



OCT 26 2004

## Course Outline

A POLYTECHNIC INSTITUTION

School of Health Sciences

Program: Bachelor of Technology in Nursing

Option:

**NURS 8000**  
**Systematic Inquiry**

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|                     |             |                     |               |
|---------------------|-------------|---------------------|---------------|
| <b>Start Date:</b>  | August 2004 | <b>End Date:</b>    | December 2004 |
| <b>Total Hours:</b> | 48          | <b>Total Weeks:</b> | 16            |
| <b>Hours/Week:</b>  | 3           | <b>Lecture:</b>     |               |
|                     |             | <b>Lab:</b>         |               |
|                     |             | <b>Shop:</b>        |               |
|                     |             | <b>Seminar:</b>     | 3             |
|                     |             | <b>Other:</b>       |               |

**Prerequisites**

| Course No. | Course Name                  |
|------------|------------------------------|
| LIBS 7001  | Critical Reading and Writing |

**NURS 8000 is a Prerequisite for:**

| Course No. | Course Name                      |
|------------|----------------------------------|
| NURS 8330  | Nursing Practicum 8 - Leadership |

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**■ Course Description**

NURS 8000 is a nursing theory course that focuses on developing the process of systematic inquiry. Knowledge from rehabilitation, illness and injury prevention, acute specialty nursing, client self-care and research is analyzed and integrated into decision making for chosen clinical case studies. Development of a decision-making model assists the learner to apply, integrate and evaluate knowledge while using the systematic inquiry process.

**■ Detailed Course Description**

The purpose of this course is to assist the learner to engage in a process of systematic inquiry to enhance the learner's ability to create and use knowledge from a variety of sources. Case studies and related decision-making exercises give learners opportunities to apply their critical thinking skills in the systematic evaluation of various sources of knowledge for nursing practice including acute care nursing, rehabilitation, illness and injury prevention, client self-care and formal research. A project provides the opportunity for the learner to reflect on their thinking skills in the systematic inquiry process. The purpose of the project is to develop a decision-making model that may be used in practice. This course uses the case study teaching-learning strategy in a seminar format. (This course is modified from NSSC 8000 developed by Specialty Nursing Faculty at BCIT.)

**■ Evaluation**

|                         |             |   |
|-------------------------|-------------|---|
| Seminar Participation   | 25%         | Comments: All assignments must be completed to achieve a satisfactory standing in the course. |
| Research Critiques      | 35%         |   |
| Decision Making Project | 40%         |   |
| <b>TOTAL</b>            | <b>100%</b> |   |

**■ Course Learning Outcomes/Competencies**

At the end of this course the student will be able to:

1. develop skill in systematic inquiry by:

- critically analyzing various types and sources of knowledge related to rehabilitation, illness and injury prevention, acute care nursing, client self-care and research.

- critically evaluating knowledge from a variety of sources related to rehabilitation, illness and injury prevention, acute care nursing, client self-care and research.
  - synthesizing knowledge from rehabilitation, illness and injury prevention, client self-care and research into a decision-making process.
  - considering and analyzing multiple perspectives as part of a decision-making process.
  - using systematic inquiry to explore alternative ways of thinking about practice.
2. evaluate knowledge generated from the use of various research methods.
  3. critically read research articles.
  4. analyze and evaluate qualitative and quantitative research studies through the use of group discussion and a formal written critique and presentation.
  5. make reasoned decisions regarding the way in which research could influence nursing practice.
  6. make reasoned decisions regarding application of specific research studies to case studies.
  7. critically listen to and evaluate formal and/or informal presentations of knowledge and nursing research.
  8. develop reflective skepticism.
  9. challenge assumptions arising from self, peers, research and the literature as sources of knowledge.
  10. collaborate with peers, instructors and practice professionals to develop own systematic approach to inquiry.

