



**EFFECTIVE: MAY 2005**  
**CURRICULUM GUIDELINES**

A. Division: **Instructional** Effective Date: **May 2005**

B. Department / Program Area: **Health Sciences** Revision  New Course

If Revision, Section(s) Revised:  
Date of Previous Revision:  
Date of Current Revision:

C: **NURS 4130** D: **Professional Growth: Research** E: **2.0**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b> Calendar Description:  The intent of this course is to enhance participants' abilities to comprehend, critique, and utilize nursing research. Participants critically reflect on various research methodologies. Participants experience ways to critically examine their practice in relation to nursing research and to pose researchable questions to inform evidence-based practice.		
<b>G:</b> Allocation of Contact Hours to Types of Instruction/Learning Settings  Primary Methods of Instructional Delivery and/or Learning Settings:  <b>Lecture/Seminar</b>  Number of Contact Hours: (per week/semester for each descriptor)  <b>Lecture/Seminar</b> <b>3.0/wk</b>  <b>Number of Weeks per Semester</b> <b>15</b>	<b>H:</b> Course Prerequisites:  <b>ENGL 1130 + NURS 2300</b>	
	<b>I:</b> Course Corequisites:  <b>None</b>	
	<b>J:</b> Course for which this Course is a Prerequisite  <b>NURS 4200</b>	
	<b>K:</b> Maximum Class Size:  <b>Lecture/Seminar</b> <b>36</b>	
<b>L:</b> PLEASE INDICATE:  <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer:  SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> ) Direct transfer to Collaborative Nursing Program in BC partner sites		

**M:** Course Objectives/Learning Outcomes [Ends-in-View]

In this course, participants have opportunities to:

- enhance their understanding of the research process
- explore a range of research methodologies
- develop skill in using research to inform their nursing practice

**N:** Course Content [Overview]

The focus of this course is the utilization of research in nursing practice. Course concepts are addressed in relation to the four foundational concepts (ways of knowing, personal meaning, time/transitions, and culture/context), integrating the metaconcepts of health promotion and caring. Participants' experiences, interests, and choices are considered. Evidence-based nursing practice is emphasized. Course concepts and essential content are as follows:

- self as researcher
- research as a way of knowing
- qualitative research
- quantitative research
- critical research paradigms (e.g., feminist and participatory action research)
- question posing and exploration
- research designs
- population and sampling
- research rigour
- ethical considerations
- data collection
- data analysis
- dissemination of new knowledge
- the art of critique
- research and power
- informatics to support research
- evidence-based practice
- evaluation research/quality assurance

**O:** Methods of Instruction [Learning Process]

Participants have opportunities to enhance their nursing practice through the use of research. Participants actively engage in the research process through critique of research. Participants engage in critical reflection, dialogue, and critical examination of their role in the utilization of research in evidence-based practice.

<p><b>P:</b> Textbooks and Materials to be Purchased by Participants [and other Learning Resources]</p> <p>Planned Praxis Experience</p> <ul style="list-style-type: none"> <li>• a nursing practice project in influencing change</li> </ul> <p>Textbooks and Materials to be Purchased by Participants</p> <ul style="list-style-type: none"> <li>• A list of recommended textbooks and materials is provided for participants at the beginning of each semester.</li> </ul> <p>Other Resources</p> <ul style="list-style-type: none"> <li>• selected readings on nursing research and research methods</li> <li>• research articles directly related to clinical practice issues</li> <li>• selected audiovisual and computer resources</li> </ul>
<p><b>Q:</b> Means of Assessment</p> <p>Course evaluation is consistent with Douglas College Curriculum Development and Approval Policy. An evaluation schedule is presented at the beginning of the course. There will be a minimum of three assessments which will typically include exams, quizzes, papers, and/or presentations. Respect for individual choice and an openness to negotiate will guide decisions about methods of evaluation.</p> <p>This is a <u>graded</u> course.</p>
<p><b>R:</b> Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No</p>

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 Course Designer(s)

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 Education Council / Curriculum Committee Representative

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 Dean / Director

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 Registrar