



**NUR 430:
RESEARCH AND SCHOLARSHIP IN NURSING**

FALL 2013

Faculty: Dr. Kimberley Widger

Location: Room 272

Telephone: 416-978-7925

Email: kim.widger@utoronto.ca

Office hours: virtual office hours scheduled prior to assignments, otherwise by appointment

TA: Katherine Carothers

Email: katherine.carothers@mail.utoronto.ca

Office hours: by appointment

TA: Alvin Guitierrez

Email: alvin.gutierrez@mail.utoronto.ca

Office hours: by appointment

TA: Alexandra Harris

Email: alexandra.harris@mail.utoronto.ca

Office hours: by appointment

TA: Magda Kosicka

Email: magda.kosicka@mail.utoronto.ca

Office hours: by appointment

TA: Carman Lee

Email: carman.lee@mail.utoronto.ca

Office hours: by appointment

TA: Claude Mainville

Email: claudemainville@mail.utoronto.ca

Office hours: by appointment

TA: Virginia Oprea

Email: virginia.oprea@utoronto.ca

Office hours: by appointment

Day and Time:	New Module opens each Tuesday at 0000
Class Location:	All content is delivered online
Prerequisites:	Undergraduate statistics course
Course weighting:	0.5
Course Website:	On Blackboard via http://www.portal.utoronto.ca

COURSE DESCRIPTION:

Nurses need to be knowledgeable consumers of research who are able to find, understand, critique and apply evidence in everyday nursing practice. This course focuses on the application and critical examination of the research process used in the development of nursing science. The link between nursing research and scholarship is emphasized through an understanding of the relationships between research, theory and practice. Critical analysis of the underlying paradigms and activities within qualitative and quantitative research will enable students to understand and appropriately integrate research into practice.

COURSE FORMAT:

NUR 430 is an entirely online course. The course is primarily located within the online Blackboard Portal located at <http://www.portal.utoronto.ca>. The course is arranged in weekly modules, with each new module being released on **Tuesday mornings at 0000** within Blackboard. Modules consist of a number of learning activities including (but not limited to) a podcast; weekly assessment questions; videos; readings; links to relevant websites; and directions for weekly online tutorial group discussions. There will be one live webinar session that you **should** attend. It occurs in week 7 on **Nov 12, 2013 at 1500**. If you are unable attend the live session, you will not be penalized and a link to the recording will be made available. Besides this one live session, all other activities can be done at your own pace during each week.

Tip: To avoid falling behind, complete all weekly activities on schedule.

ENTRY-TO-PRACTICE COMPETENCIES (College of Nurses of Ontario, 2009):

The College of Nurses of Ontario (2009) has specified competencies for entry-to-practice. "The competencies aim to ensure that entry-level RNs are able to function in today's realities and are well-equipped with the knowledge and skills to adapt to changes in health care and nursing" (CNO, 2009). The competencies are organized in a conceptual framework consisting of five categories: (1) professional responsibility and accountability; (2) knowledge-based practice; (3) ethical practice; (4) service to the public; and (5) self-regulation. While the curriculum throughout the second-entry baccalaureate program at the Lawrence S. Bloomberg Faculty of Nursing incorporates knowledge and skills related to all the categories, NUR 430 emphasizes the competencies in the domains of professional responsibility and accountability, knowledge-based practice, and ethical practice. These competencies are reflected in the course goals and learning outcomes.

COURSE GOALS

The overall goals of this course are to:

1. Introduce students to the scope of research activities to address health in a nursing context;
2. Consider a range of research methods and designs that can be used to conduct nursing research;
3. Prepare students to find relevant research to answer clinical questions;
4. Prepare students to critically review research findings;
5. Prepare students to apply research findings to nursing practice;
6. Increase students' interest in and understanding of nursing and interprofessional research; and
7. Enhance students' skills in online learning.

