



**DEPARTMENT Nursing Education & Health Studies**

**COURSE OUTLINE – FALL 2017**

**NS3010 (A2, B2, VC): Nursing Research – 3 (3-0-0) 45 Hours for 15 Weeks**

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**OFFICE HOURS:** By Appointment

**CALENDAR DESCRIPTION:**

Introduction to the process of research through a comparative analysis of selected studies exemplifying different theoretical, methodological and analytical approaches. Emphasis is on the communicability of research, the needs of the research consumer, and the development of skills of critical appraisal.

**PREREQUISITE(S)/COREQUISITE:**

Statistics elective

**REQUIRED TEXT/RESOURCE MATERIALS:**

Polit, Denise.F. & Tatano Beck, Cheryl, (2018). *Essentials of nursing research: Appraising evidence for nursing practice*. (9th ed.). Philadelphia, PA: Wolters Kluwer

**DELIVERY MODE(S):**

Lecture

**COURSE OBJECTIVES:**

Qualitative Objectives:

1. Describe the purpose and importance of research in nursing.
2. Describe how theory, practice and research are related.
3. Identify a question from nursing practice that can be answered by research.
4. Describe the role of nurses in research.
5. Apply critiquing criteria for the critical analysis of the following sections of a qualitative research report: research problem and purpose, literature review, theoretical/conceptual framework, research questions, research design, ethical components, population, sample, sampling procedures, data collection, data analysis, and interpretation of findings.
6. Compare the major characteristics, strengths and limitations of qualitative research.
7. Describe the differences between Phenomenology, Ethnography, and Grounded Theory.
8. Identify appropriate data collection methods of various qualitative designs.
9. Discuss the types, advantages, and limitations of data collection methods used in qualitative nursing research methods.
10. Differentiate data analysis methods for qualitative research.
11. Discuss the criteria for determining confirmability of findings in a qualitative study.

12. Develop a systematic approach for reading and critical appraisal of multiple published research reports in their entirety.
13. Determine the applicability of knowledge gained from research for evidence-based practice.
14. Identify the role of a nurse in promoting research activities and using knowledge from research in the practice settings.

#### Quantitative Objectives:

1. Review the purpose and importance of research in nursing, how theory, practice and research are related, identify questions from nursing practice that can be answered by research, and the role of nurses in research.
2. Apply critiquing criteria for the critical analysis of the following sections of a quantitative research report: research problem and purpose, literature review, theoretical/conceptual framework, research questions and hypotheses, variables, research design, ethical components, population, sample, sampling procedures, data collection, data analysis, descriptive and inferential statistics, and interpretation of findings.
3. Discuss the types, advantages, and limitations of data collection methods used in quantitative nursing research methods.
4. Identify the criteria for determining the validity and reliability of measurement tools.
5. Describe the four levels of measurement.
6. Identify appropriate data collection methods for various quantitative designs.
7. Differentiate data analysis methods for quantitative research.
8. Identify the purpose of and appropriateness of commonly used inferential statistics.
9. Distinguish between type I and type II errors and their effects on findings.
10. Differentiate between the meanings of statistical significance and clinical significance.
11. Develop a systematic approach for reading and critical appraisal of multiple published research reports in their entirety.
12. Determine the applicability of knowledge gained from research for evidence-based practice.
13. Identify the role of a nurse in promoting research activities and using knowledge from research in the practice settings.

#### LEARNING OUTCOMES:

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, 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.

#### TRANSFERABILITY:

UA, AU

**\*Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.** Please consult the Alberta Transfer Guide for more information.

You may check to ensure the transferability of this course at Alberta Transfer Guide main page <http://www.transferalberta.ca> or, if you do not want to navigate through few links, at <http://alis.alberta.ca/ps/tsp/ta/tbi/onlinesearch.html?SearchMode=S&step=2>

**\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

## EVALUATIONS:

Evaluation	DUE Date and Time:	Weighting
Qualitative Critique	October 19, 2017 0830	15%
Qualitative Exam – open book	October 30, 2017 in class	35%
Quantitative Critique	November 30, 2017 0830	15%
Quantitative Exam – closed book	Exam week TBA	35%

### Qualitative Critique

- Students will choose from three different articles posted on the NS3010 Moodle page and answer questions in Appendix A.
- Students may work independently, in pairs, or in groups of three. All group members will receive the same mark.
- The critique may be written in point form, done as a PowerPoint or Prezi but must follow the critiquing guidelines found throughout the text book.
- Prepare the assignment with APA formatting (Title page, running head, page #'s, heading). Abstract is not required. Title page must include the name of the article being critiqued and the group member's names.
- When submitting the assignment. One group member will submit in the Drop Box on Moodle.
- See Appendix C for grading criteria.

