UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM
KEYANO COLLEGE

COURSE SYLLABUS

NURSING 388 A
NURSING RESEARCH AND STATISTICS

September 7th, 2012 – December 7th, 2012

“Do not go where the path may lead, go instead
where there is no path, and leave a trail”

Ralph Waldo Emerson

Tutor: Arlene Starkes BSc, BNRN
CALENDAR STATEMENT:
NURS 388 Nursing Research & Statistics
Students will be introduced to the process of research through a comparative analysis of selected studies exemplifying different theoretical, methodological, and analytical approaches. Emphasis will be on understanding the research process, in knowing how to critically read, analyze, and begin to apply the knowledge gained from research in practice. Students will gain an understanding of descriptive & inferential statistics used in nursing research. Students will also examine trends and issues in developing evidence-based practice for the profession of nursing.
Co-requisite: NURS 390

COURSE HOURS
6 Credits (5 hours of lecture & 1 hour of lab activities per week, over 14 weeks)
See Timetable for dates & times

COURSE DESCRIPTION:
This course is designed to develop the student’s knowledge and appreciation of the research process, and of the relationship between research, theory, and practice. Emphasis will be placed on the utilization of nursing research in practice, and on the practitioner as a consumer of nursing research. This course introduces students to the process of research through critical appraisals of quantitative and qualitative studies. Emphasis will be on understanding the research process and in knowing how to critically read, evaluate, and begin to apply research findings in practice. All aspects of the planning & implementation phases of research will be examined, including the research problem and purpose, literature review, theoretical/conceptual frameworks, variables, research questions and hypotheses, ethics of research, research designs, and population and samples, data collection, data analysis (descriptive & inferential statistics) and interpretation of findings.

TUTOR INFORMATION
Arlene Starkes, BSc, BNRN
Office Phone Number: 780-791-8987
E-mail: arlene.starkes@keyano.ca
Nursing Program Policies

Students must be familiar with all Nursing Program Policies. Refer to the Keyano College Nursing Program: Student Handbook for Specific Nursing Program policies and to the Keyano College Credit Calendar for general college policies. See Appendices A, B & C for policies and procedures pertaining to Students Rights and Responsibilities, Student Misconduct, and Discipline and the Student Appeal Process.

Withdrawal Dates for Classes
Students may drop a course without academic or financial penalty within the first 1/8 of the course start date. Students can withdraw from a course, with a grade of “W” (no GPA calculation) up to the half-way point of the course. If students withdraw after the half-way point, a grade of “WF” (calculated as 0 in GPA).

Examinations
Please consult pages 30-31 of the 2012/2013 Keyano College Credit Calendar for the policy statements on examinations.

Please note that examinations begin and end at a scheduled time. Students who arrive late will not be allowed to write the examination if students have already completed the examination and have left the room. Students will not be allowed to leave the classroom during the writing of exams without the permission of the tutor. Students are to leave all jackets, purses, books, bags, eyeglass cases, pencil cases or similar items in their lockers. Any of these items brought to the examination are to be left at the front of the classroom. Students are not allowed to have food or drink in the classroom during exams.

Cheating and Plagiarism
All work must be original in this course. Cutting and pasting from work done in a previous course is considered cheating/plagiarism.
Disability Support Services: Learner Assistance Program
If you have a documented disability or you think that you would benefit from some assistance from a Disabilities Counselor, please call or visit the Disability Supports Office 780-792-5608 to book an appointment (across from the library). Services and accommodations are intended to assist you in your program of study, while maintaining the academic standards of Keyano College. We can be of assistance to you in disclosing your disability to your instructor, providing accommodations, and supporting your overall success at Keyano College.