LEARNING OUTCOMES

By the end of this research course, students will be able to:

1. Foundational knowledge
 - Identify and describe the key steps in the research process
 - Identify sources of research and evidence-based practice resources
 - Identify barriers and facilitators to evidence-based practice
2. Application of knowledge
 - Critique the appropriateness of research questions, sampling strategies, data collection methods, and data analysis procedures for various research designs
 - Identify strengths and limitations of various research studies
 - Identify research findings that are relevant to practice settings
 - Compare and contrast qualitative and quantitative research designs and methods
3. Integration of knowledge

- Describe the relationships among steps in the research process
 - Identify relationships between nursing research, theory, and practice
 - Identify practice issues where research findings are needed or should be applied
 - Identify a clinical question and develop an effective search strategy to answer it
 - Identify ways to use research findings to change practice
 - Identify personal connections to research
4. Human Dimension Goals
- Critically convey research findings to colleagues and clients
 - Demonstrate respectful interaction with others in an online environment
 - Develop a love and passion for nursing research and scholarship
 - View self as an active consumer of research
 - Engage in critical dialogue regarding nursing research and evidence-based practice
 - Identify ethical issues, concerns and dilemmas related to research
 - Critically examine personal experiences, beliefs, values, feelings and ideas related to nursing research
5. Caring Goals
- Articulate the value of nursing research to varied nursing roles across one's career
 - Identify the value of staying up to date on new research
 - Value nursing research as a method of knowledge development in nursing
6. "Learning-How-To-Learn" Goals
- Reflect on learning needs and outcomes
 - Demonstrate skills in searching for relevant research
 - Explore the role of nurses in research participation, generation, and dissemination
 - Learn how to engage in the scientific method

STUDENT EVALUATION

Grading Scheme

Assignments:	65% :
Assignment 1: PICO Clinical Question	5%
Assignment 2: Online Ethics Tutorial	5%
Assignment 3: Search Strategy	15%
Assignment 4: Critical Appraisal of Two Articles	40%
Participation (weekly tutorial group discussions)	15%
Weekly assessments	15%
'Reflection on Learning' survey and journal entry (2 in total)	5%
Total	100%

Information about all components of student evaluation are provided below; however, more details for each of the four assignments, including grading rubrics and further instructions, will be provided in the week it is released in the Blackboard course.

Assignment 1: PICO clinical question (5%)

Due date: Week 5 – October 10, 2013 by 1200

2 pages maximum

The purpose of this assignment is to develop a clinical question that may be answered through a systematic search of the research literature.

1. Describe a clinical problem that you face and its relevance to your practice (e.g. why is it important?). This problem should be one that has led you to question what best nursing practices or nursing interventions exist in this area. Your experiences in NUR 460 or NUR 461 can be a good source of clinical

questions. Describe the clinical situation, detailing the aspect of nursing practice or the nursing intervention that has prompted you to take a closer look at the research evidence on this topic (e.g. What has occurred that makes you wonder about the best forms of care in this situation? Is there some controversy or uncertainty on how to deal with this clinical problem or group of patients?). Avoid questions about the right way to do certain procedures (e.g. how to give an IM injection or how to change a dressing). It is better to focus on questions of what is the best practice/care/intervention (e.g. is group counselling better than individual sessions for smoking cessation or are relaxation techniques effective in reducing nausea due to chemotherapy).

2. Present your “searchable” question in the form of a question and outline in point-form the four elements that frame your question (P –population/problem; I –intervention; C –comparison; O –outcome).

Assignment 2: Online Ethics Tutorial (5%)

Due date: Week 5 – October 18, 2013 by 2359

Register for and complete the On-line Ethics Tutorial found at:

<http://pre.ethics.gc.ca/eng/education/tutorial-didacticiel/>

This tutorial is based on the Canadian Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans. The tutorial will take 2 – 3 hours to complete. The tutorial leads the learner through information and case studies for a number of different modules related to health care research. At the end of each module the learner must answer questions demonstrating understanding and ability to apply the content. Only when all of the questions have been correctly answered for each module is the learner able to print out a certificate of completion. Upload a copy of your certificate to Blackboard. You may wish to keep a copy of your certificate as many Research Ethics Boards require the certificate for research study personnel.

Assignment 3: Search Strategy Paper (15%)

Due date: Week 8 – November 4, 2013 by 2359

3 Pages Max.

1. Develop a search strategy based on the clinical question identified in Assignment 1. Describe the search strategy you used to locate research evidence in MEDLINE (OVID). Outline how you selected the search terms used (based on your PICO elements and including alternate terms or synonyms) and explain why and how you expanded and/or contracted your search and effectively used keywords, Medical Subject Headings (MeSH), textwords, and wildcards. Describe how you effectively and appropriately used Boolean operators to combine your search terms in order to locate evidence to answer your searchable question. Describe how you decided to use “limits” in your search or not.

