



## **Understanding and Using Research**

### **N2250b/NRSG-7063**

Course Professors:

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## N2250/NRSG 7063 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, 3-hour lecture; Western site – in person, Fanshawe site - online

**Pre-, Co- or Anti-Requisites:** Registration in Year 2 of the Western-Fanshawe Collaborative BScN program

**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*. (7<sup>th</sup> 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

Western-Fanshawe Collaborative BScN Program. (2023 - 2024). Program Manual. London, ON: Western University & Fanshawe College. (available online through FanshaweOnline or Sakai)

**Methods of Evaluation**

Percentage of Course Grade*	Assignment Name	Due
15%	Quiz (online)	Available Jan 29 <sup>th</sup> – Feb 2 <sup>nd</sup>
25%	Mid-term test (in-person)	March 1 <sup>st</sup> (during class-time)
25%	Research critique assignment	March 28 <sup>th</sup> before 2355
35%	Final exam	Exam period

**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 Feb 2<sup>nd</sup>, 2355

The quiz will allow students to self-test and demonstrate cumulative knowledge in this course. The quiz will be conducted online (via OWL/ FanshaweOnline) and will be cumulative up to week 3 of course content.

**The quiz will be available from Jan 29<sup>th</sup> at 1200 (noon) and close on Feb 2<sup>nd</sup> at 2300. 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:** March 1<sup>st</sup>

The midterm test will allow students to self-test and demonstrate cumulative knowledge in this course. This will be an in-person test and will be cumulative up to week 6 of course content. The test will be completed during class time.

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

**Weight:** 25% of course grade

**Due date:** March 28<sup>th</sup> before 2355

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 4 students. **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/FanshaweOnline and will be discussed in class.

#### 4. Final exam (relates to Course Learning Outcomes 1 through 8)

**Weight:** 35% of course grade

**Due date:** during the April examination period

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, 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

Week #/Date	Topic
Week 1: Jan 12	Introduction to the course Research in the profession: implications and potential Ethical issues in nursing research
Week 2: Jan 18	Evidence-informed practice Literature reviews and information literacy/management
Week 3: Jan 26	Research problems, purposes, questions, and hypotheses
Week 4: Feb 2	Conceptual and theoretical frameworks in research <b>Assessment: Online Quiz (15%) will be available this week from Jan 29 at 1200 until Feb 2nd at 2355</b>
Week 5: Feb 9	Qualitative research methods
Week 6: Feb 16	Qualitative research methods
Week 7 Feb 19 - 23	READING WEEK
Week 8: March 1	<b>Assessment: Midterm Test (25%)</b>
Week 9: Mar 8	Quantitative research methods
Week 10: Mar 15	Quantitative research methods (continued)
Week 11: Mar 22	Quantitative research methods (continued)

Week 12: March 29	Please note, there is no class on March 29 <sup>th</sup> as the University is closed for Good Friday.  <b>Research Critique is due March 28<sup>th</sup> before 2355</b>
Week 13: April 5	Qualitative / Quantitative research: Mixed Methods  Semester review and exam prep

### **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:

#### Fanshawe:

Under content on the Collaborative Nursing Program Homeroom site (NSG3-HR) on Fanshaweonline/FOL here (requires login to FOL):

Program Manual:

<https://www.fanshaweonline.ca/d21/le/content/101482/viewContent/12227152/View>

School of Nursing Policies:

<https://www.fanshaweonline.ca/d21/le/content/101482/viewContent/13885634/View>

#### 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>

### 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.

### Scholarly Requirements

All scholarly writing will follow the 7<sup>th</sup> edition of the *Publication manual of the American Psychological Association* (2020). All other types of writing will follow APA (7<sup>th</sup> 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:

Fanshawe (select Fanshawe Library Learning Commons):

<https://www.fanshawec.ca/students/support/academic-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/> or <http://www.fanshawec.ca/appeals>).

### **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 (Western site students) or Fanshawe online (FOL – Fanshawe site). 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 [owl.uwo.ca](http://owl.uwo.ca) and Fanshawe in Virtual Home Room [www.fanshaweonline.ca](http://www.fanshaweonline.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) or Associate Dean (Fanshawe). 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/>

Fanshawe College iCopeU <http://icopeu.com/fanshawe/home.html> and Counseling Services <http://www.fanshawec.ca/counselling/>

## **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.