

**Faculty of Nursing  
University of Calgary  
Nursing 309: Introduction to Nursing Research Lec 03  
Fall Term 2009**

Course Professor: Dr. Cynthia Mannion RN, Professional Faculties Bldg, Room 2290  
Email: [cmannion@ucalgary.ca](mailto:cmannion@ucalgary.ca)  
Phone #: 403-210-3848  
Office: 2290

Teaching Assistant: Katherine Bright  
Email: [brightka@shaw.ca](mailto:brightka@shaw.ca)  
Office Hours: Katherine will be available in the classroom from 9-9:30

Text: Nursing Research in Canada: Methods, critical appraisal and utilization. Ed. C. Cameron, M.D. Singh. 2<sup>nd</sup> Edition, Toronto ON 2009

Author: LoBiondo-Wood, G. & Haber, J.

Course Times: Wednesday mornings 9:00-11:50  
From 9:00-9:30 is group work time for proposal development.  
September 8 to December 8, 2009

Room: PF 1297

### **Course Description**

This course is an introduction to the fundamentals of nursing research within the Canadian context. This course provides an overview of both qualitative and quantitative research methods available to nurses to answer research questions. The format is a weekly 3-hour theory session with discussion.

### **Course Intent**

There will be many opportunities in the future to become involved in research in the areas you chose to work, either as an investigator, facilitator or a participant. The incorporation of research findings from rigorous studies into nursing practice leads to evidence based practice. Evidence based practice ensures the best care for patients based upon the most current knowledge. To be an effective researcher or participant, and to use research effectively in practice, one must have an appreciation for the research process and the ability to read research with a critical and appraising eye. It is important to be able to identify the components of a research article and their validity as they relate to the research question and findings. This requires a familiarity with the research vocabulary, an understanding of clinical and statistical significance and the relevance of the interpretation. Existing barriers to using research in practice include a lack of knowledge of what to use, user-unfriendly research, and the relevancy of research for the user and

the static nature of research results. The intent of this course is to introduce you to the research process, the components of research design, and the overview of scholarly work within the Canadian nursing forum.

### **COURSE OBJECTIVES**

Consistent with the AARN Entry-to-Practice Competencies (2006) and Guidelines for Undergraduate Nursing curriculum content threads for BNAT/BNRT Program; this course is designed to enable students to achieve the following objectives:

1. To understand the research process as integral to evidence based nursing practice,
2. To value nursing research,
3. To consider ethical issues in the context of the research process,
4. To further develop scholarship with regard to critical inquiry, reading, writing, and presenting nursing research.
5. To use knowledge and critical inquiry for making sound judgements in the advancement of nursing practice through research utilization,
6. To gain beginning knowledge and skill required to critique nursing research with the acknowledgement that further growth is part of continuing nursing competence to develop an understanding of fundamental terms and concepts involved in the research process.

### **LEARNING ENVIRONMENT**

Students are expected to complete assigned readings prior to class in order to fully participate in classroom activities and discussions. Both didactic (e.g., lecture, audiovisual) and interactive (e.g., discussion, group work) learning activities will occur in the classroom.

### **Student Evaluation:**

Assignment 1	10%	Sept 30, 2009
Assignment 2	35%	Nov 25 (proposal), Dec 2
Assignment 3 Critiques (2)	20%	Oct. 7, Nov 4
Assignment 4 Ethics	15%	Oct 14, 2009
Final Exam	20%	Nov 18, 2009

Minimum passing grade for this course is a D.

### **Assignment #1: USRP Symposium** 10%

1. Attendance at the Markin USRP Student Research Symposium in Health and Wellness. September 23, 2009 10am -12pm Rosza Center, University of Calgary  
Oral and poster presentations. Chose 1 oral presentation to attend and evaluate. Chose 3 posters to evaluate. Evaluation templates will be provided. Hand in to Katherine Bright. Attendance to USRP is mandatory. There is no make up available.

From the office of the USRP “One of the great benefits of this Symposium is the opportunity we have to offer all undergraduate students an introduction to research presentation - both poster and oral - and to show them with a vast array of research projects all completed by their peers.

**Assignment 2:** Students have a choice. Each one is worth 35% total mark.

<b>Research Proposal</b>	<b>Research Practicum</b>
<p>Written 15 pages in APA format (not including references, abstract or title pg)</p> <p>Include title page, abstract, rationale, literature review, methods (recruitment, sample selection, data collection), ethical considerations, analysis, expected outcomes, budget</p> <ul style="list-style-type: none"> <li>• Clear and precise description of what you are going to study.</li> <li>• Objectives and goals of your research.</li> <li>• Description of the problem and importance of your project. Use statistics and data to answer “so what?”</li> <li>• Description of the project itself.</li> <li>• Timeline of the project. Describe the steps of research, and time needed for each step.</li> <li>-</li> </ul> <p style="text-align: right;">20%</p> <p>Reading chapter 3, 4, 5</p>	<p>25 hours taking part in a research project from those offered the first week of classes.</p> <p>This involves working with a researcher studying a health care problem. You will provide 25 hours each (either as an individual or part of a group) to the researcher as a research assistant in any phase of a research project. In exchange, the researcher will provide the opportunity for you to enhance your understanding of the research process. Evaluation includes a preceptor evaluation (5%), a class presentation, and a poster. If several students are working with the same researcher, the poster presentation may be a group effort (limited to 4 per group). On the first day of class, students wishing to do a research practicum will have a chance to choose a practicum from those available during the winter term. Due to university-wide competition for undergraduate research practicum placements, it is possible that not all research practicum requests can be accommodated.</p> <p>Reading chapter 3, 4, 5</p>
Class presentation 15%	Class Presentation 15%
Peer review members are marked out of 15% and do not participate in presentation.	Primary Investigator 5%
	Poster 15%
Total 35%	Total 35%