In working on this assignment you will probably need to create your search a number of times, and fine-tune your search and your PICO question as you go. Your initial attempt may indicate to you that your question is too broad or not specific enough – you will realize this because you will get too many articles in your search. Alternately, your question may be too narrow and you won’t retrieve any appropriate articles. In either case, you’ll need to go back to your question and tailor it and your search terms to be more appropriate. If you tailor your PICO question, indicate the changes made and why.

2. Place the results of your search in an Appendix - this will not count toward the pages of the assignment (use a screen capture of your search in MEDLINE and paste it into your final document or print your search and include it as an Appendix).

3. Conclude the paper with a paragraph or two about the results of your search – identify and tell us a bit about 3 articles that you think might help you answer your clinical question. Attach the titles and abstracts of these 3 articles as an Appendix.

Assignment 4: Critical Appraisal of 2 articles (40%)

Due date: Week 14 - December 10, 2013 by 1200.

Max 10 pages (5 pages for each article)

Additional details will be provided about this assignment towards the end of the course. You will choose 2 articles from a list provided (one qualitative and one quantitative) and complete a critical appraisal of each. Use the critical appraisal guides posted on blackboard to guide your review. The paper should be written in your own words, in complete sentences, with very limited or no use of direct quotations from the research studies. You do not have to use the exact order of questions in the critical appraisal guides within your paper, but all questions should be answered somewhere within your paper. Use of headings is encouraged to organize your writing.

Participation (15%)

The purpose of weekly tutorial group discussion is to achieve depth in students' understanding of core course ideas. Through online discussion, students should be able to demonstrate progressive knowledge in nursing research and evidence based practice according to the weekly course objectives, and contribute positively to an online learning environment.

Each student will submit an original posting **and** a response posting each week. Weekly online postings should be between 100 to 250 words and address elements of the weekly discussion questions. All postings should be completed within the current week (from Tuesday at 0000 to Monday at 2359).

Students will be evaluated on their overall contribution to the Blackboard discussion throughout the course. In order to avoid overloading your classmates, students are encouraged to keep posting succinct. To facilitate discussion there will be a number of questions posed each week. **Please limit your initial response to one question so that others have the opportunity to respond as well.** Postings must be presented in your own words and reflect a critical appraisal of relevant research, best practice guidelines, and theory. All posts must include any relevant references.

The participation grade will be determined by the course instructor in consultation with the TA, based on the following criteria:

Number of Posts and Consistency

- a. Contributes one post each week based on questions asked as part of the weekly tutorial activities.
- b. Contributes at least one reply to a student post each week based on the discussion as it unfolds in the discussion forum.

Relevance/Content

- a. Comments and questions directly and thoughtfully address the topic and question.
- b. Demonstrates the entire thread has been read and takes the whole discussion into consideration before posting.
- c. Contributes new ideas (e.g. new perspectives, new examples, links to useful/outside resources; integrates relevant research or practice examples).
- d. Makes connections between ideas (e.g. connects concepts, explains similarities).
- e. Demonstrates strong understanding of course concepts. Applies and rephrases ideas from the modules accurately and appropriately.
- f. Asks questions that promote in-depth discussion.
- g. Incorporates concepts and vocabulary from the course.

Tone and Clarity

- a. Tone is respectful, friendly and professional.
- b. Proofreads comments for clarity before posting, and uses clear, standard academic language to communicate ideas in a professional but engaging way.
- c. Addresses other students by name.
- d. Humour, sarcasm, emotions, and colloquial language, if used at all, are used sparingly and with sensitivity to other students.
- e. Responds to other students as well as the instructor/TA.

Your overall on-line participation grade will be assigned as excellent, acceptable or inadequate based on your ability to meet the criteria noted above consistently, most of the time, or inconsistently:

Excellent (11-15/15): Thoughtful contributions to discussions push the conversation to a deeper level and encourage others to join. Student follows through on conversations by checking in throughout the discussion.

Acceptable (5-10/15): Discussion contributions keep the discussion on topic and help it to develop.

Inadequate (0-4/15): Contributions do not consistently add to the development and progression of the discussion. Student disappears from the discussion for several days at a time, or makes a first post just before the end of the week.