#### ■ Process Threads Relevant to this Course

- **Professionalism** — Students build on their existing nursing knowledge base and begin to acquire specialized acute care nursing knowledge. This includes identifying related rehabilitation issues, actual or potential health problems and risk factors, developing risk prevention strategies, and incorporating research findings about health risks, risk reduction and rehabilitation into a plan of care based on selected case studies. Students are accountable and responsible for the work they have agreed to do.
- **Communication** — Students interact effectively as a group member. They independently establish working relationships with group members, give and receive constructive feedback, monitor group function, and share their ideas, thinking and learning materials. They promote self-esteem, comfort, growth and partnership with clients and families.
- **Systematic Inquiry** — Students are increasingly independent with critical thinking. They critically analyze and evaluate various types and sources of knowledge related to rehabilitation, illness and injury prevention, acute care nursing, client self-care and research. They use research findings as a source of discussions with colleagues. They analyze multiple perspectives as part of a decision-making process. They use systematic inquiry to synthesize alternative ways of thinking about practice. They are reflectively skeptical.
- **Professional Growth** — Students take responsibility for their learning by acquiring knowledge that facilitates critical thinking and problem solving related to selected case studies. They facilitate learning of group members by effectively sharing their knowledge and articulating their thinking processes. Students demonstrate increasing independence in thinking about and reflecting on their thinking. They are committed to professional growth. They invest time and effort in their learning. They accept responsibility for their learning needs by independently talking with colleagues and instructors about their practice, articulating their perspective and accepting and using feedback to develop expertise.
- **Creative Leadership** — Students establish collaborative partnerships with group members and work to foster collaborative decision-making. They use team building, negotiation and conflict resolution skills to collaborate with group members. They interact assertively and demonstrate initiative within the group.

■ Verification

I verify that the content of this course outline is current.

  
Authoring Instructor

May 17, 2004  
Date

I verify that this course outline has been reviewed.

  
Program Head/Chief Instructor

May 17/04  
Date

I verify that this course outline complies with BCIT policy.

  
Dean/Associate Dean

May 19/04  
Date

Note: Should changes be required to the content of this course outline, students will be given reasonable notice.

## ■ Instructor(s)

|                 |   |  |
|-----------------|---|--|
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| Marg Gorrie     | Office Location: SE12 418<br>Office Hrs.: | Office Phone: 604-456-8115<br>E-mail Address: mgorrie@my.bcit.ca     |

## ■ Learning Resources

### Required:

- Anderson, E.T., & McFarlane, J.M. (2000). *Community as partner: Theory and practice in Nursing* (3rd ed.). Philadelphia: Lippincott.
- Burns, N., Grove, S.K. (2003). *Understanding Nursing Research* (2<sup>nd</sup> ed.). Philadelphia: W.B. Saunders.
- Canadian Nurses Association. (1997). *Code of ethics for registered nurses*. Ottawa: Author.
- Health Canada. (1997) *Supporting self-care: The contribution of nurses and physicians*. Ottawa: Author. Available free at [www.hc-sc.gc.ca/hppb/healthcare/pubs/selfcare](http://www.hc-sc.gc.ca/hppb/healthcare/pubs/selfcare)
- Registered Nurses Association of British Columbia. (1997). *Standards of nursing practice in British Columbia*. Vancouver: Author.
- Prochaska, J.O., Norcross, J.C., & DiClemente, C.C. (1994). *Changing for Good*. New York: Avon Books.
- A medical-surgical nursing text
- A pediatric nursing text

### On Reserve in the library:

- ◆ Hoeman, S.P. (1996). *Rehabilitation nursing: Process and application* (2<sup>nd</sup> ed.). St. Louis: Mosby.
- ◆ Pender, N.J. (1996). Empowerment for self-care. In Pender (Ed.), *Health Promotion in Nursing Practice* (3<sup>rd</sup> ed.). Stamford, CT: Appleton & Lange.

See course schedule for additional required readings that are on reserve in the library.

