



School of Health Sciences
 Program: Bachelor of Science in Nursing

Course Outline

NURS 8010
Systematic Inquiry

Start Date:	January 2008	End Date:	May 2008
Total Hours:	80	Total Weeks:	16
Hours/Week:	5	Lecture:	Lab:
Prerequisites		NURS 8000 is a Prerequisite for:	
Course No.	Course Name	Course No.	Course Name
LIBS 7001	Critical Reading and Writing	NURS 8330	Nursing Practicum 8 – Leadership
		NURS 8132	Practicum 7
Co-requisite			
Course No.	Course Name		
NURS 7134	Community Home Health		

■ **Course Description**

NURS 8010 is a nursing research and clinical decision making theory course with two foci: developing an understanding of the research process including the ability to read and critique research studies; and, understanding clinical decision making including the development of a personal decision-making model. Knowledge from rehabilitation, illness and injury prevention, client self-care, research and clinical decision making is analyzed and integrated into decision making for chosen clinical case studies.

■ **Evaluation**

Seminar Participation	10%	Comments: All assignments must be completed to achieve a satisfactory standing in the course.
Research Critiques	35%	
Research quizzes	15%	
Decision Making Project	40%	
TOTAL	100%	

■ **Course Learning Outcomes/Competencies**

Upon successful completion, 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.



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY
BACHELOR OF SCIENCE IN NURSING
NURSING 8010
SYSTEMATIC INQUIRY
COURSE INFORMATION
January 2008

Instructors

Selma Whiteside Instructor	Office Location: Office Hrs:	SE12 418	Office Phone: 604-451-6953 E-mail Address: swhiteside@my.bcit.ca
Anne Houseman Instructor	Office Location: Office Hrs:	SE12 418	Office Phone: 604-432-8686 E-mail Address: ahouseman@my.bcit.ca
Lynn Johnson Instructor	Office Location: Office Hrs:	SE12 418	Office Phone: 604-451-6951 E-mail Address: ljohnson32@my.bcit.ca
Ling Lai Instructor	Office Location: Office Hrs:	SE12 418	Office Phone: 604-454-2212 E-mail Address: mlai43@my.bcit.ca

1.

Learning Resources
Required:

1. Stamler, L.L., Yiu, L. (2005). *Community health Nursing: a Canadian perspective*. Toronto: Pearson Prentice hall.
2. Burns, N., Grove, S.K. (2007). *Understanding Nursing Research (4th ed.)*. Philadelphia: W.B. Saunders.
3. Canadian Nurses Association. (2002). *Code of ethics for registered nurses*. Ottawa: Author.
4. 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
5. College of Registered Nurses of British Columbia. (2005). *Professional Standards*. Vancouver: Author.
6. Prochaska, J.O., Norcross, J.C., & DiClemente, C.C. (1994). *Changing for Good*. New York: Avon Books.
7. A medical-surgical nursing text
8. A pediatric nursing text

On Reserve in the library:

- A. Hoeman, S.P. (1996). *Rehabilitation nursing: Process and application* (2nd ed.). St. Louis: Mosby.
- B. 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 may be accessed in the library, on reserve or online under the course name.

Information for Students :

The following statements are in accordance with the BCIT Student Regulations, Policy 5002. To review the full policy, please refer to: <http://www.bcit.ca/-presoff/5002.pdf>

Attendance /Illness

Attendance is important in this course because much of the class work involves group activities.

In case of illness or other unavoidable cause of absence, the student must communicate as soon as possible with his/her instructor or Program head, indicating the reason for the absence. Prolonged illness or three or more consecutive days must have a BCIT medical certificate sent to the department. Excessive absence may result in failure or immediate withdrawal from the course of program. Absence for more than 10% of the planned activities without a medical reason, may result in the student being prohibited from completing the course or program.

Cheating, Fabrication, Plagiarism and/or Dishonesty:

First Offense: Any Student in the School of Health Sciences involved in an initial act of Academic Misconduct – **Cheating, Fabrication, Plagiarism and/or Dishonesty** will receive a Zero (0) or Unsatisfactory (U) on the particular assignment and may receive a Zero (0) or Unsatisfactory (U) in the course, at the discretion of the Associate Dean.