### Qualitative Exam

- This exam is an OPEN BOOK exam. Only the required textbook for this course will be allowed. If students have an e-book version, arrangements must be made with the instructor before the exam date.
- This exam will be comprised of all qualitative information covered in lectures and in the textbook.

### Quantitative Critique

- Students will choose from three different articles posted on the NS3010 Moodle page and answer questions in Appendix B.

- Students may work independently, in pairs, or in groups of three. All group members will receive the same mark.
- The critique may be written in point form, done as a PowerPoint or Prezi but must follow the critiquing guidelines found throughout the text book.
- Prepare the assignment with APA formatting (Title page, running head, page #'s, heading). Abstract is not required. Title page must include the name of the article being critiqued and the group member's names.
- When submitting the assignment. One group member will submit in the Drop Box on Moodle.
- See Appendix C for grading criteria.

### Quantitative Exam

- This exam is CLOSED BOOK.
- This exam will be comprised of all quantitative information covered in lectures and in the textbook.

### GRADING CRITERIA: (The following criteria may be changed to suite the particular course/instructor)

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

### COURSE SCHEDULE/TENTATIVE TIMELINE:

Date	Topic
<b>QUALITATIVE SECTION</b>	
September 11	Introduction to the Course Chapters 1, 2, 3, 4
September 18	Chapters 5, 6, 7, 8

September 25	Chapter 11
October 2	Checkpoint: how is it going? Review calendar, assignments, exams Ethnography, Phenomenology, Grounded Theory
October 9	THANKSGIVING – no class
October 16	Chapters 12, 16 Assignment questions <b>Qualitative Critique DUE October 19 0830</b>
October 23	Chapters 16, 17
October 30	Qualitative Exam
<b>QUANTITATIVE SECTION</b>	
November 6	Review Chapters 1-8 Chapter 9
November 13	FALL BREAK – no class
November 20	Chapters 10, 11, 12 Online Recording of Lecture and Discussion Posts – students must watch video on their own
November 27	Chapters 14, 15 <b>Quantitative Critique DUE November 30 0830</b>
December 4	Chapters 13, 18
Exam week	Quantitative Exam

### STUDENT RESPONSIBILITIES:

#### Important Dates:

Information about last day to change registrations and dropping full-year courses has changed and the updates are available on the GPRC website.

**Nursing Program Policies:**

Please refer to the 2017-2018 Grande Prairie Regional College Academic Calendar and the University of Alberta Collaborative Baccalaureate Nursing Program with Grande Prairie Regional College Student Handbook for specific nursing program policies that may pertain to this course.

**Assignment Policy:**

Research assignments are due at the date and time as specified above. If submitting the assignments to the Main Office or in the Assignment box outside of H206 they must be verified (stamped with date and time) by Nursing Office Personnel. Extensions on assignments may be granted and must be negotiated with the instructor prior to the due date and with a date specified for late submissions. Extensions will not be granted the day the assignment is due.

A penalty of one letter grade per day will be deducted from the final grade of a late assignment. For example, a paper graded at a C would receive an adjusted grade of C- if handed in one day late.

It is the responsibility of the student to ensure electronically submitted papers and assignments are delivered and retrievable to the instructor (i.e. emailing assignments). If the instructor is unable to open documents or if documents are sent in error via electronically, the assignment will be considered late and the student will have one letter grade deducted from the final grade. It is highly recommended that students ensure their assignments have been retrieved by the tutor prior to the due date and time.

**STATEMENT ON PLAGIARISM AND CHEATING:**

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.gprc.ab.ca/about/administration/policies>

\*\*Note: all Academic and Administrative policies are available on the same page.

## Appendix A

### Questions for Critiquing Qualitative Research Reports

#### Title

- Is the title clear, suggesting the key phenomenon and the group or community under study?

#### Abstract

- Does the abstract clearly and concisely summarize the main features of the report?