## ■ Course Format and Content

Students will work in learning partnerships to explore the following case studies:

- Traumatic Brain Injury (Adolescent)
- Cystic Fibrosis (School age child)
- Congestive Heart Failure/Venous Stasis Ulcer (Older elder)

All of the case studies take place in the context of the community. When exploring the above situations, students will consider the following concepts:

- Health Promotion
- Illness and Injury Prevention
- Epidemiology
- Self-Care
- Rehabilitation
- Research
- Decision Making

### ■ Course Format and Content (cont'd)

Students will meet in a seminar setting for three hours a week with an instructor to explore case studies for the purpose of learning content, developing thinking and decision-making skills, and identifying learning needs. A portion of class time will be devoted to addressing content specifically related to research and decision making. During the remainder of class time students will apply knowledge and a variety of decision-making models to the case study. Application of knowledge includes but is not limited to the course concepts, independent research brought to the group by students and material presented in class by the instructor. It is an expectation that students have previously acquired skills that will promote effective group functioning therefore emphasis will be on developing skill in the systematic inquiry process for the purpose of decision making.

### ■ Information for Students

1. Students are expected to identify individual learning needs that may be met in this course. Please talk with the Instructor to see how this might be accomplished.
2. Assignments are due by the beginning of class on the dates specified. If an assignment is late, the mark for the assignment will drop 10% for each school day it is late.
3. Students may be required to submit a medical certificate if a student's ability to complete the course is affected for medical reasons. Please see the BCIT Nursing Program Medical Certificate Definition attached to this course outline.

### Attendance

We believe that dialogue contributes to both thinking and learning. Therefore:

1. Attendance is required in this course. The different perspectives, thinking and experiences shared during the sessions will expand the thinking of all participants. Also, students will be doing independent work to share with the group. This work is required for the group to accomplish its task and move on to other tasks. Therefore, if students are absent for more than 10% of the planned activities without a medical reason, they may be prohibited from completing the course (see BCIT Policy re: attendance).

### Course Evaluation

Students have the right and the responsibility to evaluate the course. Ongoing feedback will be obtained from students who are currently in the course so students' needs and course outcomes can be facilitated. At the end of the term, a review will be written that is aimed at modifying the course for subsequent students.

### Student Evaluation

The reflective journals, research critiques and the decision making project **must be completed to achieve a satisfactory** standing in the course.

## ■ Information for Students (cont'd)

**Participation – Group skills, group work summaries and evaluation of a reflective journal – 25% of final mark.**

### **1. Group Skills – 5%**

It is an expectation that students will actively participate in the group so the group functions effectively and the group's learning goals are met. Student's will demonstrate effective group skills and bring independent work to class for critique and discussion as assigned and determined by the group. Independent work brought to the group will include the information and thoughtful critique of at least 2 research articles for each case study. It is the student's responsibility to submit to the instructor at the end of each case study, a list of the research articles they presented to the group. Satisfactory ability to contribute to group functioning will result in the full 10% of marks for this component. Unsatisfactory ability to contribute to group functioning will result in no marks being awarded and will be determined by the instructor.

The instructor will consider feedback from the group and student self-evaluation in determining an unsatisfactory mark. At the completion of the first and third cases each student will evaluate each group member and themselves using the Group Participation Evaluation Form and submit these to the instructor. In the event that a student is not facilitating group process and working toward the group's goals, then the student in consultation with the instructor will develop a learning plan to address the student's learning needs. Both the student and instructor will then document progress toward the student's learning goals. It is an expectation that all students will seek out and give constructive feedback to group members related to independent research and group skill performance.

### **2. Group Work Summaries – 10%**

Group work summaries are presented by each small group at the completion of each of the case studies. These are graded out of 10 marks by the instructor. Each summary will include the following:

1. Your group's summary of the strengths and weaknesses of the decision making model relevant to the case (see case study guides). Include at least 2 strengths and 2 weaknesses. (4 marks)
2. Your group's summary of the strengths and weaknesses of one research study and its potential application to the relevant case (see case study references for research studies). Include at least 2 strengths and 2 weaknesses. (6 marks)

Each group has 15 minutes to present including time for questions. This is an informal presentation.