Second Offense: Any Student in the School of Health Sciences involved in a second act of Academic Misconduct – **Cheating, Fabrication, Plagiarism and/or Dishonesty** will receive a Zero (0) or Unsatisfactory (U) on the particular assignment, a Zero (0) or Unsatisfactory (U) in that course and the Associate Dean will recommend to the BCIT Vice-President, Education and/or President, expulsion from the program

Attempts

BCIT Nursing Program Student Guidelines, Policies and Procedures which are located online at <http://www.bcit.ca/health/nursing/> state: Applicants who have any combination of two instances of withdrawal or failure in a Nursing Theory course will be readmitted to the program “with written permission from the Associate Dean, who will detail any special considerations”. Applicants who have any combination of two instances of withdrawal or failure in any Nursing Practicum course(s) for academic or performance reasons, will not be readmitted to the program.

Accommodation:

Any student who may require accommodation from BCIT because of a physical or mental disability should refer to BCIT’s Policy on Accommodation for students with Disabilities (policy # 4501), and contact BCIT’s Disability Resource Centre (SW 1 – 2300, 604-451-6963) at the earliest possible time. Requests for accommodation must be made to the Disability Resource Centre and should not be made to a course instructor or Program area.

Any student who needs special assistance in the event of a medical emergency or building evacuation (either because of a disability or for any other reason), should also promptly inform their course instructor (s) and the Disability Resource Centre of their personal circumstances.

Process Threads Relevant to this Course

- ◆ **Professionalism** — Students build on their existing nursing knowledge base. 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 decisions related to care of clients from 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.



■ Research Component: Format and Content

The research component is comprised of 3 hours a week delivered in a combination of lecture and seminar format. During the seminar portion of the class learners will be given the opportunity to apply research content from the first hour of lecture in the form of research critiques and application exercises. Emphasis is on developing the critical inquiry skills necessary to read and critique research studies and make reasonable decisions and judgements as to how research results might be used in practice.

1. Quizzes – 15% of final mark.

The multiple choice quizzes will test for knowledge and comprehension of research components presented in lecture and from the text. Please refer to your course schedule (separate handout) for quiz content and dates.

2. Research Critiques – 35% of final mark

Two research critiques will be completed. The first critique is worth 15%, the second 20%.

The format for the two critiques will be individual in-class written critiques. Please check your course schedule for dates.

The purpose of the research critiques is to provide the opportunity to learn about, read and critique research reports. for the purpose of determining the usefulness of the research for practice. Critique of research studies may enable learners to make decisions about the applicability of the research.

Research Critique #1 (15% of final mark)

The format for this assignment is an individual in-class written critique. The purpose of the critique is for students to demonstrate comprehension of *qualitative* research concepts by critiquing one research study. Students will be provided with the research article to be critiqued and a critique worksheet to assist with preparation for the critique exam to be answered two weeks prior to the in-class exam.

Research Critique #2 (20% 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 a critique worksheet to assist with preparation for the critique exam two weeks prior to the in-class exam.



Students must achieve an average of 50% between Research Critique #1 and #2 in order to achieve credit for the course.

■ **Clinical Decision Making Component: Format and Content**

The Clinical Decision Making (CDM) Component of the course is 2 hours a week in seminar format. Class time will be devoted to addressing content specifically related to clinical decision making through dialogue, anecdotes from practice, critique of decision making models and related concepts, and the exploration of case studies. Students will apply knowledge from multiple sources and a variety of decision making models to the case studies. Small group work will be employed as a teaching-learning strategy. Therefore, some emphasis will be on developing skill in the systematic inquiry process for the purpose of decision making. Students will work in learning partnerships within assigned small groups to explore a number of case studies. These case studies take place in the context of the hospital as well as the community.

