



**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM**

Keyano College
Grande Prairie Regional College
Red Deer College
University of Alberta

**NURSING 388
NURSING RESEARCH AND STATISTICS
COURSE SYLLABUS**

September 3rd, 2013 – December 6th, 2013

**“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, BNRN, BSc

Revised May 2013

NURSING 388: Nursing Research and Statistics
Course Syllabus Fall 2013

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; there is an additional estimated time of 30 hours for independent study activities).

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

Office Hours: Mondays 1330 to 1500

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 2013-2014 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.

Specialized Supports & Duty to Accommodate

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, additional, weekly learning activities are listed on Moodle.**

** Students are expected to have read assigned material prior to attending class and/or lab.

PowerPoint presentations used in class will be available through moodle, 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 on moodle are the required reading(s) for each week, including, specific articles (not in the textbook) and guiding questions. Students are to come to the FRS prepared to explore their answers to the guiding questions. During some of these FRS's, 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:

Bottorff, J.L., Oliffe, J.L., Halpin, M., Phillips, M., McLean, G., & Mroz, L. (2008). Women and prostate cancer support groups: The gender connect? *Social Science & Medicine*, 66(5), 1217-1227.

Van Riper, M. (2007). Families of children with down syndrome: Responding to “a change in plans with resilience. *Journal of Pediatric Nursing*, 22(2), 116-126.

Williams, A.M., & Irurita, V.F. (2005). Enhancing the therapeutic potential of hospital environments by increasing the personal control and emotional comfort of hospitalized patients. *Applied Nursing Research*, 18(1), 22-28.

*** 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 these research groups is to provide students with an opportunity to develop their ability to understand and critique selected aspects of research reports using selected critiquing criteria, in a group setting.

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

Freda, M .C., Devine, K. S., & Semelsberger, C. (2003). The lived experience of miscarriage after infertility. *MCN*, (28)1, 16-23.

Patterson, B. J., & Morin, K. H. (2002). Perceptions of the maternal-child clinical rotation: The male student nurse experience. *Journal of Nursing Education*, 41(6), 266-272.

Quantitative Research Articles

Walsh, S. M., Culpepper Martin, S., & Schmidt L. A. (2004). Testing the efficacy of a creative-arts intervention with family caregivers of patients with cancer. *Journal of Nursing Scholarship*, 36(3), 214-219.

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.

TENTATIVE CLASS SCHEDULE & ASSIGNED READINGS

September 3rd, 2013 – December 6th, 2013

Wk	Date	Time	Room	Learning Activities	Assigned Readings
1	Friday, Sept 6	0900-1200		Course Orientation Overview of Nursing Research and Statistics	(1) Research Vignette (pp. 2-3) (2) Chapters 1 & 2 (pp. 23-36) (3) Canadian Nurses Association – Policy Statement (see Moodle) (4) International Council of Nurses article (see Moodle)
2	Monday, Sept 9	1600-1900		FRS: Guiding Questions/Facilitated Discussion Overview of the Research Process, Research Problem & Research Purpose	Chapter 3
2	Friday, Sept 13	0900-1000 1000-1200		FRS: Group Work Critiquing Articles: Research Problem & Research Purpose FRS: Guiding Questions/Facilitated Discussion Literature Review & Framework	Chapter 2 (pp. 36-47) Chapter 5
3	Monday, Sept 16	1600-1700 1700-1900		FRS: Group Work Critiquing Articles: Literature Review & Framework FRS: Guiding Questions/Facilitated Discussion Research Question	Chapter 4
3	Friday, Sept 20	0900-1000 1000-1200		FRS: Guiding Questions/Facilitated Discussion Variables & Hypotheses FRS: Group Work Critiquing Articles: Research Question, Variables & Hypotheses	(1) Research Vignette (pp. 144-146) (2) Chapters 7 & 8 (3) Sandelowski article (see iLearn)

4	Monday, Sept 23	1600-1800		Unit Test #1 (10%) Research Question DUE	<i>No required readings</i>
4	Friday, Sept 27	0900-1200		FRS: Guiding Questions/Facilitated Discussion Introduction to Research Designs Qualitative Research Designs	
5	Monday, Sept 30	1600-1700 1700-1900		FRS: Group Work Critiquing Articles: Research Design (Qualitative) FRS: Guiding Questions/Facilitated Discussion Research Designs (Quantitative)	Chapters 10 & 11
5	Friday, Oct 4	0900-1000 1000-1200		FRS: Group Work Critiquing – Three Articles: Research Design (Quantitative) FRS: Guiding Questions/Facilitated Discussion Population and Sampling	(1) Research Vignette (pp. 254-257) (2) Chapter 12
6	Monday, Oct 7	1600-1700 1700-1900		FRS: Group Work Critiquing Articles: Population & Sampling FRS: Guiding Questions/Facilitated Discussion Ethical Considerations	Chapter 6
6	Friday, Oct 11	0900-1100		Unit Test #2 (20%)	<i>No required readings</i>
7	Monday, Oct 14			Holiday – No Classes	<i>No required readings</i>
7	Friday, Oct 18	0900-1000		FRS: Group Work Critiquing Articles: Ethical Considerations	Chapters 13 & 14