Certain rules of etiquette are also recommended for online discussion boards (netiquette) including:

- ✓ Always be courteous to other students
- ✓ Before creating a new topic thread, search to see if a similar thread already exists
- ✓ Contributions should follow standard grammar and spelling rules and avoid slang
- ✓ If the discussion board has threads, strive to post in the correct thread
- ✓ Stay on-topic
- ✓ Avoid the use of all CAPITAL LETTERS in posts. ALL CAPS is considered 'shouting' and causes readability issues
- ✓ Don't resurrect an old topic if nothing new is to be added
- ✓ If you want your message to be read, don't make it too long unless other students are expecting a verbose message. It is better to post shorter messages more frequently than it is to post one long message!

Weekly Assessments (15%)

Each week, you will be required to complete a series of questions that are associated with the content for the corresponding module. This will be an opportunity for you to *check for understanding*, and for instructors to assess how you are progressing in the course. All modules should be completed individually within the course week that they are released. To be counted towards the mark for this section, the questions must be completed and submitted within the week that they are assigned (e.g. each week the module is 'opened' at 0000 on Tuesday morning. The questions in that module must be submitted by 2359 the following Monday night. There are 11 weeks with assessments; your best 9 marks will count in calculating the final grade for this component of the course. Your mark (out of 100) will be available in 'Grade Book' and the correct responses will be posted on blackboard when the next module is opened.

'Reflection on Learning' Survey and Journal Entry (5%)

Due dates: Week 1 (September 16, 2013 by 2359) and Week 13 (December 9, 2013 by 2359)

A course survey and reflective journal entry will be completed at the beginning and end of the course that ask you to consider your experiences and knowledge about nursing research. You will also be asked to reflect on your own learning experience, and consider any personal and epistemological connections that you may have made. Note: reflective journal entries are visible only to you, your TA, and the course instructor.

WEEKLY SCHEDULE AND IMPORTANT DATES

NOTE: Any changes to the weekly schedule will be communicated via blackboard with an announcement and in the 'Koffee with Kim' video.

Dates/Module	Learning Activities	Assessments Due This Week
Sept 10-16, 2013 Module 1: Course Introduction	1. View course introduction/welcome podcast 2. View your TA's introduction/welcome 3. Respond to 'Reflection on Learning' survey and complete journal entry on blackboard. 4. Participate in tutorial discussion (Introduce yourself with a picture and say something about your previous research experience. Comment on at least 2 other introductions)	1. 'Reflection on Learning' survey and journal entry (due Sept 16 by 2359)

<p>Sept 17-23, 2013</p> <p>Module 2: The Big Picture</p>	<ol style="list-style-type: none"> 1. View 'Koffee with Kim' video 2. View 'History of Nursing Research' video 3. View podcast 4. Complete 'Weekly Assessment' 5. Participate in tutorial discussion focused on evidence-based practice. 	<ol style="list-style-type: none"> 1. Weekly assessment (due Sept 23 by 2359)
<p>Sept 24-30, 2013</p> <p>Module 3: Exploring Paradigms, Theories, Conceptual Models, and Frameworks</p>	<ol style="list-style-type: none"> 1. View 'Koffee with Kim' video 2. View podcast 3. Complete 'Weekly Assessment' 4. View 'Faculty Spotlight' video and associated readings/videos from Dr. Denise Gastaldo 5. Participate in tutorial discussion focused on research paradigms 	<ol style="list-style-type: none"> 1. Weekly assessment (due Sept 30 by 2359)
<p>Oct 1-7, 2013</p> <p>Module 4: Asking Good Questions</p>	<ol style="list-style-type: none"> 1. View 'Koffee with Kim' video 2. View podcast (includes details on Assignments 1 and 2) 3. View library video on PICO 4. Complete 'Weekly Assessment' 5. View 'Faculty Spotlight' video and associated paper from Dr. Jennifer Stinson 6. Participate in tutorial discussion focused on research questions and research teams 	<ol style="list-style-type: none"> 1. Weekly Assessment (due Oct 7 by 2359)
<p>Oct 8-14, 2013</p> <p>Module 5: Research Ethics</p>	<ol style="list-style-type: none"> 1. Optional: Virtual office hour from 1500-1600 on October 8 for questions about Assignment 1. Log in details provided on blackboard. 2. View 'Koffee with Kim' video 3. ASSIGNMENT 2: Complete TCPS 2 Course on Research Ethics module available at: http://ethics.gc.ca/eng/education/tutorial-didacticiel/ 	<ol style="list-style-type: none"> 1. Assignment 1 (due Oct 10 by 1200)
<p>Oct 15-21, 2013</p> <p>Module 6: Searching For and Reviewing the Literature</p>	<ol style="list-style-type: none"> 1. View 'Koffee with Kim' video 2. View podcast (includes details on Assignment 3) 3. View search strategy video from library 4. Complete 'Weekly Assessment' 5. View 'Faculty Spotlight' videos and associated papers from Drs. Jan Angus and Monica Parry 6. Participate in tutorial discussion on literature reviews 	<ol style="list-style-type: none"> 1. Weekly Assessment (due Oct 21 by 2359) 2. Assignment 2 (due Oct 18 by 2359)
<p>Oct 22-28, 2013</p> <p>Module 7: Critiquing Quantitative Research – Research Designs</p>	<ol style="list-style-type: none"> 1. Optional: Virtual office hour from 1500-1600 on October 22 for questions about Assignment 3. Log in details provided on blackboard. 2. View 'Koffee with Kim' video 3. View podcast 4. Complete 'Weekly Assessment' 5. View 'Faculty Spotlight' video and associated paper from Dr. Cindy-Lee Denis 6. Participate in tutorial discussion on quantitative research designs 	<ol style="list-style-type: none"> 1. Weekly Assessment (due Oct 28 by 2359)
<p>Oct 29-Nov 4, 2013</p> <p>Module 8: Critiquing Quantitative Research –</p>	<ol style="list-style-type: none"> 1. View 'Koffee with Kim' video 2. View podcast 3. Review additional details posted on Blackboard for Assignment 4 4. Complete 'Weekly Assessment' 5. View 'Faculty Spotlight' video and associated paper 	<ol style="list-style-type: none"> 1. Weekly Assessment (due Nov 4 by 2359) 2. Assignment 3 (due Nov 4 by 2359)