### **3. Reflective Journal – 10%**

The reflective journal will be graded using the Reflective Journal Marking Criteria Form. This form will be handed out during the first class and is to be attached by each student to the inside cover of their journal.

Please see assignment details below for further detail on this component of the participation mark.

**Students must achieve a satisfactory mark (50%) in participation (group skills and the reflective journal) to achieve credit for the course.**

## ■ Assignment Details

### 1. Reflective Journal – due Friday, October 1st and November 5th.

The purpose of the reflective journal is to help students reflect on their thinking and decision making in relation to the case studies. Reflective journals must be **submitted in weeks 8 and 11 by the beginning of class**. While journals are submitted only twice during the term, it is an expectation that students will make ongoing entries that document their thinking and decision-making skills. Entries should not be limited to thinking and decision making that occurs only in class. Rather reflection, thinking about thinking and decision making that occurs between classes should also be noted and as much as possible written down. Much of what is written in the reflective journal should be useful in the development of the decision-making model for the term project (see #3 Written Assignment – Decision-Making Project). **The reflective journal should be a work in progress for the final project.**

The following are guidelines for your reflective journal:

- a. Begin to write down your thoughts about how you make decisions.
  - What sorts of things do you consider?
  - What resources do you use?
  - What self-talk do you engage in?
  - Do you consider other perspectives?
  - Do you look for opposing theories, information or ideas?
  - How do others influence your thinking and decision making. Consider peers, experts, patients etc.
- b. Read approximately 6 to 8 articles on decision making and critical thinking and determine what theory and key elements match your own thinking and write about this in your reflective journal. As well, consider the following related questions:
  - Do you already use some of the processes and key elements described in the articles? How do you use them? When? Does using them work? Why?
  - What processes, theories, and key elements are you not using? Would you consider using them? Why or why not?
  - When you deliberately use processes and key elements you have not tried before how did the decision-making process go? What worked and what didn't work?
  - What patterns can you identify in your thinking?
  - How would you like to change the way you think about and inquire about problems, information and ideas?
  - Document the key elements and processes you intend to use and how you intend to use them. This may change over time as the development of your model is a work in progress.
- c. Use examples from class, practicum and your thinking on the case studies to demonstrate your thoughts on thinking and decision making.

### 2. Research Critiques – 35% of final mark

**Due: September 10<sup>th</sup>, October 8<sup>th</sup>, and November 12<sup>th</sup>.**

Three separate research critiques will be completed for each case study in the course. The first critique will be done as a small and large group activity in class. The second critique will be written and completed in formal paper format. The third critique will take the form of a formal group presentation. The first critique is worth 5%, the second 15% and the third 15%.

The purpose of the research critiques is to provide the opportunity to learn about, read and critically analyze research reports for the purpose of determining the usefulness of the research for practice. Your critique of the

### ■ Assignment Details (cont'd)

research will result in a decision about the applicability of the research to the relevant case study. This decision will be made in a small group and shared with the large group.

### **Research Critique #1 (5% of final mark). Due Friday, September 10th.**

Critique #1 is done orally during class discussion. Five marks will be awarded to each student for meeting the oral critique criteria. If the criteria are not met, no marks will be awarded.

The following article will be critiqued for the Olga Padrowski case study (critique #1). It can be found on reserve in the library.

Naylor, M.D., Brooten, D., Campbell, R., Jacobsen, B.S., Mezey, M.D., Pauly, M.V. & Schwartz, J.S. (1999). Comprehensive discharge planning and home follow-up of hospitalized elders: a randomized trial. *The Journal of the American Medical Association* 281(7), 613 – 620.

### **Prior to class:**

- a. Read chapter 12 of your research text Burns & Grove (2003).
- b. Using the Comprehension Research Critique Guidelines found on p. 402 of Burns & Grove (2003) make point form notes on the research article listed above. The purpose of these notes is to provide a basis for your participation in an in-class oral critique. Be sure to follow the instructions given in your text for the critique.
- c. Read any relevant chapters in the text that may assist you in understanding the research article and therefore in contributing effectively to an oral critique. For example, you may want to review chapter 5, Understanding Theory and Research Frameworks, prior to critiquing the framework used in the research.
- d. Make a decision regarding the usefulness of the research for practice and for guiding decision making related to the Olga Padrowski case study.