## **Assignment #2 Research Proposal**

2. This is group assignment. A principle investigator should be named. The group will select a research problem area from the topics below, conduct a literature review, develop a conceptual framework (as appropriate, depending on whether you do a qualitative or quantitative study), develop a problem statement and research question, outline methods including data collection and analysis, and indicate how you will maintain rigor in the study, and what ethical considerations there might be. A written abstract is mandatory. That person will be responsible for ensuring that the application is complete, that all people fulfill their tasks in completing their part of the proposal. Two people should undertake the literature review and provide articles for the group. Each group member must critique one article which will be used in the proposal. Two people are required to write the methods/analysis with group input and approval. One person and the PI should complete a detailed budget. 35%

The proposal will be handed to the peer review group (5-8 students) who will decide (based on criteria) which proposal should be funded. The peer review group will be made up of those students with a keen interest and those who were unable to attend group meetings or who could not contribute to the proposal development. Peer review participation will be graded out of 15%- they will not participate in the group presentation of the research proposal and therefore not graded for that part.

## **Assignment #2 Research Practicum**

This involves working with a researcher studying a health care problem. You will provide 25 hours each (either as an individual or part of a group) to the researcher as a research assistant in any phase of a research project. In exchange, the researcher will provide the opportunity for you to enhance your understanding of the research process. Evaluation includes a preceptor evaluation (5%), a class presentation, and a poster. If several students are working with the same researcher, the poster presentation may be a group effort (limited to 4 per group). On the first day of class, students wishing to do a research practicum will have a chance to choose a practicum from those available during the winter term. Due to university-wide competition for undergraduate research practicum placements, it is possible that not all research practicum requests can be accommodated.

Lack of participation in the research practicum or research proposal will result in a grading penalty of at least 5% and as large as 20%.

## **Assignment #3 Article Critiques**

A guideline for the critique of research reports will be handed out. This guideline lists 13 items to address in the critique of research reports. Students will apply the items to 2 research papers that will be supplied. Each completed critique will be graded and contribute 10% to the total grade. Students are welcome to discuss this assignment but individual critiques must be submitted. Total: 20%

**Assignment #4**

10% on line questions

Following the Ethics class, an online mini test will become available on blackboard. Students will sign on and have 20 minutes to address 10 multiple choice questions on the class content.

**Course Schedule and Reading List \***

September/Wed	Topic	Readings	Instructor
Sept. 9	Introduction & expectations. Nursing research and scientific inquiry: introduction to research and evidence-based practice Theories and frameworks.	Chapters 1, 2, 3	Dr. Mannion
Sept. 16	Research Critique Guidelines Literature Review Qualitative approaches 1	Chapters 3, 5	Dr. Mannion
Sept. 23 10-12pm	Markin USRP Student Research Symposium in Health and Wellness	Print off evaluations	Rosza Center
Sept. 30	Qualitative approaches Article 1 distributed.	Chapters 7, 8, 15	Dr. Mannion Critique due Oct 7.
Oct. 7	Critique discussion Intro to quantitative designs	Chapters 9-11	
Oct. 14	Ethics in research On line Ethics Assignment 10%	Chapters 6	Dr. Mannion
Oct. 21	Quantitative Design Experimental and quasi-experimental designs Non experimental designs Article 2 distributed	Chapters 10, 11	Critique due Nov 4
Oct. 28	Sampling Plans Data Collection Article 2 distributed	Chapters 12, 13	Critique due
Nov. 4	Data Analysis Data Interpretation	Chapter 15, 16,	
Nov. 11-15	Remembrance Day No Class		
Nov. 18	Final Exam	In class	Dr. Mannion
Nov. 25	Proposal presentations and results of peer review panel		
Dec. 2	Research Practicum Poster & Presentations		

\*Lecture schedule is subject to change given varying circumstances.

**Final Exam Policy** : For detailed information regarding Examinations and Tests, please refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, G. Examinations and Tests: [www.ucalgary.ca/pubs/calendar/](http://www.ucalgary.ca/pubs/calendar/)

1. Final Exam: The final exam will be written in the scheduled classroom during regular class time. It will consist of multiple-choice and short answer questions based on classroom content, readings, and discussion.