Specialized Supports and Duty to Accommodate
Specialized Support and Duty to Accommodate are aligned with the office of Disability Support Services: Learner Assistance Program (LAP) guided by federal and provincial human rights legislation and defined by a number of Keyano College policies. Keyano College is obligated by legislation to provide disability-related accommodations to students with identified disabilities to the point of undue hardship.
COURSE OBJECTIVES

1. Understand the use of research findings for clinical decision-making.
2. Appreciate the use of the scientific method of inquiry for acquiring knowledge.
3. Develop and refine researchable questions from nursing practice.
4. Conduct literature searches, using a variety of library databases.
5. Compare the major characteristics, strengths, and limitations of quantitative and qualitative research designs.
6. Critically analyze the following sections of research reports: research problem and purpose, literature review, conceptual/theoretical frameworks, variables, research questions and hypotheses, research design, ethical considerations, population and sample, data collection techniques, data analysis, and research findings.
7. Explore the ethical considerations in the conduct of research.
8. Determine application of research findings to clinical practice.
9. Determine the purpose and importance of statistics in nursing.
10. Describe the four levels of measurement and the limits and advantages of each level of measurement in relation to statistical methods.
11. Discuss the most commonly used sampling methods and their advantages and disadvantages.
12. Identify the purpose of, appropriateness, and distinguishing features, including advantages and disadvantages, of commonly used inferential statistics.
13. Identify and assess the common methods that are used in data collections and data analysis, including numerical and graphical summaries.
14. Describe the meaning and interpretation of general concepts of probability, including the clinically relevant probabilities used in epidemiology.
15. Discuss the meaning and correct interpretation of confidence levels.
16. Develop a systematic approach for reading and critically analyzing selected components of published research reports.
17. Differentiate between the meanings of statistical significance and clinical significance.
LEARNING ACTIVITIES

To assist students in meeting the course objectives, they will participate in three types of learning activities. These activities include:

1. **Weekly Fixed Resource Sessions (FRS): Guiding Questions and Facilitated Discussion.**
2. **FRS: Small Group Work focused on the Critical Analysis of Research Reports.**
3. **Labs**
   a. **Statistics Lab #1: Descriptive Statistics**
   b. **Research Lab #1: Qualitative Data Analysis**
   c. **Statistics Lab #2: Inferential Statistics: Conceptual Approach**

**Specific, weekly learning activities are available on iLEARN.**

**Students are expected to have read assigned material prior to attending class and/or lab.** Powerpoint presentations using in class will be available through iLearn, approximately one week prior to the scheduled class.

1. **Fixed Resource Sessions (FRS): Guiding Questions and Facilitated Discussion**

   The purpose of the guiding questions and facilitated discussion components of the FRS’s is to emphasize primary concepts of the nursing research process. Using the guiding questions and facilitated discussion format, course content related to nursing research and statistics will be addressed. Included in the syllabus are the required reading(s). Specific articles (not in the textbook) and guiding questions for each week are available on iLEARN. Students are to come to the FRS prepared to explore their answers to the guiding questions. During some of these FRS, research articles will be utilized as a means to illustrate the various components of the research process. Use of these articles will foster learning in preparation for evaluative components of the course. The three articles are:


* In addition, during some classes the critiquing articles at the back of the required text will be utilized. Therefore, students are asked to please bring their required text to each class.

2. **Fixed Resources Sessions: Small Group Work Focused on the Critical Analysis of Research Reports**

   At the onset of the course, students will be divided into groups of three or four. These small groups will be students’ research groups. The purpose of this activity is to provide students with an opportunity to develop their ability to understand and critique selected aspects of research reports using selected critiquing criteria.

   It is anticipated that critical analysis of these research articles will be relevant to developing students’ nursing knowledge base. Additionally, students will have the opportunity to discuss their group critiques with all students to assist in understanding of the course content. Prior to attending the FRS, which includes group critiques; students are to read the assigned research articles and be prepared to answer questions. The research articles to be critiqued are:

**Qualitative Research Articles**


**Quantitative Research Articles**


3. **Labs**
Prior to each Lab, it is expected that students complete the required readings and answer the guiding questions. Failure to do so prior to the lab may negatively influence students’ comprehension of the content.