### **Assignment Criteria**

#### **Comprehension**

During class each student in their small group will:

- a) contribute four relevant, useful points related to the Comprehension Research Critique Guidelines on page 402 of Burns & Grove.
- b) provide a clear, logical rationale or example or content from the research study to support each point made.

#### **Evaluation**

- a) articulate a decision regarding the usefulness of the research for practice and for guiding decision making related to the Olga Padrowski case study.

Each small group will make a short 5 minute presentation addressing the three criteria above. Student's will complete a short evaluation of each of their small group members' work.



## ■ Assignment Details (cont'd)

### Research Critique #2 (15% of final mark). Due Friday, October 8<sup>th</sup> at start of class.

The following article will be critiqued for the John Cahill case study. It can be found on reserve in the library.

Gill, D.J. & Wells, D.L. (2000). Forever different: experiences of living with a sibling who has a traumatic brain injury. *Rehabilitation Nursing* 25(2), 48-53.

The submission for this assignment is an academic paper of which the body is **8 pages maximum length**.

- a) Read the following (on reserve in the library):

Polit, D.F., & Hungler, B.P. (1993). Qualitative research and analysis. In *Essentials of Nursing Research: Methods, Appraisal, and Utilization* (3<sup>rd</sup> ed. pp. 323-348). Philadelphia: J.B. Lippincott.

As well, review relevant sections of chapter 11 from your text Burns & Grove (2003).

- b) Using the five standards to evaluate qualitative studies described by Burns & Grove (2003), write a critique of the research article listed above. Be sure to include examples from the research article to support your statements.
- c) Read any relevant chapters in your text that may assist you in understanding the research article and therefore in writing a useful critique.
- d) Make a decision regarding the usefulness of the research for practice and for guiding decision making related to the John Cahill case study.

## Assignment Criteria (55 marks)

### Content (50 marks)

#### Comprehension and Analysis:

- a) The five standards for evaluating qualitative studies as described by Burns & Grove (2003) are addressed in a clear, logical manner that demonstrates: (45 marks)
- comprehension of the qualitative research process.
  - Support of statements and conclusions with examples or content from the research study.

#### Evaluation:

- a) The strengths and weaknesses of the study are summarized succinctly and a conclusion is made regarding the usefulness of the research study for practice and for decision making related to the John Cahill study. (5 marks)

## ■ Assignment Details (cont'd)

### Format ( 5 marks)

- a) APA style is used. Sources of information are identified. References, citations and quotations are noted appropriately. Neutral language is used and repetition avoided. (2 marks) You are advised to review the APA style guidelines.
- b) Organization, clarity, logic, and flow are appropriate for an academic paper. (2 marks)
- c) Grammar, spelling, and punctuation are appropriate. (1 mark)

### Research Critique #3 (15% of final grade). Due Friday, November 12 at start of class.

The following articles will be critiqued for the Matthew Moore case study. It can be found on reserve in the library.

1. Eddy, M.E., Carter, B.D., Kronenberger, W.G., Conradsen, S., Eid, N.S., Bourland, S.L. & Adams, G. (1998). Parent relationships and compliance in cystic fibrosis. *Journal of Pediatric Health Care*. 12(4), 196-202.
2. Schneiderman-Walker, J., Pollock, S.L., Corey, M., Wilkes, D.D., Canny, G.J., Pedder, L. & Reisman, J.J. (2000). A randomized controlled trial of a 3 year home exercise program in cystic fibrosis. *The Journal of Pediatrics*, 136(3), p. 304-310.
3. Goldbeck, L. & Babka, C. (2001). Development and evaluation of a multi-family psychoeducational program for cystic fibrosis. *Patient Education and Counselling* 44(2001), 187 – 192.
4. Suri, R., Metcalfe, C., Lees, B., Grieve, R., Flather, M., Normand, C., Thompson, S., Bush, A. & Wallis, C. (2001). Comparison of hypertonic saline and alternate-day or daily recombinant deoxyribonuclease in children with cystic fibrosis: a randomized trial. *Lancet* 358(9290), 1316 – 1321.

