



A POLYTECHNIC INSTITUTION

School of Health Sciences

Program: Bachelor of Technology in Nursing

Option:

NURS 8000
Systematic Inquiry**Start Date:** August 2005**End Date:** December 2005**Total Hours:** 48 **Total Weeks:** 16**Term/Level:** 6 **Course Credits:** 3**Hours/Week:** 3 **Lecture:** **Lab:****Shop:** **Seminar:** 3 **Other:****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

■ 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%
Research Critiques	35%
Decision Making Project	40%
TOTAL	100%

Comments: All assignments must be completed to achieve a satisfactory standing in the course.

■ 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.

Marg Forrie
Authoring Instructor

May 18, 2005
Date

I verify that this course outline has been reviewed.

And
Program Head/Chief Instructor

May 18/05
Date

I verify that this course outline complies with BCIT policy.

Huena
Dean/Associate Dean

May 18/05
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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■ 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
- 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* (2nd ed.). St. Louis: Mosby.
- ♦ Pender, N.J. (1996). Empowerment for self-care. In Pender (Ed.), *Health Promotion in Nursing Practice* (3rd 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

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)**

I. Participation – Group skills and group work summaries – 25% of final mark.

1. Group Skills – 10%

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 – 15%

Each small group is expected to present a summary of the case study work at the completion of each case study. The 'Student Guide' to each case study provides instruction for the group work summary. The presentation will be graded out of 10 marks by the instructor. Each group has 15 minutes to present including time for questions. This is an informal presentation.

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

II. 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 3%, the second 15% and the third 17%.

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 is an individual in-class written critique.

■ 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 (3% of final mark). Due Friday, September 9th.

Critique #1 is done orally during class discussion. Three 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 (electronic & print copy).

Naylor, M.D., Broton, 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).

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* (3rd 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 (17% of final grade).

The format for this assignment is an individual in-class written critique. The purpose of the critique is for students to demonstrate comprehension of quantitative research concepts by critiquing one research study. Students will be provided with the research article to be critiqued and choices regarding questions to be answered.

Students must achieve a satisfactory mark (50%) in Research Critique #3 to achieve credit for the course.

III. Decision Making Project: Reflective Journal, Poster Presentation & Written Literature Review – 40%

Reflective Journal due Friday, September 23rd and November 4th

Literature Review due Friday, November 18th at start of class.

Poster Presentation due Friday, November 18th and November 25th

1. 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.

■ Assignment Details

Reflective Journal – due Friday, September 23rd and November 4th

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 your personal decision-making model. **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 at least 4 decision-making articles before the 1st submission of your journal and determine what theory and key elements match your own thinking. Write about these in your reflective journal. Consider the following related questions:
 - Identify 3 concepts from the literature that fit with your thinking. Describe how each concept is similar to your thinking.
 - Do you 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 key elements and processes you intend to use in your decision making model and how you intend to use them. These may change over time with the development of your model as it is a 'work in progress.'
 - Include a graphic depiction of your personal decision making model including the key elements.
- c. Use examples from class, practicum and your thinking on the case studies to demonstrate your thoughts on thinking and decision making.
- d. Prior to submitting your journal the second time, read an additional 2 to 4 articles on decision-making and critical thinking. In this journal, address the following questions:
 - Identify additional or alternate concepts from the literature that fit with your thinking. Describe how the concepts are similar to your thinking.
 - Do you use some of the processes and key elements described in the articles you have read since completing the first part of the journal? 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 key elements and processes you intend to use in your decision making model and how you intend to use them. These may change over time with the development of your model as it is a 'work in progress.'
 - Include an updated graphic depiction of your personal decision making model including showing the key elements.

- e. Use examples from class, practicum and your thinking on the case studies to demonstrate your thoughts on thinking and decision making.

2. Decision Making Poster and Literature Review – 30%

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 the Decision-Making Project consists of 3 parts:

- A. A written review of 6 to 8 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.
- B. 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.
- C. 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.

Please see assignment details below for further detail on each component of the Decision-making Project.

■ 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 (45 marks)

A. Written literature review

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. (6)
 - Similarities and differences between the decision-making models and key elements/concepts. (6)
 - Missing pieces or gaps in the decision making models. (2)
 - How the elements are related to each other. (2)
 - Why you do or do not accept the perspectives of the theorists. (4)

B. Poster

2. Presents a personal decision making model with a poster presentation. **(15 marks)** There is evidence of:
 - Synthesis of knowledge on decision making to create a personal decision making model. Identification, definition and description of key elements of a personal decision-making model (written on poster). (5)
 - A rationale for inclusion of the chosen elements (1-2 sentences written on poster). (5)
 - Identification and description of the relationships between the elements of the decision making model. (5)

C. Oral Presentation

3. The student articulates and explicates the decision making model. **(5 marks)** There is evidence of:
 - A brief description of concepts in the model and how you would work through or use the model. (2)
 - How the model cues or provides prompts for analysis of multiple perspectives. (1)
 - How the model cues or provides prompts for analysis, evaluation and synthesis of knowledge and data related to the course concepts. (2)
4. The student evaluates the effectiveness of the decision-making model. **(5 marks)** There is evidence of:
 - Critical analysis and evaluation of the decision making model noting strengths, weaknesses, missing pieces or gaps, and any changes you might make. (3)
 - Conclusions drawn as to the usefulness of your decision-making model. Provides evidence to support your conclusions. (2)

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)

The poster presentation format will be evaluated according to the following criteria:

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

Schedule

Date/ Week #	Outcome/Material Covered Assignment & Due Date	Reference/ Reading
August 19 Week 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
August 26 Week 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
September 2 Week 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.
September 9 Week 4	Case study: Olga Padrowski cont'd Due: research critique #1. 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).

September 16 Week 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
September 23 Week 6	Students present initial draft of personal decision-making frameworks for critique. Research Content: Introduction to qualitative research Due: Reflective journal at start of class <i>- Wrap up Olga case plng</i>	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 rd 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.
September 30 Week 7	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 <i>Ethics + Res. Designs</i> . Pesut, D.J., & Herman, J. (1998). OPT: transformation of nursing process for contemporary practice. <i>Nursing Outlook</i> , 46, p. 29-36.
October 7 Week 8	Case Study: John Cahill cont'd Research content: Populations and samples Due: Research critique #2 at start of class.	Independent research and reading Burns & Grove, chapter 8 <i>Populations + Samples</i> <i>Bring Part 2</i>
October 14 Week 9	Case Study: John Cahill Part 2 Research content: Measurement and data collection	Independent research and reading. Burns & Grove, chapter 9 <i>Measurement + Data Colln</i> 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 21 Week 10	Case Study: John Cahill cont'd Research content: Understanding statistics Summarize decision making processes for John Cahill case and apply decision-making model.	Independent research and reading. Burns & Grove, chapter 10 <i>Statistics</i> .
October 28 Week 11	Wrap up case study: John Cahill	John Cahill comes to visit Independent research and reading Group Work Summaries are presented
November 4 Week 12	Due: Reflective journal at start of class. Begin case study: Matthew Moore & discuss decision making processes for Mathew Moore case study	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.
November 11 Week 13	Remembrance Day - no class	
November 18 Week 14	Due: Decision making literature review at start of class. Decision Making Presentations 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
November 25 Week 15	Due: Decision making project at start of class. Decision Making Presentations Wrap up case study.	Independent research and reading. Group Work Summaries are presented
December 2 Week 16	Due: Research critique #3 – written in class	Group Participation Evaluation Course Evaluations