**Statistics Lab #1: Descriptive Statistics: Concepts and Principles**

The focus of this lab is on understanding the purpose, use and interpretation of descriptive statistics (*frequency distributions, measures of central tendency and variability, standard scores*) for nursing research. *Also included are levels of measurement and reading descriptive tables and graphs.*

**Research Lab #2: Qualitative Data Analysis**

The focus of this lab is on understanding the purpose & use of qualitative data analysis. The lab will provide the students with an opportunity to discuss and practice this form of research analysis.

**Statistics Lab #2: Inferential Statistics: Conceptual Approach**

This lab will facilitate students’ learning of quantitative data analysis using an inferential statistics approach. The purpose of this lab is to give students an opportunity to gain a conceptual understanding of inferential statistics.
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<tr>
<th>Wk</th>
<th>Date</th>
<th>Time</th>
<th>Room</th>
<th>Learning Activities</th>
<th>Assigned Readings</th>
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<tr>
<td>1</td>
<td>Friday, Sept 7</td>
<td>0900-1200</td>
<td>224</td>
<td><strong>No Class</strong></td>
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<td>2</td>
<td>Monday, Sept 10</td>
<td>1600-1900</td>
<td>195</td>
<td><strong>Course Orientation</strong></td>
<td>(1) Research Vignette (pp. 2-3)</td>
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<td>Overview of Nursing Research and Statistics</td>
<td>(2) Chapters 1 &amp; 2 (pp. 23-36)</td>
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<td>(3) Canadian Nurses Association – Policy Statement (see iLEARN)</td>
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<td>(4) International Council of Nurses article (see iLEARN)</td>
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<td><strong>Friday, Sept 14</strong></td>
<td><strong>0900-1200</strong></td>
<td><strong>224</strong></td>
<td>Overview of the Research Process, Research Problem &amp; Research Purpose</td>
<td>Chapter 3</td>
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<td>Monday, Sept 17</td>
<td>1600-1700</td>
<td>195</td>
<td>Critiquing Articles: Research Problem &amp; Research Purpose</td>
<td>Chapter 2 (pp. 36-47)</td>
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<td>1700-1900</td>
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<td>Literature Review &amp; Framework</td>
<td>Chapter 5</td>
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<td>Friday, Sept 21</td>
<td>0900-1000</td>
<td>224</td>
<td>Critiquing Articles: Literature Review &amp; Framework</td>
<td>Chapter 4</td>
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<td>1015-1200</td>
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<td>Research Question &amp; Variables and Hypotheses</td>
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<td>Monday, Sept 24</td>
<td>1600-1700</td>
<td>195</td>
<td>Critiquing Articles: Research Question, Variables &amp; Hypotheses</td>
<td>(1) Research Vignette (pp. 144-146)</td>
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<td>1700-1900</td>
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<td>Introduction to Research Design &amp; Qualitative Research Designs</td>
<td>(2) Chapters 7, 8 &amp; 9</td>
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<td>(3) Sandelowski article (see iLearn)</td>
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<td><strong>Friday, Sept 28</strong></td>
<td><strong>0900-1000</strong></td>
<td><strong>224</strong></td>
<td>Unit Test #1 (15%) (Research Question DUE)</td>
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<td>195</td>
<td>Critiquing Articles: Research Design</td>
<td><strong>No required readings</strong></td>
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<td>Friday, Oct 5</td>
<td>0900-1030</td>
<td>224</td>
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<td>Chapters 10 &amp; 11</td>
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<td>Critiquing – Three Articles: Research Design</td>
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<td>224 Population and Sampling</td>
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<td>124</td>
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<td>(1) Research Vignette (pp. 254-257)</td>
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<td>(2) Chapter 12</td>
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<td>1600-1700</td>
<td>195 Critiquing Articles: Population &amp; Sampling</td>
<td>Chapter 6</td>
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<td>1700-1800</td>
<td>Ethical Considerations</td>
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<td>Critiquing Articles: Ethical Considerations</td>
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<td>0900-1200</td>
<td>224 Data Collection: Qualitative and Quantitative Research</td>
<td>Chapters 13 &amp; 14</td>
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<td>Monday, Oct 29</td>
<td>1600-1900</td>
<td>195 Statistics Lab #1</td>
<td>Chapter 16 (pp. 346-359)</td>
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<td>Descriptive Statistics: Concepts and Principles</td>
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<td>0900-1000</td>
<td>224 Qualitative Data Analysis</td>
<td>Chapters 8 (review) &amp; 15</td>
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<td>Research Lab #1</td>
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<td>Wednesday, Nov 7</td>
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<td>273 Critiquing Articles: Data Collection</td>
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<td>224 Quantitative Data Analysis</td>
<td>Chapter 16 (pp. 359-382)</td>
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<td>Critiquing Articles: Qualitative &amp; Quantitative Data Analysis</td>
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<td>Holiday – No Classes</td>
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<td>12</td>
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<td>1600-1900</td>
<td>195 Statistics Lab #2</td>
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<td>Quantitative Data Analysis - Inferential Statistics</td>
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<td>224 Interpretation of Findings</td>
<td>Chapter 17</td>
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<td>Nov 23</td>
<td>1100-1200</td>
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<td>Critiquing Articles: Interpretation of Findings</td>
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<td>13</td>
<td>Wednesday, Nov 28</td>
<td>1000-1150</td>
<td>Utilization of Research Knowledge</td>
<td>(1) Research Vignette (pp. 146-478)</td>
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<td>(2) Chapter 20</td>
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<td>0900-1100</td>
<td>Unit Test #4</td>
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<td>Final Completed Assignment</td>
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OVERVIEW: METHOD OF EVALUATION