The format for this assignment is a group presentation of 40 minutes in length. Included in the 40 minute timeframe will be a 10 minute discussion. The time limit will be strictly adhered to.

- a. Review chapter 12 of your research text Burns & Grove (2003).
- b. As a group using the Comparison and Analysis Research Critique Guidelines found on p. 405 and the Evaluation Critique Guidelines found on page 408 of Burns & Grove (2003) and complete a critique of your group's assigned research article. Be sure to follow the instructions on p. 405 of Burns & Grove (2003) under the heading 'Guidelines for Comparison and Analysis of a Research Report'.
- c. As a group make a decision regarding the usefulness of the research for practice and for guiding decision making related to the Matthew Moore case study.

### Assignment Criteria (65 marks)

#### Content (50 marks)

##### Comparison and Analysis:

- a) Each point in the guidelines for comparison, analysis and evaluation (Burns & Grove, 2003) is addressed in a clear, logical manner demonstrating comprehension of the research process. (22 marks)

■ **Assignment Details (cont'd)**

- b) Each step in the study is identified as a strength or a weakness. Examples or documentation from the study are included to support conclusions. (22 marks)

Evaluation:

- a) The quality of the study is summarized and conclusions drawn about the usefulness of the research findings for practice and for guiding nursing decisions related to the Matthew Moore case study. (6 marks)

**Format (15 marks)**

- a) Presentation of critique is done in a professional manner. (3 marks)
- b) Visuals and/or handouts are clear, concise and augment the presentation. (2 marks)
- c) Questions and /or issues raised by the class are dealt with knowledgeably and effectively by different members of the group. (4 marks)
- d) The presentation and any discussion is summarized effectively. (2 mark)
- e) The presentation is completed within the 40 minute timeframe. (2 mark)
- f) Feedback is obtained from the remainder of the class. (2 mark)

**3. Written Assignment - Decision Making Project – 40% of final mark  
Due Friday, November 26<sup>th</sup> at start of class.**

The purpose of this assignment is to develop a systematic approach to decision making by developing a decision making model. You will articulate and demonstrate the processes of your own decision-making model through the use of an example derived from one of the course health situations.

The submission for this assignment is an academic paper with a **maximum of 12 pages of text**. Your discussion should clearly demonstrate you have engaged in critical analysis and synthesis of the literature on decision making, the course concepts and the chosen health situation (from class, practicum or work setting) for the purpose of developing and demonstrating the use of a personal decision making model.

To develop and demonstrate your personal decision-making model:

- 1. Review the literature on decision making, identifying key elements of the decision making process based on several decision-making models.
- 2. Analyze and evaluate the key elements of the decision-making models. Consider the similarities and differences between the decision-making models and key elements/concepts. Identify missing pieces or gaps in the decision making models. Describe how the elements are related to each other. Then, summarize what the theorists say and why you do or do not accept their perspectives.
- 3. Based on your review and analysis of the literature, synthesize what you have learned to create your decision making model. Identify the key elements that make up your model and describe the relationships between the elements. A pictorial, mind map, chart or table may be a useful tool for both yourself and the reader.

4. Choose an example of decision making from one of the health situations being studied in class, from practicum or a work setting. Use this example to demonstrate how your model assists you through the decision making process. This discussion should synthesize knowledge from the course concepts as well as relevant data and multiple perspectives from the health situation into the decision-making process using your model.
5. Critically analyze and evaluate your decision making model noting strengths, weaknesses, missing pieces or gaps, and any changes you might make. Draw conclusions as to the usefulness of your decision-making model. Provide evidence to support your conclusions.