		1000-1200		FRS: Facilitated Discussion Data Collection: Qualitative and Quantitative Research	
8	Monday, Oct 21	1600-1700		FRS: Facilitated Discussion Data Collection: Qualitative and Quantitative Research (Continued)	
		1700-1900		FRS: Small Group Work Critiquing Articles: Data Collection	
8	Thursday, Oct 24			Annotated Bibliography DUE	
8	Friday, Oct 25	0900-1000		FRS: Facilitated Discussion Data Analysis: Qualitative Research	Chapters 8 (review) & 15 Chapter 16 (pp. 359-382)
		1000-1100		FRS: Guiding Questions/Facilitated Discussion Data Analysis: Quantitative Research	
		1100-1200		FRS: Small Group Work Critiquing Articles: Qualitative & Quantitative Data Analysis	
9	Monday, Oct 28	1600-1900		Research Lab #1 Qualitative Data Analysis	
9	Friday, Nov 1	0900-1100		Unit Test #3 (15%)	
10	Monday, Nov 4			No Class	
10	Friday, Nov 8	0900-1200		Statistics Lab #1 Descriptive Statistics: Concepts and Principles	Chapter 16 (pp. 346-359)
11	Monday, Nov 11			Holiday – No Classes	
11	Friday, Nov 15	0900-1000		Statistics Lab #2 Quantitative Data Analysis - Inferential Statistics: Conceptual Approach	
12	Monday, Nov 18	1600-1800		FRS: Guiding Questions/Facilitated Discussion	Chapter 17

		1800-1900		Interpretation of Findings FRS: Small Group Work Critiquing Articles: Interpretation of Findings	
12	Friday, Nov 22	0900-1200		FRS: Guiding Questions/Facilitated Discussion Utilization of Research Knowledge	(1) Research Vignette (pp. 146-478) (2) Chapter 20
13	Monday, Nov 25	1600-1900		No Class	
13	Friday, Nov 29	0900-1200		FRS: Guiding Questions/Facilitated Discussion Utilization of Research Knowledge (Continued)	
14	Monday, Dec 2			Final Completed Assignment DUE Unit Test #4	

OVERVIEW: METHOD OF EVALUATION

Research Assignment: Planning & Development	40%
4 Unit Tests	60%
Unit Test #1 (10%)	
Unit Test #2 (20%)	
Unit Test #3 (15%)	
Unit Test #4 (15%)	
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Total	100%

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

Final Course Grades will be awarded according to the Keyano College Four-Point Grading Scale

Scale Descriptor	Alpha Grade	4.0 Scale
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
	B-	2.7
Satisfactory	C+	2.3
	C	2.0
	C-	1.7
Poor Minimal Pass	D+	1.3
	D	1.0
Failure	F	0.0

Progression Policy:

A passing grade of C- for all courses and an overall yearly GPA of 2.0 is required for all students to progress.

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, formulate a research question 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 three 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, related to nursing that is of interest to them. Your question may deal in some way with a well-known topic or it may be a question that has never been asked in exactly the way you are asking it. In either case, you can be fairly certain that secondary source material exists, in one form or another that relates to the question you are posing. That material may relate directly to your question; it may focus on an analogous situation; it may provide valuable background or contextual material.

The research question is to be submitted to the tutor, by email, for approval, no later than Monday, September 23rd, 2013.

(2) Annotated Bibliography**20%*****(DUE: Thursday, October 24th, 2013 by 1600)***

Students are to submit, for grading, an annotated bibliography. Please see the N388 Annotated Bibliography Marking Guide in Appendix D. Additional information regarding Annotated Bibliographies is available on moodle – please review this prior to starting your assignment.

Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise writing, succinct analysis, and informed library research. You will be retrieving literature relevant to a selected topic. You will create citations for these resources using the APA format.

You will write concise annotations that summarize the central theme and scope of the literature. A minimum of 10 (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). Writing the annotated bibliography first will help you determine what you propose each source will contribute to the literature review.