Evaluative Components:

1. Seminar Participation and Group Work Summaries (10% of final grade)

The purpose of the group work summaries is to provide students with guidelines for evaluation, analysis and synthesis of decision making processes and related concepts. The instructor will provide students with group work summary handouts made up of a series of questions designed to facilitate thinking for evaluation, analysis and synthesis of clinical decision making content in relation to each case study. These group work summary handouts will be distributed at the beginning of each case.

Each small group is expected to present a summary of their group work at the completion of each case study. The group work summary will be graded out of 10 marks by the instructor. In addition, each group will present their summary to the larger group. Groups will be given a time limit in class that will include time for questions and facilitation of discussion. This is an informal presentation that should facilitate thinking and dialogue.

Students must each participate in the completion of the group summaries and each group must achieve a satisfactory mark in the group work summaries to achieve credit for the course.

2. Decision Making Projects:

The purpose of these assignments is to assist you in developing an awareness of your preferred decision making process and assist you in developing a systematic approach to decision making by developing a decision making model. In addition to developing your own model, you will articulate and demonstrate the processes of your own decision-making model through the use of a clinical example derived from a practicum or a work experience.

Part A - Literature Review (20% of final grade)

Your written literature review should include a minimum of 6 articles on 2 key concepts or elements related to decision-making. You may use articles from the reference list or ones of



your own choosing. (see course Reference List). This should be a **maximum of 6 pages of text** using APA format.

1. Analyze and evaluate two key concepts or elements of the decision-making process. Consider the similarities and differences between different decision-making models and the key elements/concepts you have selected. 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.
2. Based on your review and analysis of the literature, synthesize what you have learned to create your own 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 some other visual representation for display to the class.
3. Critically analyze and evaluate your decision making model noting strengths, weaknesses, missing pieces or gaps, and any changes you might make. Based on evidence, draw conclusions as to the usefulness of your decision-making model.

Marking Criteria: (25 marks)

Content: (20 marks)

1. Introduction of the paper and identification of 2 key elements (concepts) from the decision making literature are discussed. (2 marks)
2. Analysis of the 2 key elements (concepts) from the literature on decision-making, noting relationships, similarities and differences. (10 marks)
3. Identification of missing pieces or gaps related to the elements (concepts) in the decision making literature. (4 marks)
4. Your evaluation of the elements (concepts) as discussed in the decision making literature is included and why you do or do not accept the perspectives of the theorists. (2 marks)
5. Conclusion summarizes analysis of the concepts and makes a concluding statement. (2 marks)

Format: (5 marks)

1. Reference list follows APA format. (1 marks)
2. References, citations and quotations in body of paper follow APA format. (1 marks)
3. Organization, clarity, logic, and flow are appropriate for an academic paper. (2marks)
4. Title page, formatting, grammar, spelling, and punctuation are appropriate and /or follow APA. (1 marks)

Part B - Poster Presentation (20% of final grade)

Your poster presentation may be done individually or in small groups (maximum 3). The purpose of this assignment is for you to develop your own decision making model and create a visual representation to illustrate your model and your identified key components.



Marking criteria: (25 marks)

Note: all small group members will receive the same mark

1. Key elements (concepts) are defined, described and illustrated, demonstrating synthesis of knowledge on decision making. (5 marks).
2. Rationale for inclusion of the chosen elements is articulated for each element (3 marks).
3. A brief description of the relationships between the elements/concepts of the decision making model is included describing how the model cues or prompts analysis, evaluation and synthesis of information/data. (4 marks)
4. A clear, visual image of your decision-making model. Poster or other visual media is visually appealing & interesting. (4 marks)
5. A clinical example (scenario/case study) is presented and analyzed illustrating the utility of your CDM model in practice. (8 marks)
6. Questions and/or discussion of issues are encouraged and dealt with professionally and effectively. (1 mark)

Additional Information:

Assignment Due Dates

Assignments are due by the beginning of class on the dates specified in the course schedule. If an assignment is late, the mark for the assignment will drop 10% for each day it is late. (see BCIT Policy re penalties for late assignments)

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 research critiques and the two decision making projects **must be completed to achieve a satisfactory** standing in the course.

2.

()

()

()