



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>	January 2005	<b>End Date:</b>	May 2005
<b>Total Hours:</b>	48	<b>Total Weeks:</b>	16
<b>Hours/Week:</b>	3	<b>Lecture:</b>	
		<b>Lab:</b>	
<b>Prerequisites</b>		<b>NURS 8000 is a Prerequisite for:</b>	
<b>Course No.</b>	<b>Course Name</b>	<b>Course No.</b>	<b>Course Name</b>
LIBS 7001	Critical Reading and Writing	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

\_\_\_\_\_  
Date

I verify that this course outline has been reviewed.

\_\_\_\_\_  
Program Head/Chief Instructor

\_\_\_\_\_  
Date

I verify that this course outline complies with BCIT policy.

\_\_\_\_\_  
Dean/Associate Dean

\_\_\_\_\_  
Date

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

## ■ Instructor(s)

Marg Gorrie	Office Location: SE12 418	Office Phone: 604-456-8115
	Office Hrs.: Thurs 8:30-11:00 Fri 12:30-15:00	E-mail Address: mgorrie@my.bcit.ca

## ■ Learning Resources

### Required:

- Stamler, L.L., Yiu, L. (2005). *Community Health Nursing: a Canadian Perspective*. Toronto: Pearson Prentice Hall.
- Burns, N., Grove, S.K. (2003). *Understanding Nursing Research (3rd 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 5% 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 second 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 – 5%

Group work summaries are presented by each small group at the completion of the first and second 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 – 15%

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, February 11<sup>th</sup> and April 8<sup>th</sup>.

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 6 and 12 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 Poster Presentation – 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

Three separate research critiques will be completed for each case study in the course. The first critique is worth 5%, the second 20% and the third 20%.

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.

## ■ Assignment Details (cont'd)

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

### **Research Critique #1 (5% of final mark). Due Friday, February 4<sup>th</sup>.**

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.



### ■ Assignment Details (cont'd)

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

#### **Research Critique #2 (15% of final mark). Due Friday, February 25<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, pp. 428-433), 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.

#### **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. (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, April 15th or 22nd (in class presentation)

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

1. Anselmo, M.A., Lash, K.M., Stieb, E.S., & Haver, K.E. (2004). Cystic fibrosis on the internet: a survey of site adherence to AMA Guidelines. *Pediatrics*, 114(1), 100-103.
2. 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.
3. 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.
4. Goldbeck, L. & Babka, C. (2001). Development and evaluation of a multi-family psychoeducational program for cystic fibrosis. *Patient Education and Counselling*, 44, 187 – 192.
5. 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.
6. Zoritch, B., Eiser, C., Hiller, E.J. & Taylor, C. (1996). Cystic fibrosis and school: the teachers' viewpoint. *Ambulatory Child Health*, 1, 312-310.

The format for this assignment is a group presentation of 30 minutes in length. Included in the 30 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, use Burns & Grove (2003) Comparison and Analysis Research Critique Guidelines (found on p. 405) and the Evaluation Critique Guidelines (found on page 408) to critique 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.' Each point in the guidelines for comparison, analysis and evaluation (Burns & Grove, 2003) is to be addressed in a clear, logical manner demonstrating comprehension of the research process, with each step in the study identified as a strength or a weakness. Note examples or documentation from the study to support conclusions. This information will form the foundation for your oral presentation.

■ **Assignment Details (cont'd)**

- 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)**

At the outset of the presentation provide an overview of the study:

- the purpose of the research (2 marks)
- type of study (2 marks)
- methods used to conduct the study (4 marks)
- findings (2 marks)

Identify whether the findings are significant and comment on the appropriateness of the statistical analysis given the research design and sample (5 marks).

Identify 3 priority strengths of the research. Explain why each is a strength and provide evidence to support your finding. (15 marks)

Identify 3 priority weaknesses of the research. Explain why each is a weakness and provide evidence to support your finding. (15 marks)

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. (5 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 discussion of issues are encouraged and are dealt with knowledgeably and effectively by different members of the group. (5 marks)
- d) The presentation and any discussion is summarized effectively. (2 mark)
- e) The presentation is completed within the 30 minute timeframe. (2 mark)
- f) Feedback is obtained from the remainder of the class. (1 mark)

**3. Decision Making Project: Poster Presentation & Written Literature Review – 40% of final mark**  
**Literature Review due Friday, April 29<sup>th</sup> at start of class.**  
**Poster Presentation due Friday, April 29<sup>th</sup> and May 6<sup>th</sup>**

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, practicum or a work setting.

The submission for this assignment consists of:

- A written review of a minimum of 6 articles on decision-making (see Decision Making References). This should be a **maximum of 5 pages of text** using APA format. Your discussion should clearly demonstrate you have engaged in critical analysis and synthesis of the literature on decision making.
- A poster depicting your personal decision-making model. This should include identification of the concepts included in your model, definitions, rationale for inclusion of the elements and a description of the relationships between the elements.
- An oral presentation of your decision-making model highlighting strengths, weaknesses, missing pieces or gaps, and any changes you might make. Draw conclusions as to the usefulness of your decision-making model. Provide examples to support your conclusions. The presentation time is 10 minutes with 5 minutes for questions.