Samples, Data Collection, Analysis	from Dr. Kelly Metcalf 6. Participate in tutorial discussion on samples, data collection and analysis methods in quantitative research designs	
Nov 5-11, 2013 Module 9: Critiquing Qualitative Research – Research Design and Data Collection	1. View 'Koffee with Kim' video 2. View podcast 3. Complete 'Weekly Assessment' 4. View 'Faculty Spotlight' video and associated paper from Dr. Lianne Jeffs 5. Participate in tutorial discussion on qualitative research designs and data collection methods	1. Weekly Assessment (due Nov 11 by 2359)
Nov 12-18, 2013 Module 10: Critiquing Qualitative Research – Data Analysis	1. View 'Koffee with Kim' video 2. Participate in live webinar on Nov 12 at 1500 . A link will be provided in Blackboard. 3. View podcast 4. Complete 'Weekly Assessment' 5. Participate in tutorial discussion on qualitative data analysis	1. Weekly Assessment (due Nov 18 by 2359)
Nov 19-25, 2013 Module 11: Finding and Evaluating Research Reviews and Clinical Practice Guidelines	1. View 'Koffee with Kim' video 2. View podcast 3. View library videos 4. Complete 'Weekly Assessment' 5. View 'Faculty Spotlight' video and associated paper from Dr. Doris Howell 6. Participate in tutorial discussion on critiquing reviews and guidelines	1. Weekly Assessment (due Nov 25 by 2359)
Nov 26-Dec 2, 2013 Module 12: Getting Research into Practice: Knowledge Translation	1. Optional: Virtual office hour from 1500-1600 on November 26 for questions about Assignment 4. Log in details provided on blackboard. 2. View 'Koffee with Kim' video 3. View podcast 4. Complete 'Weekly Assessment' 5. View 'Faculty Spotlight' video and associated paper from Dr. Bonnie Stevens 6. Participate in tutorial discussion on Knowledge Translation activities	1. Weekly Assessment (due Dec 2 by 2359)
Dec 3-9, 2013 Module 13: The Way Forward	1. View 'Koffee with Kim' video 2. View podcast 3. Complete 'Weekly Assessment' NOTE: no required tutorial discussions this week	1. Weekly Assessment (due Dec 9 by 2359) 2. 'Reflection on Learning' survey and journal entry (due Dec 9 by 2359)
Dec 10, 2013		1. Assignment 4 (due Dec 10 by 1200)

COURSE TOOLS & LEARNING MATERIALS

All learning activities and assessments will be posted in weekly modules in the Blackboard portal (<http://portal.utoronto.ca>). You will find helpful resources on how to use Blackboard by visiting <http://www.portalinfo.utoronto.ca/content/information-students>. In addition, details on navigating this online course will be provided in the course introduction/welcome podcast provided in Module 1.