#### Introduction

##### Statement of the Problem

- Is the phenomenon of interest clearly identified?
- Is the problem stated unambiguously, and is it easy to identify?
- Does the problem have significance in nursing?
- Is there a good match between the research problem and the paradigm and methods used? Is a qualitative approach appropriate?

##### Literature Review

- Does the report summarize the existing body of knowledge related to the problem or phenomenon of interest?
- Is the literature review adequate?
- Does the literature review lay a solid basis for the new study?

##### Conceptual Underpinning

- Are the concepts adequately define conceptually?
- Is there a philosophical basis, underlying tradition, conceptual framework, or ideological orientation, made explicit, and is it appropriate to the problem?

##### Research Questions

- Are research questions explicated stated? If not, is their absence justified?
- Are the questions consistent with the study's philosophical basis, underlying tradition, conceptual framework, or ideological orientation?

#### Methodology

##### Research Design and Research Tradition

- Are the methods used to collect and analyze data congruent with the identified research tradition?
- Was an adequate amount of time spent in the field or with study participants?
- Did the design unfold in the field, allowing researches to capitalize on early understandings?
- Was there evidence of reflexivity in the design?
- Was there an adequate number of contacts with study participants?

##### Sample and Setting

- Was the group or population of interest adequately described? Were the setting and sample described in sufficient detail?
- Was the approach to gain access to the site or recruit participants appropriate?
- Was the best possible method of sampling used to enhance information richness, and addressed the needs of the study?
- Was the sample size adequate? Was saturation achieved?

## **Data Collection**

- Were the methods of gathering data appropriate?
- Were data gathered through two or more methods to achieve triangulation?
- Did the researcher ask the right question(s) or make the right observations, and were they recorded in an appropriate fashion?
- Was there a sufficient amount of data gathered? Was the data in sufficient depth and richness?

## **Procedures**

- Were data collection and recording procedures adequately described, and do they appear appropriate?
- Were data collected in a manner that minimized bias or behavioral distortions?
- Were data collection staff appropriately trained?
- Were appropriate procedures used to safeguard the rights of study participants?

## **Enhancement of Rigour**

- Were methods used to enhance the trustworthiness of the data (and analysis), and was the description of those methods adequate?
- Were the methods used to enhance credibility appropriate and sufficient?
- Did the researcher document research procedure and decision processes sufficiently that findings are auditable and confirmable?

## **Results**

### **Data Analysis**

- Were the data management (e.g., coding) and data analysis methods sufficiently described?
- Was the data analysis strategy compatible with the research tradition and within the nature and type of data gathered?
- Did the analysis yield an appropriate “product” (e.g. a theory, taxonomy, or thematic pattern)?
- Did the analytic procedures suggest the possibility of biases?

### **Findings**

- Were the findings effectively summarized, with good use of excerpts?
- Do themes adequately capture the meaning of the data? Does it appear that the researcher satisfactorily conceptualized the themes or patterns in the data?
- Did the analysis yield an insightful, provocative, and meaningful picture of the phenomenon under investigation?

### **Theoretical Integration**

- Are the themes or patterns logically connected to each other to form a convincing and integrated whole?
- Were figures, maps, or models used effectively to summarize conceptualizations?
- If a conceptual, framework or ideological orientation guided the study, are the themes or patterns linked to it in a cogent manner?

## **Discussion**

### **Interpretation of the findings**

- Are the findings within an appropriate social or cultural context?
- Are major findings interpreted and discussed within the context of prior studies?
- Are the interpretations consistent with the study’s limitations?
- Does the report address the issue of transferability of the finding?

### **Implications/Recommendations**

- Do the researchers discuss the implications of the study for clinical practice or further inquiry- and are those implications reasonable?

### **Global Issues**

#### **Presentation**

- Was the report well written, well organized, and sufficiently detailed for critical analysis?
- Was the description of the methods, findings, and interpretation sufficiently rich and vivid?

#### **Summary Assessment**

- Do the study findings appear to be trustworthy-do you have confidence in the truth value of the results?
- Does the study contribute any meaningful evidence that can be used in nursing practice or that is useful to the nursing discipline?

## Appendix B

### Questions for Critiquing Quantitative Research Reports

#### Title

- Is the title clear, suggesting the research problem and the study population?