#### ■ Assignment Details

##### Assignment Criteria

##### Content (55 marks)

1. Summarizes, critically analyzes and evaluates relevant literature on decision making. **(10 marks)** There is evidence of:
  - Analysis and evaluation of key elements from the literature on decision-making. (3)
  - Similarities and differences between the decision-making models and key elements/concepts. (3)
  - Missing pieces or gaps in the decision making models. (1)
  - How the elements are related to each other. (1)
  - Why you do or do not accept the perspectives of the theorists. (2)
2. Articulates a personal decision making model by: **(20 marks)**
  - Synthesizing knowledge on decision making to create a personal decision making model. (5)
  - Identifying, defining and describing key elements of a personal decision-making model. (5)
  - Articulating a rationale for inclusion of the chosen elements. (5)
  - Identifying and describing the relationships between the elements of the decision making model. (5)
3. Through the use of a health situation from class, practicum or a work setting the student articulates and explicates the decision making model **(20 marks)**. The student demonstrates:
  - Clear application of the model. (6)
  - Analysis of multiple perspectives. (6)
  - Analysis, evaluation and synthesis of knowledge and data related to the course concepts. (2)
  - Analysis, evaluation and synthesis of knowledge and data related to the health situation. (6)
4. Evaluates the effectiveness of the decision-making model by identifying strengths, weaknesses and possible changes. Refer to point #5 above. (5 marks)

##### Format (5 marks)

1. APA style is used. Sources of information are identified. References, citations and quotations are noted appropriately. Neutral language is used and repetition avoided. (2 marks) You are advised to review the APA style guidelines.
2. Organization, clarity, logic, and flow are appropriate for an academic paper. (2 marks)
3. Grammar, spelling, and punctuation are appropriate. (1 mark)

### Schedule

| Date/<br>Week #   | Outcome/Material Covered<br>Assignment & Due Date   | Reference/<br>Reading  |
|-------------------|---|--|
| August 20<br>1    | Orientation to Course<br>Critical Thinking for Decision-making<br>Discussion of Duchscher (1999).<br>Research content: Research overview.<br>Begin case study: Olga Padrowski | Duchscher, J.E., (1999). Catching the wave: understanding the concept of critical thinking. <i>Journal of Advanced Nursing</i> , 29(3), 577-583.<br><br>Burns & Grove, chapters 1 and 2  |
| August 27<br>2    | Case study: Olga Padrowski cont'd<br>Research problems, purposes and hypotheses.  | Independent research and reading.<br><br>Naylor, M.D., Brooten, D., Campbell, R., Jacobsen, B.S., Mezey, M.D., Pauly, M.V. & Schwartz, J.S. (1999). Comprehensive discharge planning and home follow-up of hospitalized elders: a randomized trial. <i>The Journal of the American Medical Association</i> 281(7), 613 – 620.<br><br>Gordon, M., Murphy, C.P., Candee, D. & Hiltunen, E. (1994). Clinical judgment: an integrated model. <i>Advances in Nursing Science</i> 16(4), p. 55-70.<br><br>Burns & Grove, chapter 3 |
| September 3<br>3  | Case study: Olga Padrowski – part 2<br>Research content: Review of literature<br>Discussion: expectations of oral critique for next week.                                     | Independent research and reading<br><br>Burns & Grove, chapter 4<br><br>Gordon, M., Murphy, C.P., Candee, D. & Hiltunen, E. (1994). Clinical judgment: an integrated model. <i>Advances in Nursing Science</i> 16(4), p. 55-70.  |
| September 10<br>4 | Case study: Olga Padrowski cont'd<br><b>Due: research critique #1.</b> Oral discussion of application to the Olga Padrowski case.   | Independent research and reading.<br><br>Naylor, M.D., Brooten, D., Campbell, R., Jacobsen, B.S., Mezey, M.D., Pauly, M.V. & Schwartz, J.S. (1999). Comprehensive discharge planning and home follow-up of hospitalized elders: a randomized trial. <i>The Journal of the American Medical Association</i> 281(7), 613 – 620.<br><br>Burns & Grove (1999). Relevant chapters related to Rich et al (1995).   |
| September 17<br>5 | NO CLASS  | NO CLASS   |