Each annotation should be an evaluative critical reflection, a maximum of 250 words and should include:

- a. the full bibliographic citation (in APA format).
- b. an outline of the main argument.
- c. the research methodology used (if applicable).
- d. any conclusions made.
- e. the strengths and limitations of the text. For instance, does the item offer a good introduction to the issue? Does the item deal with a particular aspect of the issue that is especially relevant to the problem you plan to address in your proposal? Do you find the piece accessible or is it geared to a more specialized audience?
- f. how this work is relevant to your selected topic/research question.
- g. your reflections on the article (how this work fits with your topic) – it is recommended that the majority of the articles included in your annotated bibliography ‘fit’ with your research question.

Example of an Annotated Bibliography:

Trevor, C.O., Lansford, B., & Black, J.W. (2004). Employee turnover and job performance: Monitoring the influences of salary growth and promotion. *Journal of Armchair Psychology, 113*(1), 56-64.^a

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^{b,c}. Their research focuses on assessing a range of pay structures such as pay for

performance and organizational reward schemes^b. 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^f. The main limitation of the article is that the survey sample was restricted to mid-level management^e, 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^d. This article will not form the basis of my research; however it will be useful supplementary information of my research on pay structures^g.

* Annotation adapted from:

Kennedy-Clark, S., Downey, T.L., & Mort, P. (2006). Annotated bibliography. Retrieved from <http://www.lc.unsw.edu.au>.

(3) Literature Review

20%

(DUE: Monday, December 2nd, 2013 no later than 1200h (to the Main Nursing Office)).

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 (see Appendix E for N388 Literature Review Marking Guide).

More information on ‘Writing a Literature Review’ can be found in Chapter 5 of the textbook – please review 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 5 pages in length (excluding title, reference pages & appendices), formatted according to APA. Included in this literature review, it is important to identify how the research question ‘fits’ within the literature you have chosen (This should be no more than 1 page).

**** Please submit previously marked annotated bibliography with the final document.**

Late assignments will be subjected to grade deductions as outlined in the 'Late Assignment' policy in the 2013-2014, Keyano College: University of Alberta Collaborative Baccalaureate Nursing Program Student Handbook.

Unit Tests

60%

There will be 4 unit tests throughout the semester, worth a total of 60% 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 analyze and apply them.

Unit Test #1 (10%) – 45 questions

This unit test will cover content up to and including:

Overview of Nursing Research and Statistics	Research Purpose
Overview of the Research Process	Literature Review
Research Problem	Research Question
	Theoretical and Conceptual Frameworks

Unit Test #2 (20%) – 65 questions

This unit test will cover content up to and including:

- Variables & Hypotheses
- Population & Sampling
- Research Design (Qualitative & Quantitative)

Unit Test #3 (15%) – 55 questions

This unit test will cover content up to and including:

- Ethical Considerations
- Data Collection (Qualitative & Quantitative Research)
- Data Analysis (Qualitative & Quantitative)

Unit Test #4 (15%) – 55 questions

This unit test will cover content up to and including:

Descriptive Statistics

Inferential Statistics

Interpretation of Findings

Utilization of Research Knowledge

Required Course Texts & Course Reading List

Course Texts

LoBiondo-Wood, G., Haber, J., Cameron, C., & Singh, M.D. (Eds.). (2013). *Nursing research in Canada: Methods, critical appraisal and utilization for evidence-based practice (3rd ed.)*. Toronto, ON: Elsevier Canada.

LoBiondo-Wood, G., Haber, J., & Samuels-Dennis, J. (Eds.). (2013). *Study guide: Nursing research in Canada: Methods, critical appraisal and utilization for evidence-based practice. (3rd ed.)*. Toronto, ON: Elsevier Canada.

Course Reading List

Bottorff, J.L., Oliffe, J.L., Halpin, M., Phillips, M., McLean, G., & Mroz, L. (2008). Women and prostate cancer support groups: The gender connect? *Social Science & Medicine*, 66(5), 1217-1227.

Freda, M. C., Devine, K. S., & Semelsberger, C. (2003). The lived experience of miscarriage after infertility. *MCN*, (28)1, 16-23.

Patterson, B. J., & Morin, K. H. (2002). Perceptions of the maternal-child clinical rotation: The male student nurse experience. *Journal of Nursing Education*, 41(6), 266-272.

Van Riper, M. (2007). Families of children with down syndrome: Responding to “a change in plans with resilience. *Journal of Pediatric Nursing*, 22(2), 116-126.

Walsh, S. M., Culpepper Martin, S., & Schmidt L. A. (2004). Testing the efficacy of a creative-arts intervention with family caregivers of patients with cancer. *Journal of Nursing Scholarship*, 36(3), 214-219.