#### Abstract

- Does the abstract clearly and concisely summarize the main features of the report?

#### Introduction

##### Statement of the Problem

- Is the problem stated unambiguously, and is it easy to identify?
- Does the problem statement make clear the concepts and the population under study?
- Does the problem have significance in nursing?
- Is there a good match between the research problem and the paradigm and methods used? Is a quantitative approach appropriate?

##### Literature Review

- Is the literature review thorough, up-to-date, and based mainly on primary sources?
- Does the review summarize knowledge on the dependent and independent variables and the relationship between them?
- Does the literature review lay a solid basis for the new study?

##### Conceptual/Theoretical Framework

- Are key concepts adequately defined (adequate conceptual definitions)?
- Is there a conceptual/theoretical framework, and is it appropriate? If not, is the absence of one justified?

##### Hypotheses or Research Questions

- Are research questions and/or hypotheses explicitly stated? If not, is their absence justified?
- Are the questions/hypotheses appropriately worded?
- Are the questions/hypotheses consistent with the literature review and conceptual/theoretical framework?

#### Methodology

##### Research Design

- Was the most rigorous possible design used, given the study purpose?
- Were appropriate comparisons made to enhance interpretability of the findings?
- Was the number of data collection points appropriate?
- Did the design minimize threats to the internal and external validity of the study?

##### Population and Sample

- Was the population identified and described? Was the sample described in sufficient detail?
- Was the best possible sampling design used to enhance the sample's representativeness?
- Was the sample size adequate? Was a power analysis used to estimate sample size needs?

##### Data Collection & Measurement

- Are the operational and conceptual definitions congruent?
- Were key variables operationalized using the best possible method (eg. Interviews and observations)?
- Were the specific instruments adequately described and were they good choices?

- Did the report provide evidence that the data collection methods yielded data that were high on reliability and validity?

### **Procedures**

- If there was an intervention, was it adequately described, and was it properly implemented?
- Were data collected in a manner that minimized bias? Were data collection staff appropriately trained?
- Were appropriate procedures used to safeguard the rights of study participants?

### **Results**

#### **Data Analysis**

- Were analyses undertaken to address each research question or test each hypothesis?
- Were appropriate statistical methods used, given the level of measurement of the variables, number of groups being compared, and so forth?
- Was the most powerful analytic method used? (eg. Did the analysis help to control for extraneous variables?)

#### **Findings**

- Were the findings adequately summarized, with good use of tables and figures?
- Do the findings provide strong evidence regarding the research question? Were Type I and Type II errors minimized?

### **Discussion**

#### **Interpretation of the findings**

- Are all major findings interpreted and discussed within the context of prior research and/or the study's conceptual framework?
- Are the interpretations consistent with the results and the study's limitations?
- Does the report address the issue of generalizability of the findings?

#### **Implications/Recommendations**

- Do the researchers discuss the implications of the study for clinical practice or further research - and are those implications reasonable and complete?

### **Global Issues**

#### **Presentation**

- Was the report well written, well organized, and sufficiently detailed for critical analysis?
- Were you able to understand the study? Was the report written in a manner that makes the findings accessible to practicing nurses?

#### **Summary Assessment**

- Despite any identified limitations, do the study findings appear to be valid? Do you have confidence in the truth value of the results?
- Does the study contribute any meaningful evidence that can be used in nursing practice or that is useful to the nursing discipline?

## Appendix C

### Grading Descriptors for Research Critiques

<b>Grade</b>	<b>Expectations</b>
<b>A</b>	All sections of the overall critique guidelines are completed. The sections are answered critically with a comprehensive rationale. Writing must be grammatically correct and the critique clearly articulated.
<b>B</b>	Most sections of the overall critique guidelines are completed. The sections are answered critically most times with a comprehensive rationale. Writing is grammatically correct with the occasional grammatical error. The critique is generally clearly articulated but occasionally there are a few unclear sections.
<b>C</b>	The core critiquing sections are completed. The sections are answered but lack depth in rationale. Writing is at a satisfactory level but consistent grammatical errors are present. The critique is understandable but has some unclear or missing content.
<b>D</b>	Core critiquing sections are missing. The sections answered but missing rationale or rationale is incorrect. Writing is at level below satisfactory. The critique is minimally understandable.
<b>F</b>	Most sections are missing or incomprehensible.