Research Assignment: Planning & Development 40%

4 Unit Tests (worth 15% each) 60%

All methods of evaluation must be completed and submitted for grading in order to pass Nursing 388.

SPECIFIC DETAILS: METHOD OF EVALUATION

Annotated Bibliography: Planning & Development 40%

The purpose of this assignment is to provide students with an opportunity to undertake the planning and development stages associated with a formal research proposal, specifically to identify a nursing related research problem, and organize and assess the available/current research related to this topic and evaluate if further/new research is warranted. The annotated bibliography and literature review will assist students to develop their critical thinking surrounding the topic and have a better understanding of how their research problem relates to literature.

The four components of this assignment will be submitted at various dates as noted below and are as follows:

(1) Identification of a research question

Students must identify a research question that is of interest to them. This question should be related to nursing.

The research question is to be submitted to the tutor, by email, for approval, no later than Friday, September 28th, 2012.

(2) Annotated Bibliography 15%
Students are to submit, for grading, an annotated bibliography.

Each annotation should be no more than 150-200 words. Each annotation should start with the citation of the source (in APA format), followed by the annotation. A minimum of 12 (maximum of 15) annotations (from scholarly referenced sources) is needed, with a maximum of 2 annotations coming from other nursing related sources (for example, Canadian RN or Alberta RN).

Each annotation should include:

a. the full bibliographic citation.
b. indicate the intended audience, for whom the article was written.
c. discuss how this work is relevant to your selected topic/research question.
d. include both a description and a critical assessment of the article.
e. indicates the content or scope of the text.
f. outlines the main argument.
g. identifies the research methods (if applicable).
h. identifies any conclusions made.
i. states the strengths and limitations of the text.
j. your reflections on the article (how this work fits with your topic).

Example of an Annotated Bibliography:


In this article, Trevor, Lansford & Black (2004), review the influences of pay and job opportunities in respect to job performance, turnover rates and employee motivation. The authors use data gained through organizational surveys of blue-chip companies in Vancouver, Canada to try to identify the main causes of employee turnover and whether it is linked to salary growth f,g. Their research focuses on assessing a range of pay structures such as pay for performance and organizational reward schemes e. The article is useful to my research topic, as
Trevor et al., suggest that there are numerous reasons for employee turnover and variances in employee motivation and performance. The main limitation of the article is that the survey sample was restricted to mid-level management, thus the authors indicate that further, more extensive, research needs to be undertaken to develop a more in-depth understanding of employee turnover and job performance. This article will not form the basis of my research; however it will be useful supplementary information of my research on pay structures.