University of Toronto Libraries provides access to a vast collection of online and print resources to faculty, staff, and students. Research help is available by phone, e-mail, chat, and in-person (see

<http://library.utoronto.ca> and <http://gerstein.library.utoronto.ca> for more details).

Making the necessary technical preparations will allow you to participate in live webinar sessions and complete all assignments. It is strongly recommended that you use a computer with a minimum of 1GB RAM, and 3.0Ghz single processor speed. If you are using a slower computer, closing other applications running in the background should increase its speed. PCs should have at least Windows XP as the operating system, while MACs should have at least MAC OSX.

To participate in the live webinar session, it is recommended that you have a headset (headphones with an attached microphone). You may also use a built-in microphone (most laptops purchased within the last three years come with built-in microphones), but you will need to also use headphones or earphones to eliminate any feedback into the system (we do not wish for you to use your computer's speakers). If you do not have access to these technologies, you may participate in the webinar sessions using the text-based chat feature.

For Internet speeds, it is recommended that you have DSL or Cable with at least 1.5 Mbps download speed and at least 0.5 Mbps upload speed. Dial-up Internet is not sufficient. Examples of service plans that are sufficient are the Rogers Express Internet service, or the Bell Fibe Internet 5/1 plan.

The components of the weekly modules are best viewed on a laptop or a desktop with Adobe Flash installed (a free download is available from <http://www.adobe.com>). Note that it is not recommend to attempt to complete any assessments on a mobile device. In addition, your computer will need to have the latest version of Java installed to participate in the live webinar (<http://www.java.com>).

Another tool available to all University of Toronto students is your Microsoft Live email account, available through the portal (<http://portal.utoronto.ca>). In addition to email, you have access to a Skydrive account with 7GB of space that you can upload large files to and share them with your instructor or peers (see http://help.ic.utoronto.ca/solution_id_1777.html for details). You also have access to Microsot Office web apps (see http://help.ic.utoronto.ca/solution_id_1780.html for more details).

Lastly, the university also recommends free antivirus software to all students <http://antivirus.utoronto.ca/index.php?page=students>, which is strongly recommended.

REQUIRED TEXTS OR READING

There is no required textbook for the course. All readings and material will be accessible via the Blackboard portal and the University of Toronto Library (<http://www.portal.utoronto.ca>, <http://www.library.utoronto.ca>). However, if you are looking for additional resources to assist you with the course content, you may wish to use the following textbook:

Loiselle, C.G., Profetto-McGrath, J., Polit, D.F., & Beck, C.T. (2011). *Canadian essentials of nursing research* (3rd ed.). Philadelphia: Lippincott Williams & Wilkins.
ISBN: 9781605477299

LOGGING INTO THE NUR430 BLACKBOARD PORTAL WEBSITE

To access the course website, go to: <http://portal.utoronto.ca> and log in using your UTORid and password. If you need information on how to activate your UTORid and set your password for the first time, please go to www.utorid.utoronto.ca. Once you have logged in to the portal using your UTORid and password, look for the My Courses box, where you'll find the link your course Blackboard website.

Note: you can also access Blackboard via a mobile app (visit <http://www.portalinfo.utoronto.ca/content/blackboard-mobile-learn> for more information).

COMMUNICATION:

Please use Blackboard to ask questions about class content and assignments. Many of you will have similar questions and we can ensure consistent responses to your concerns by using Blackboard. A TA or the course instructor will read and respond to Blackboard messages on Monday, Wednesday and Friday by 1700. This approach will ensure that postings to Blackboard receive responses within two business days of posting.

E-mail communication with faculty members or TAs should be used for purposes other than asking questions about course content that other students are likely to have. E-mail will receive responses within two days (exclusive of weekends). If you do have a question that you wish to email or if you wish to make an appointment, please contact the TA assigned to your tutorial group. In this way, we will evenly divide requests, and hopefully get you the help you need, quickly.

If you are accessing the Internet through a large organization (e.g. hospital) it is important to note that some computer applications may be required (or downloaded) to your computer to communicate throughout this course. Ensure the latest versions of Adobe Acrobat Reader, Adobe Flash Player (<http://www.adobe.com>) as well as Java (<http://www.java.com/en/>) are installed on your computer for the web browser (e.g. Internet Explorer, Firefox, Google Chrome, etc) you will be using. All are free to install from their respective websites.