A student who becomes ill prior to the examination date and time and is unable to write the examination must notify the course coordinator **prior** to the designated examination time. Please call and speak with the course professor (Dr. Cynthia Mannion 403 210-3848) or leave a message stating the date and time you called, reason for missing the scheduled examination and a phone number where you can be reached so that arrangements can be made for you to write a deferred examination. You may be expected to submit a physician's certificate prior writing the deferred examination.

Students that call in after the scheduled examination has commenced or been completed will not be excused from the examination and will receive **0%** for the examination missed.

## 2. Deferred Examinations

A student who becomes ill prior to the examination and is unable to write the examination at the scheduled time will notify the course instructor. Please call the course instructor (voice mail) and leave a message stating the date and time you called, reason for missing the scheduled examination and a phone number where you can be reached so that arrangements can be made for you to write a deferred examination. You may be expected to submit a doctor's certification prior to writing the deferred examination. For further information regarding Deferral of Final Examinations Policies, please refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, G. Examinations and Tests, G.6 Deferral of Final Examinations: [www.ucalgary.ca/pubs/calendar/](http://www.ucalgary.ca/pubs/calendar/)

## 3. REAPPRAISALS AND APPEALS

For information on reappraisals and appeals, refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, I. Reappraisal of Grades and Academic Appeals: [www.ucalgary.ca/pubs/calendar/](http://www.ucalgary.ca/pubs/calendar/)

Please note the 15 day timeline from the receipt of a mark and a request for reappraisal and/or appeal to the Associate/Assistant Dean, Undergraduate Programs.

## ACADEMIC ACCOMODATIONS

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation, you must officially register with the Disability Resource Centre. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor within the first week of the start of this course.

Further information can be obtained at: [www.ucalgary.ca/drc/](http://www.ucalgary.ca/drc/) or by calling 403-220-8237.

### Freedom of Information and Protection of Privacy (FOIPP)

Information (such as a phone number, addresses, tracking sites of practica, etc.) that you may be asked to provide is collected under the authority of the Universities/Colleges Act and Freedom of Information and Protection of Privacy Act, Section 32(c). Your personal information is protected by Alberta's Freedom of Information and Protection and Privacy Act and can be reviewed on request. If you have any questions about the collection or use of this information, contact the U of C Faculty of Senior Student Advisor Laura Hampson at 403 220 2728. FOIPP legislation disallows the practice of having students retrieve assignments from a public place. Some assignments may be retrieved through the general office. If a student is unable to pick up an assignment from the professor or general office, a stamped, self-addressed envelope must be provided for the return of the assignment.

### STUDENT MISCONDUCT

Plagiarism is a serious offence. The penalty is academic probation or requirement to withdraw in addition to an F on the assignment and possibly an F in the course as a whole.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs not only when direct quotations are taken from a source without specific acknowledgement but also when original ideas or data from the source are not acknowledged.

For further information on Student Misconduct Policies, please refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, K. Student Misconduct: [www.ucalgary.ca/pubs/calendar/](http://www.ucalgary.ca/pubs/calendar/)

Intellectual honesty is viewed most seriously at the University of Calgary and compliance with standards of intellectual honesty is an expectation.

### Academic Writing

The University supports the belief that throughout their University careers, students should be taught how to write well; therefore, written assignments in this course will be evaluated based on the required elements as well as quality academic writing.

For further information, please refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, E. Course Information, E.2 Writing Across the Curriculum: [www.ucalgary.ca/pubs/calendar/](http://www.ucalgary.ca/pubs/calendar/)

### Grading Scale

If the percentage on your assignment is:	The grade on your assignment is:	The weighted grade points will be taken from:	If the total for all assignments is:	Your final grade will be:	And the GPA for the course will be:
98.0 – 100	A+	4.0	3.95-4.00	A+	4.0 Outstanding -- exceptional analysis and synthesis of subject matter.
93.0 – 97.9	A	3.9	3.85-3.94	A	4.0 Excellent -- superior performance, showing comprehensive understanding of subject matter.
88.0 – 92.9	A-	3.7	3.50-3.84	A-	3.7
83.5 – 87.9	B+	3.3	3.15-3.49	B+	3.3
78.0 – 83.4	B	3.0	2.85-3.14	B	3.0 Good -- clearly above average performance with knowledge of subject matter generally complete.
73.5 – 77.9	B-	2.7	2.50-2.84	B-	2.7
69.0 – 73.4	C+	2.3	2.15-2.49	C+	2.3
63.5 – 68.9	C*	2.0	1.85-2.14	C	2.0 Satisfactory - basic understanding of the subject matter. [Minimum passing grade for NURS 203/211.]
59.0 – 63.4	C-	1.7	1.50-1.84	C-	1.7
54.5 – 58.9	D+	1.3	1.15-1.49	D+	1.3
50.0 – 54.4	D	1.0	0.50-1.14	D	1.0 [Minimum passing grade for theory courses.]
49.9 or less	F	0	0.00-0.49	F	0.0

Approved by Faculty of Nursing, Executive Committee of Council, June 9, 2005 [Editorial Revisions: August 7, 2009]

**WITHDRAWAL DEADLINE**  
**The last date for withdrawal from this course without penalty is December 8<sup>th</sup>, 2009.**