Williams, A.M., & Irurita, V.F. (2005). Enhancing the therapeutic potential of hospital environments by increasing the personal control and emotional comfort of hospitalized patients. *Applied Nursing Research*, 18(1), 22-28.

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.

Appendix D

Nursing 388 Annotated Bibliography Marking Guide

Name: _____ Course: NURSING 388 Assignment: Annotated Bibliography

The following marking system will be used. An explanation of the criteria used with the four-point Alpha scale is as follows:

Grade	Status	Criteria
A+, A	Excellent	Outstanding summary of 10 to 15 research articles related to research topic (provides well-integrated, extensive summary related to research question). Annotation is explicit both in terms of topic and scope. All information well summarized in a concise manner. All citations followed APA format, no spelling or grammatical errors evident.
A-	Excellent	Excellent summary of 10 to 15 research articles related to research topic. Each annotation clearly linked to the research question. Each concisely & clearly summarized, in terms of topic and scope; all summaries provide clear contributions to research question or the author explains why resource will not be used. All citations followed APA format, no spelling or grammatical errors evident.
B+, B	Very Good	Very good summary of the expected 10 to 15 research articles. Each annotation is concise and provides links to the research question; however, some key areas are missing. Provides some indication of how the annotation fits with the research question and the suitability of the articles for writing the literature review. Minor revisions required with respect to APA.
B-	Good	Good summary of the expected 10 to 15 research articles. Each annotation provides links to the research question; however, some key areas are missing. Writing needs to be more concise. Provides some indication of how the annotation fits with the research question and the suitability of the articles for writing the literature review. APA format is inconsistent and revisions are required.
C+, C	Satisfactory	At least 10 to 15 annotations are included. Writing is not concise and contains information that is not relevant to the assignment. The majority of the sources are recent journal articles. The annotation identifies the overall topic area, but is not specific in how it relates to the research question. Limited application of APA format for citations.
C-	Satisfactory	A minimum of 10 annotations complete. Summaries very brief, not clearly linked to research question. Little explanation provided for the usefulness of the annotation to the literature review paper. Limited application of APA format.
D+	Poor	Content requirements were not met. Less than the required minimum of 10 annotations completed. Annotations were brief and did not link to the research question. Writing was not concise. Major revisions called for with respect to flow of ideas and grammatical errors. Limited application of required format.
D	Poor	Content requirements were not met. Less than the required minimum of 10 annotations completed. Generally, the information provided does little to summarize research articles as a resource for the literature review paper. No comments about relevance of articles to the research question. References not in APA format.
F	Fail	Content requirements were not met. Less than the required minimum of 10 annotations completed. Summaries are brief and/or not reflective of the article. No links to the relevance of the article to identified research question. References are not in APA format. And/or plagiarism is evident and/or paper is not handed in.

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Appendix E

Nursing 388 Literature Review Marking Guide

Name: _____ Course: NURSING 388 Assignment: Literature Review

The following marking system will be used. An explanation of the criteria used with the four-point Alpha scale is as follows:

Grade	Status	Criteria
A+, A	Outstanding	Exemplary integration of research-and non-research-based literature in developing, analyzing, and synthesizing ideas. Creativity is reflected. Extraordinary writing ability demonstrated. A concise, logical, well-organized assignment. Format requirements are met.
A-	Excellent	Excellent integration of research-and non-research-based literature in developing and analyzing ideas. Some creativity reflected. Excellent writing ability demonstrated. A concise, logical, well-organized assignment. Format requirements are met.
B+, B	Very Good	An attempt to integrate research-and non-research-based literature; however, ideas are not fully developed with minimal analysis. The demonstration of creativity is minimal. Minor revisions required with respect to presenting ideas in a concise, logical, and well organized manner. Minor format revisions are required.
B-	Good	Presents a review of research-and-non-research-based literature. Ideas are not fully developed or analyzed. Revisions required with respect to presenting ideas in a concise, logical, and well-organized manner. Format requirements are inconsistently met.
C+, C	Fair	Demonstrates superficial research. General content areas identified. Minimal development of ideas, structure, organization and creativity. Definite revisions called for with respect to flow of ideas and grammatical errors. Limited application of required format.
C-	Pass	Demonstrates marginal research. Lacks structure and organization of ideas. Major revisions called for with respect to flow of ideas and grammatical errors. Limited application of required format.
D+, D	Fail	Content requirements not researched or addressed. The assignment has no structure or organization. Ideas are not logically or clearly presented. Consistent errors in grammar, and format.
F	Fail	Paper is plagiarized or not handed in.

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