-6 students. **The submitted assignment 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. In-person Final Exam (relates to Course Learning Outcomes 1 through 8)

Weight: 35% of course grade

Due date: Exam period: TBD

The final exam will be three hours in length and completed after the conclusion of the course during the July examination period (between July 27 and July 30, 2026). It may be comprised of a mixture of true/false, multiple-choice, and short answer questions. **Do not book personal/travel plans until the final exam schedule is posted.** The date and time for the exam will be released from the Office of Registrar.

Class schedule

Date	Topic
Week 1: May 05	Introduction to the course Research in the profession: implications and potential Ethical issues in nursing research
Week 02: May 11	Evidence-informed practice Literature reviews and information literacy/management
Week 02: May 19	Research problems, purposes, questions, and hypotheses
Week 04: May 25	Conceptual and theoretical frameworks in research Assessment: Online Quiz (10%) will be available this week from May 25th at 1200 until May 29th at 23:55
Week 05: June 01	Qualitative research methods
Week 06: June 08	Qualitative research methods
Week 07: June 15	Midterm Exam Preparation Group Assignment Discussion
Week 08: June 22	Assessment: In-person Midterm Test (25%) Quantitative research methods
Week 09: June 29	Quantitative research methods (continued)
Week 10: July 06	Quantitative research methods (continued)
Week 11: July 13	Qualitative / Quantitative Research: Mixed Methods
Week 12: July 20	Introduction to Epistemic Justice Semester review and exam prep Debate Assignment (30%) is due July 24th before 23:55
Week 13: July 27	In-person Final Exam (35%) (Date to be Announced)
Week 14: Aug 03	Contingency week (additional time allocated to accommodate unforeseen circumstances, such as weather-related disruptions or other unexpected events that may affect the regular schedule).

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

All policies related to assignments are in the Undergraduate BScN Programs Manual on the [Undergraduate Student Information site](#).

Assignments and Exams

Please refer to the Undergraduate BScN Programs Manual for UWO academic guidelines for penalties for late assignments, re-grading of assignments, and the protocol for missed mid-term or final exams. The Undergraduate BScN Programs Manual is found at [School of Nursing Policies](#)

Support Services

There are various support services around campus and these include, but are not limited to:

1. Academic Support and Engagement - <http://academicsupport.uwo.ca>
2. Wellness and Well-being - <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

The websites for Registrarial Services (<http://www.registrar.uwo.ca>), and the same for affiliated university colleges when appropriate, and any appropriate Student Support Services (including the services provided by the USC listed here: <http://westernusc.ca/services/>) and the Student Development Services, should be provided for easy access.

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://www.uwo.ca/health/>) for a complete list of options about how to obtain help.

Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

https://www.uwo.ca/health/student_support/survivor_support/get-help.html.

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>

Attendance

Students are expected to demonstrate professional responsibility through regular attendance at, and participation in, all course learning activities. Much of the learning that takes place is a result of preparation and engagement with the material, as well as active dialogue with colleagues and faculty. Students are

expected to organize their schedules such that weekly preparation for class is completed, and classes are attended, with consistency.

Absence from Course Commitments

Students must familiarize themselves with the Policy on [Academic Consideration – Undergraduate Students in First Entry Programs](#)

Students missing course work for medical, compassionate, or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term **without** supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g., December, July, and April exams) and for practical laboratory and performance tests (typically scheduled during the last week of the term).

Students should also note that the instructor may **designate** one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Academic consideration requests may be denied when flexibility in assessment has already been included. Examples of flexibility in assessment include when there are assessments not required for calculation of the final grade (e.g. 8 out of 10 quizzes), when there is flexibility in the submission timeframe (e.g. 72 hour no late penalty period), or when timed assessments (e.g., quizzes) are available over an extended period of time (e.g., when you are given a 72 hour time period to start – and finish – the assessment).

Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course syllabus. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner.

Accommodation for Religious Holidays

Students should review the policy for [Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examination dates. The Faculty of Health Sciences has set School-specific dates for these Special

Please speak with your instructor about the date on which the Special Examination for this course will be held.

Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (www.turnitin.com).

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.

Use of Artificial Intelligence for the Completion of Course Work

Within this course, you may only use artificial intelligence tools (e.g., "ChatGPT") in ways that are specifically authorized by the course instructor. All submitted work must reflect your own thoughts and independent written work.

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

Use of Statistical Pattern Recognition on Multiple Choice Exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Accessibility Statement

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review [The policy on Accommodation for Students with Disabilities](#)

Correspondence Statement

The centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner. Students are further expected to attend to announcements presented through Brightspace, and to read emails generated in this way.

Use of Electronic Devices

During Exams

Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices (e.g., cell phones, tablets, cameras, smart glass, smart watches, or iPods) during ANY tests, quizzes, midterms, examinations, or other in-class evaluations. **These devices MUST either be left at home or with your belongings at the front of the room. They MUST NOT be at your test/exam desk or in your pocket. Any student found with a prohibited device will receive an automatic grade of zero on the test or exam.**

During Lectures and Tutorials

Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class.

Brightspace

All course material will be posted to OWL Brightspace: <https://westernu.brightspace.com/>. If students need assistance with OWL Brightspace, they can seek support on the [OWL Brightspace Help](#) page. Alternatively, they can contact the [Western Technology Services Helpdesk](#) online or by phone at 519-661-3800 or ext. 83800 for technical support. Current versions of all popular browsers (e.g., Safari, Chrome, Edge, Firefox) are supported with OWL Brightspace; what is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled.

Copyright and Audio/Video Recording Statement

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

Contingency Plan for an In-Person Class Pivoting to 100% Online Learning

In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on Brightspace for students to view at their convenience). The grading scheme will not change. Any remaining assessments will also be conducted online as determined by the course instructor

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

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>.

Social Media

Students who post information on social media related to their clients and/or laboratory experiences will be reported to the Associate Dean of Health Sciences as this demonstrates a breach of client privacy and confidentiality and violates the Student Code of Conduct.

Such behavior may compromise a student's standing in the program.

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/>).

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/>