Email:

All UofT students are required to have a valid UTORmail email address. You are responsible for ensuring that your UofT email address is properly entered in the ROSI system. Forwarding your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your TAs or professor may end up in your spam or junk mail folder. Similarly, if you are sending email to your TA or professor, UofT spam filter settings make it highly likely that your Hotmail, Gmail, or Yahoo email will end up in a junk mail folder and won't be read.

FACULTY AND UNIVERSITY POLICIES

Policy on Late Assignments

All written assignments are subject to the grading regulations as outlined in the Lawrence S. Bloomberg Faculty of Nursing Calendar. You are all adult learners and have the right and responsibility to determine your own priorities. Therefore it is up to you to allocate sufficient time to complete these assignments on or near the due date. Late assignments are subject to a penalty of 2% per day that the paper is late, weekends included; unless an alternate due date has been negotiated. Students are responsible making a written request, prior to the due date, for an extension in exceptional circumstances. If the request is granted a new due date and time will be determined. Feel free to contact the Course Faculty if you are having trouble meeting the deadlines to get help or advice.

Grading Regulations

The passing grade for all nursing courses is 60%. Please see the following pages of the Bloomberg Faculty of Nursing calendar for grading regulation guidelines (p. 81-91):

<http://bloomberg.nursing.utoronto.ca/academic/sessional-dates-and-calendar#content3>

Submission of Assignments

On the due date, please submit an electronic copy of your paper to the Turnitin digital drop box in Blackboard.

Plagiarism & Academic Honesty

Normally, students will be required to submit their course assignments to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their assignments to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on

the Turnitin.com web site. Students do have the option of handing in all their rough drafts and notes of their paper if they are opposed using to Turnitin. These students should approach faculty in advance.

Academic Offenses (from the Code of Behaviour on Academic Matters, 1995)

It shall be an offence for a student knowingly:

- (a) to forge or in any other way alter or falsify any document or evidence required by the University, or to utter, circulate or make use of any such forged, altered or falsified document, whether the record be in print or electronic form;
- (b) to use or possess an unauthorized aid or aids or obtain unauthorized assistance in any academic examination or term test or in connection with any other form of academic work;
- (c) to personate another person, or to have another person personate, at any academic examination or term test or in connection with any other form of academic work;
- (d) to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism (for a more detailed account of plagiarism, see Appendix "A") ;
- (e) to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere;
- (f) to submit any academic work containing a purported statement of fact or reference to a source which has been concocted. (Code of Behaviour on Academic Matters, 1995)

Student Evaluation of Courses

Student evaluation of courses is an essential component of our educational programs at the Lawrence S. Bloomberg Faculty of Nursing. Student feedback enables us to continue to improve our teaching effectiveness to enhance student learning. The Lawrence S. Bloomberg Faculty of Nursing participates in the University of Toronto's centralized 'Student Evaluation of Courses' system. Towards the end of this course, you will receive an email inviting you to complete an online evaluation of this course. The email will provide you with the specific information and links needed to access and complete course evaluation. Your ratings and comments will be anonymous but will be aggregated for summary across evaluations. Once a process has been established, summarized course evaluations will be made available within the faculty and university community. For more information about the University of Toronto policy about student evaluation of courses, please refer to the following website:

http://www.governingcouncil.utoronto.ca/policies/Policy_Student_Evaluation_of_Teaching_in_Courses.htm

Student Support

The University of Toronto provides a number of services to help support students. The writing center is a resource to help you learn to write well. Visit <http://www.hswriting.ca/> for more information. In addition, the student life website (<http://www.studentlife.utoronto.ca>) includes information on accessibility, family care, career planning, health promotion, and other resources to support you as a student at the University of Toronto. Additional information about learner support is available at:

<http://portalinfo.utoronto.ca/content/learner-support-available-university-toronto>

Diverse Learning Needs

Students with diverse learning styles and needs are welcomed in this course. In particular, if you have a disability or health consideration that may require accommodations, please contact the Accessibility Services Office as soon as possible. The St. George Campus Accessibility Services staff (located in Robarts Library, First Floor) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. More information available at <http://www.accessibility.utoronto.ca/index.htm>

Phone: 416-978-8060

Email: accessibility.services@utoronto.ca