* Annotation adapted from:

(3) **Literature Review**

Using the annotated bibliography as a guide, students are to submit for grading, a literature review regarding their selected research topic. In this review, students should introduce their research question, in the context of the literature review.

More information on ‘Writing a Literature Review’ can be found on iLEARN. As well, please review Chapter 5 of the textbook in preparation for this assignment. Further discussion of this will occur in class during the lecture on “Literature Review & Framework”.

This literature review should be written as a scholarly paper and should be a maximum of 4 pages in length, formatted according to APA.

(4) **Analysis of ‘fit’ of the identified research question**
In this final component, students are to identify how their research question ‘fits’ within the literature. This should be no more than 1 page, in length, formatted according to APA.

** Sections 3 & 4 – The Literature Review and Analysis of ‘fit’ are to be submitted as one scholarly paper, formatted according to APA, NOT exceeding 5 pages in length (excluding title page & reference list). Please submit previously marked annotated bibliography with the final document.

Final Submission DUE: Monday, December 3rd, 2012 no later than 1200h

A detailed marking guide and more information regarding “Annotated Bibliographies” may be found on iLEARN, under “Course Evaluation”.

Late assignments will be subjected to grade deductions as outlined in the ‘Late Assignment’ policy in the 2012/2013, Keyano College: University of Alberta Collaborative Baccalaureate Nursing Program Student Handbook.
There will be 4 unit tests throughout the semester, each worth 15% of the final course grade. These will be held on the dates as scheduled in your timetable.

Each unit test will consist of multiple choice questions; some independent questions, others based on scenarios/case studies. Questions will assess comprehension of terms & concepts and the ability to apply them in simple situations.

Unit Test #1 (15%)
This unit test will cover content up to and including:

Overview of Nursing Research and Statistics
Overview of the Research Process
Research Problem
Research Purpose

Unit Test #2 (15%)
This unit test will cover content up to and including:

Population & Sampling
Ethical Considerations

Unit Test #3 (15%)
This unit test will cover content up to and including:

Descriptive Statistics
Data Collection (Qualitative & Quantitative Research)
Data Analysis (Qualitative & Quantitative)

Unit Test #4 (15%)
This unit test will cover content up to and including:

Data Analysis (inferential statistics)
Interpretation of Findings
Utilization of Research Knowledge
Required Course Texts & Course Reading List

Course Texts


Course Reading List


Appendix A

Students’ Rights & Responsibilities

Students’ Rights

1. The student has the right to be given a written outline at the beginning of the course, which states the objectives and the content of the course, and the instructor’s expectations regarding attendance, evaluation, and major assignments.

2. The student has the right to notification of major changes regarding classroom procedures and the right to be notified, whenever possible, of class cancellations, time or location changes prior to the class meeting.

3. Where course content allows, the student has the right to reasonable freedom of opinion and expression in the classroom, in assignments, and in exams.

4. The student has the right to be assured that changes to the length of the program subsequent to his/her will not extend the program beyond the time specified upon enrolment.

5. The student has the right to seek counselling and academic advising concerning program and graduation requirements, academic regulations, admissions, and transfer, such counselling and advising will occur within reasonable time frame.

6. The student has the right to expect faculty members to be available for assistance outside of scheduled classes at a time that is mutually agreeable (and preferably during the instructor’s regularly scheduled office hours).

7. The student has the right to confidentiality of his/her records including scholastic transcripts, health records, performance appraisals or critiques. Such documentation shall not be released to third parties without the written permission of the student except where the release of such information without permission is necessary for complying with any legal obligations imposed upon the College or their release is necessary for the protection of the health and safety of the students and staff of the College.

8. The student has the right to view any record in his/her official College file and the right to add documents to the file, which might refute the contents of documents of a disparaging nature.

9. The student has the right to proper and impartial evaluation of his/her performance and the right to request a re-evaluation within time lines and procedures established by the College. The student has the right to be informed of how evaluation results will be conveyed to him or her and the appropriate timelines within which to expect such results.

10. The student has the right to accurate information pertaining to program or course information and College academic regulations including the institutional definition of plagiarism and other forms of academic misconduct.