■ **Assignment Details**

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. Develop a pictorial, mind map, chart or table for yourself and the viewer.
4. 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 Criteria**

**Content (60 marks)**

1. Summarizes, critically analyzes and evaluates relevant literature on decision making in a formal paper. **(20 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. Presents a personal decision making model with a poster presentation by: **(15 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 (written on poster). (5)
  - Includes a brief (1-2 sentences) rationale for inclusion of the chosen elements (written on poster). (5)
  - Identifies and describes the relationships between the elements of the decision making model. (5)
3. The student articulates and explicates the decision making model **(5 marks)**.
- Provides a brief (2 minutes) description of concepts in the model and how you would work through or use the model.
  - Articulates how the model cues or provides prompts for analysis of multiple perspectives.
  - Articulates how the model cues or provides prompts for analysis, evaluation and synthesis of knowledge and data related to the course concepts.
4. The student evaluates the effectiveness of the decision-making model. **(5 marks)**
- Critically analyzes and evaluates the 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.

**Format for Written Component (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)

**Format for Poster Presentation Component (10 marks)**

1. Visual image of decision-making model is clear.
2. The presentation is done in a professional manner.
3. Questions and/or discussion of issues are encouraged and are dealt with effectively.
4. The presentation is completed in 10 minutes (5 minutes for discussion). The presentation will be timed.

### Schedule

Date/ Week #	Outcome/Material Covered Assignment & Due Date	Reference/ Reading
January 14 1	Orientation to Course Critical Thinking for Decision-making Discussion of Duchscher (1999). Research content: Research overview. 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.  Burns & Grove, chapters 1 and 2
January 21 2	Case study: Olga Padrowski cont'd Research problems, purposes and hypotheses.	Independent research and reading.  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.  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.  Burns & Grove, chapter 3
January 28 3	Case study: Olga Padrowski – part 2 Research content: Review of literature Discussion: expectations of oral critique for next week.	Independent research and reading  Burns & Grove, chapter 4  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.
February 4 4	Case study: Olga Padrowski cont'd <b>Due: research critique #1.</b> Oral discussion of application to the Olga Padrowski case.	Independent research and reading.  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.  Burns & Grove (1999). Relevant chapters related to Naylor et al (1999).

February 11 5	Wrap up case study: Olga Padrowski case. Summarize decision making processes for the Olga Padrowski case and apply decision-making model. Theory & research frameworks.	Independent research and reading related to Olga case and decision-making. Burns & Grove, chapter 5 Group Participation Evaluation Group Work Summaries are presented
February 18 6	Students present initial draft of personal decision-making frameworks for critique. Research Content: Introduction to qualitative research <b>Due: Reflective journal at start of class</b>	Burns & Grove chapter 11 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 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.
February 25 7	<b>Due: Research critique #2 at start of class.</b> Begin Case Study: John Cahill Research content: Ethics in nursing research & Clarifying research designs	Burns & Grove (1999). Relevant chapters related to Gill & Wells (2000). Burns & Grove, chapters 6 & 7 Pesut, D.J., & Herman, J. (1998). OPT: transformation of nursing process for contemporary practice. <i>Nursing Outlook</i> , 46, p. 29-36.
March 4 8	Case Study: John Cahill cont'd Research content: Populations and samples	Independent research and reading Burns & Grove, chapter 8
March 11 9	Case Study: John Cahill Part 2 Research content: Measurement and data collection	Independent research and reading. Burns & Grove, chapter 9 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.
March 25 10	No Class – Good Friday	

April 1 11	Case Study: John Cahill cont'd Research content: Understanding statistics Summarize decision making processes for John Cahill case and apply decision-making model. Discussion of research article for critique 3.	Independent research and reading. Burns & Grove, chapter 10 See course outline for a list of the 6 possible research articles for critique #3.
April 8 12	<b>Due: Reflective journal at start of class.</b> Wrap up case study: John Cahill Group Prep for critique #3	John Cahill comes to visit Independent research and reading Burns & Grove (2003). Relevant chapters related to group research critique. Group Work Summaries are presented
April 15 13	<b>Due: Research critique #3 at start of class</b> (3 groups present) Begin case study: Matthew Moore	Burns & Grove (2003). Relevant chapters related to group research critique. Teekman, B. (2000). Exploring reflective thinking in nursing practice. <i>Journal of Advanced Nursing</i> , 31(5), 1125-1135.
April 22 14	<b>Due: Research critique #3 at start of class</b> (2 groups present) Case Study: Matthew Moore cont'd	Teekman, B. (2000). Exploring reflective thinking in nursing practice. <i>Journal of Advanced Nursing</i> , 31(5), 1125-1135. Independent research and reading
April 29 15	<b>Due: Decision making project at start of class. Submit written literature review.</b> (3 groups present) Case Study: Matthew Moore cont'd	Independent research and reading.
May 6 16	<b>Due: Decision making project at start of class.</b> (2 groups present) Summarize decision making processes for Mathew Moore Case & wrap up case study.	Independent research and reading. Course Evaluations