| Date/<br>Week #   | Outcome/Material Covered<br>Assignment & Due Date   | Reference/<br>Reading   |
|-------------------|---|---|
| September 24<br>6 | Wrap up case study: Olga Padrowski case.<br>Summarize decision making processes for the Olga Padrowski case and apply decision-making model.<br>Theory & research frameworks.                     | Independent research and reading related to Olga case and decision-making.<br>Burns & Grove, chapter 5<br>Group Participation Evaluation<br>Group Work Summaries are presented  |
| October 1<br>7    | Students present initial draft of personal decision-making frameworks for critique.<br>Research Content: Introduction to qualitative research<br><b>Due: Reflective journal at start of class</b> | Burns & Grove chapter 11<br>Polit, D. F., & Hungler, B.P. (1993). Qualitative research and analysis. Ch 11. In <i>Essentials of Nursing Research: Methods, Appraisal, and Utilization</i> (3 <sup>rd</sup> ed. pp. 323-348). Philadelphia: J.B.Lippincott<br>Gill, D.J. & Wells, D.L. (2000). Forever different: experiences of living with a sibling who has a traumatic brain injury. <i>Rehabilitation Nursing</i> , 25(2), 48-53. |
| October 8<br>8    | <b>Due: Research critique #2 at start of class.</b><br>Begin Case Study: John Cahill<br>Research content: Ethics in nursing research & Clarifying research designs                                | Burns & Grove (1999). Relevant chapters related to Gill & Wells (2000).<br>Burns & Grove, chapters 6 & 7<br>Pesut, D.J., & Herman, J. (1998). OPT: transformation of nursing process for contemporary practice. <i>Nursing Outlook</i> 46, p. 29-36.  |
| October 15<br>9   | Case Study: John Cahill cont'd<br>Research content: Populations and samples   | Independent research and reading<br>Burns & Grove, chapter 8  |
| October 22<br>10  | Case Study: John Cahill Part 2<br>Research content: Measurement and data collection   | Independent research and reading.<br>Burns & Grove, chapter 9<br>Gill, D.J. & Wells, D.L. (2000). Forever different: experiences of living with a sibling who has a traumatic brain injury. <i>Rehabilitation Nursing</i> , 25(2), 48-53.   |

| Date/<br>Week #   | Outcome/Material Covered<br>Assignment & Due Date   | Reference/<br>Reading   |
|-------------------|---|---|
| October 29<br>11  | Case Study: John Cahill cont'd<br>Research content: Understanding statistics<br>Summarize decision making processes for John Cahill case and apply decision-making model.<br>Discussion of research article for critique 3. | Independent research and reading.<br>Burns & Grove, chapter 10<br>See course outline for a list of the 4 possible research articles for critique #3.                                |
| November 5<br>12  | <b>Due: Reflective journal at start of class.</b><br>Wrap up case study: John Cahill<br>Group Prep for critique #3  | John Cahill comes to visit<br>Independent research and reading<br>Burns & Grove (1999). Relevant chapters related to group research critique.<br>Group Work Summaries are presented |
| November 12<br>13 | <b>Due: Research critique #3 at start of class. (group presentation)</b>  | See course outline for a list of the 4 possible research articles for critique #3.  |
| November 19<br>14 | Begin case study: Matthew Moore<br>Presentation of Decision-Making Models   | Teekman, B. (2000). Exploring reflective thinking in nursing practice. <u>Journal of Advanced Nursing</u> , 31(5), 1125-1135.<br><br>Independent research and reading               |
| November 26<br>15 | <b>Due: Decision making project at start of class.</b><br>Case Study: Matthew Moore cont'd  | Independent research and reading.   |
| December 3<br>16  | Wrap up case study: Matthew Moore<br>Summarize decision making processes for Mathew Moore Case and apply a decision-making model from the literature.   | Independent research and reading.<br>Group Work Summaries are presented<br>Course Evaluations   |