11. The student has the right to have appeal policies and procedures printed in the College calendar and the right to know how to deal with situations that appear unjust.

12. The student has the right to freedom from being subjected to physical, verbal, mental, or sexual harassment including any indignity, injury, violence, or unfair accusation and is dealt with in accordance with the Rights’ Policy of Keyano College.
Students’ Responsibilities

1. The student has the responsibility to respect the rights of fellow students, faculty, administrators and other persons associated with the College.

2. The student has the responsibility to respect other people right to health, security, personal preferences and freedom of expression and to be familiar with the Individual Rights’ Policy of this institution.

3. The student has the responsibility to refrain from threatening to subject or subjecting any person to physical, verbal, mental, or sexual harassment including any indignity, injury, violence, or unfair accusations.

4. The student has the responsibility to observe College and relevant government regulations, policies and procedures regarding responsible conduct within the College environment including conduct toward students, faculty, staff, administrators and property.

5. The student has the responsibility to be conversant with course content and organization, course methodology and course evaluation methods even when he/she is absent from particular classes.

6. The student has the responsibility to respect the faculty member’s right to determine course content. Course objectives, methodology, and evaluation.

7. The student has the responsibility to respect the faculty member’s right to set deadlines for assigned work, to expect assignments to be submitted at the times specified and to establish penalties for failure to comply with deadlines. The student further has the responsibility to familiarize him/herself with the expected times and methods used to convey results of assignments, examinations or other evaluations or decisions and to know the timelines set for appeal of same.

8. The student has the responsibility to conduct him/herself in an appropriate manner and to dress in a manner that reflects the safety requirements of the course consistent with the health and safety practices of his/her chosen field of study.

9. The student has the responsibility to refrain from unduly disturbing, disrupting or otherwise interfering with studies, laboratories, lectures, work or other activities of fellow students or staff.

10. The student has the responsibility to familiarize him/herself with academic regulations, graduation requirements, and/or program completion requirements.

11. The student has the responsibility to communicate with faculty members or counsellors to attempt to resolve academic and/or personal problems he/she may encounter.

12. The student has the responsibility to know the consequences of plagiarism, fraud, deceit, and/or other forms of academic and non-academic dishonesty.

13. The student has the responsibility to know and to comply with college policy as well as the policy of any employer, or host organization of practicum or clinical activities when the student is involved in placement, site visit, coop or clinical placement on that employer’s work site.
Appendix B

Students’ Misconduct and Discipline Policy

The Students’ Misconduct and Discipline Policy identifies two types of student misconduct: Academic and Non-Academic.

**Academic Misconduct includes:**
- Plagiarism or the submission of another person’s work as one’s own.
- The use of unauthorized aids in assignments or examinations (cheating).
- Collusion or the unauthorized collaboration with others in preparing work.
- The deliberate misrepresentation of qualifications.
- The wilful distortion of results or data.
- Substitution in an examination by another person.

**Non-Academic Misconduct includes:**
- Disruption of any college activity.
- Damage to or destruction of the property of the College, its staff students or visitors.
- Threats of any kind.
- Physical or verbal abuse.
- Theft.
- Unsafe practices, whether the risk is to oneself or others.
- Alcohol or drug abuse.
- Harassment.
- Violation of confidentiality requirements of the occupation or profession for which the student is being trained.

Penalties for either academic or non-academic misconduct range from verbal reprimand to dismissal from the college.

For full text of the Students’ Misconduct and Discipline Policy, visit the Student Services Centre for a copy of the document or access it in the Keyano College calendar or on the Keyano College website.
Appendix C

Student Appeal Procedure

*Students have the right to appeal final grades, disciplinary actions or other decisions that students feel violate their rights according to the Students’ Rights and Responsibilities.*

There are three possible stages to any appeal:

**Stage One:** Appeal to Division
**Stage Two:** Mediation
**Stage Three:** Student Appeal Committee

As time is a consideration in the appeal process, please consult the Student Appeal Procedure by obtaining a copy of the document in the Student Services Centre or by accessing it in the Keyano College Credit calendar or on the Keyano College website.