



# **Ways of Knowing: Research**

## **N2250a**

**2019**

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## N2250 Ways of Knowing: Research

### Course description:

This course will help prepare students to become knowledgeable consumers and users of research. Students will be introduced to ways of knowing and questioning related to nursing research with the ultimate goal being the advancement of client-centred care and nursing practice. Students will explore basic strategies for identifying knowledge gaps through literature review and appraisal. 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, facilitate clinical decision making, and informing health policy.

### Course Goals:

Students will:

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 evidenced-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 for 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.

### **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
  - 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
  - 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, evidenced-informed practice models, etc.

### **National Nursing Competencies addressed in the course:**

- #35 – “Engages in nursing or health research by reading and critiquing research reports and identifying research opportunities” (p. 10).
- #36 – “Supports involvement in nursing or health research through collaboration with others in conducting research, participating in research, and implementing research findings into practice” (p. 10).

### **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

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

*Ways of Knowing: 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 is 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 is expected in order to promote student success.

**Required Resources and Texts**

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. (6<sup>th</sup> ed. rev). Washington, DC: American Psychological Association.

LoBiondo-Wood, G., Haber, J., Cameron, C., & Singh, M.D. (2018). *Nursing research in Canada: Methods, critical appraisal, and utilization* (4th Canadian ed.). Toronto, ON: Elsevier Mosby.

**Weekly Schedule (\*see evaluation table below for exact dates for critiques/quizzes)**

<b>Week - Date</b>	<b>Focus: Class Topic / Concept</b>	<b>Notes &amp; Readings (LoBiondo-Wood et al.)</b>
<b>1</b> May 6	Introduction to the course  Research in the profession: implications and potential  Ethical issues in nursing research	Chapter 1  Chapter 6
<b>2</b> May 13	Evidence informed practice  Literature reviews and information literacy/management	Chapter 3  Chapter 5  Chapter 20 (p 470 – 477)
<b>May 20<sup>th</sup> Victoria Day – No Class</b>		
<b>3</b> May 27	Research problems, purposes, questions, and hypotheses  Conceptual and theoretical frameworks in research	Chapter 4  Chapter 2
<b>4</b> June 3	Introduction to critiquing and critical analysis of research and evidence	Reading TBD  <b>Online quiz (15%)</b>
<b>5</b> June 10	Qualitative research methods	Chapter 7  Chapter 8
<b>6</b> June 17	Qualitative research methods (continued)	Chapter 14 (p 318 – 322)  Chapter 15  Chapter 18
<b>7</b> June 24	Quantitative research methods	Chapter 9  Chapter 10  Chapter 11

<b>July 1st Canada Day – No Class</b>		
<b>8</b> July 8	Quantitative research methods (continued)	Chapter 12 Chapter 13 Chapter 14  <b>Online quiz 2 (25%)</b>
<b>9</b> July 15	Quantitative research methods (continued)  Qualitative / Quantitative research: Mixed Methods	Reading TBD  <b>Research Critique (25%)</b> (group project)
<b>10</b> July 22	Interpretation and implementation of research for practice  Participating in research as a student or new nurse, and future opportunities  Semester review and exam prep	Chapter 18 Chapter 19 Chapter 20
<b>Examination Period</b>		<b>Final Examination (35%)</b>

## Opportunities to Demonstrate Learning

### Research Critique

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, and assists to reinforce the weekly course material. The written critique is to be submitted on or before the due date electronically via OWL. Learning Teams will consist of up to 4 students who will work over the semester to complete the assigned research critique report. **The submitted critique report from each group will be graded with an overall group mark.** In the rare circumstance where a student fails to equally participate in the assignment process, a peer evaluation may be taken into consideration for assignment grade.

Further details related to the Research Critique can be found on OWL and will be discussed in class.

### Quizzes

Two quizzes will provide students with the opportunity to self-test and to demonstrate cumulative knowledge in this course. Both quizzes will be conducted online (via OWL). Quizzes in this course may utilize multiple choices, true/false, and short open-ended questions.

- Quiz 1 (online), 15%, week 4
- Quiz 2 (online), 25%, week 8

### Final exam

The final exam will be three hours in length and completed after the conclusion of the course during the April examination period. It may be comprised of a mixture of true/false, multiple choice, short answer questions, and interpreting/critiquing an assigned research study / paper.

### Summary of Opportunities to Demonstrate Learning

OPPORTUNITIES TO DEMONSTRATE LEARNING	COURSE GOAL(S) ADDRESSED	VALUE	DUE DATE
1. Quiz 1	All	15%	Week 4 (online)
2. Quiz 2	All	25%	Week 8 (online)
3. Research Critique	2,5,7	25%	Week 9 <ul style="list-style-type: none"> <li>• Due Monday July 15 (before 1600 hrs).</li> <li>• Submit via OWL</li> </ul>
3. Final exam	All	35%	Exam period

**The minimum passing grade is 65%.**

#### Policies

All policies related to assignments are in the Undergraduate BScN Programs Manual on the Western web site at [owl.uwo.ca](http://owl.uwo.ca)

#### Scholarly Requirements

In this program, scholarly writing is a requirement. Therefore, all scholarly papers will follow the sixth edition of the *Publication Manual of the American Psychological Association* (2010), which includes guidelines for both content and format. In addition, all other writing will follow APA (6<sup>th</sup> ed rev.) format when citing or referring to an author's work or ideas. Failure to do so is unethical and is plagiarism.

## **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 [owl.uwo.ca](http://owl.uwo.ca)

## **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 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 must be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University and the College 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, Fanshawe College, and Turnitin.com ([www.turnitin.com](http://www.turnitin.com)). For further information, please see the BScN Program Manual for the policy on plagiarism. 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 web site:

[http://www.uwo.ca/univsec/handbook/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf).

## **Electronic devices**

This course is an integral part of a student's preparation for professional practice. It is encouraged for students to utilize electronic devices in their education and study of the course material (e.g., taking notes during class). Regardless, it is unprofessional conduct to engage in online conversations (e.g. Facebook), or other internet activities unrelated to the teaching/learning session at hand. Similarly, cell phones, blackberries, or other electronic communication devices must be turned off or set to silent at the request of an instructor.

## **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/>