

UNIVERSITY OF ALBERTA COLLABORATIVE BACCALAUREATE NURSING PROGRAM
with GRANDE PRAIRIE REGIONAL COLLEGE

NURSING 3010 NURSING RESEARCH
FALL 1997

NS3010 - NURSING RESEARCH

*3 (3-0-0). Introduction to the process of research through a comparative analysis of selected studies exemplifying different theoretical, methodological, and analytical approaches. Emphasis will be on the communicability of research, the needs of the research consumer, and the development of skills of critical appraisal. Prerequisite or corequisite: Statistics elective.

COURSE HOURS:

Classroom: 39 Clinical: 0 Laboratory: 0

FACULTY

Dorothy Eiserman, RN, PhD

Office: H208

Phone: 539-2752

COURSE DESCRIPTION:

This course is designed to develop beginning awareness and skills required to assess the meaning and relevance of nursing research. Opportunities to become critical consumers of research will be provided through critical appraisal of selected nursing studies. Nurses' roles in research for the enhancement of quality nursing care will be explored.

COURSE OBJECTIVES:

Upon completion of the course, the student will:

1. Recognize roles for nurses in research.
2. Appreciate the use of the scientific method of inquiry for acquiring and assessing knowledge.
3. Assess literature as a source of knowledge for nursing practice.
4. Demonstrate beginning skills as a research consumer.
5. Critically analyze nursing research reports.
6. Demonstrate awareness of current issues in nursing research.
7. Demonstrate the value and relevance of nursing research to the development of quality nursing care.

REQUIRED TEXT

Brink, P.J. and Wood, M.J. (1994). Basic steps in planning nursing research: From question to proposal (4th ed.). Boston, MA: Jones and Bartlett Publishers.

SUPPLEMENTARY TEXTS and REFERENCES ON RESERVE IN THE LIBRARY

LoBiondo-Wood, G and Haber, J. (1994). Nursing research: Methods, critical analysis, and utilization (3rd ed.). St. Louis, MO: Mosby.

Davis, B. and Logan, J. (1993). Reading research: A user-friendly guide for nurses and other health professionals. Ottawa, ON: Canadian Nurses Association.

Forchuk, C. and Roberts, J. (1993). How to critique qualitative research articles. Canadian Journal of Nursing Research, 25(4), 47-55.

SEMINAR SCHEDULE

There are no lectures in this course. The first week will consist of an introduction to the course and to nursing research.

Beginning on September 17, 1997 each student will attend one two hour seminar each week. The remaining one hour per week assigned to this course is available for students to work individually or in groups on an assigned issue or topic related to the area being covered in the weekly seminar. Students will come to seminar prepared to discuss the results of their work on the issue or topic. Specific issues or topics will be handed out the week previous to their being discussed in seminar.

References for basic resource material will be provided with the issue or topic. These resources are in no way comprehensive and students need to find additional ones to assist them in their research into the issue or topic. Dr. Eiserman has scheduled office hours each Wednesday morning and will be available for student consultation regarding their investigations into the issues and topics.

INTEGRATED CONCEPTS

Tolley (1995) explored to-day's reality regarding Dickoff & James (1968) assertion that "theory comes from practice." Stevens (1984) stated "a theory is a statement that purports to account for or characterize some phenomena" and the purpose of theory is to accurately reflect the world around us (Botha, 1989; Moody, 1990). The concepts outlined in these statements **MUST** be integrated into discussions and problem solving related to each topic area covered in seminars and into the assignments.

Botha, M.E. (1989). Theory development in perspective: The role of conceptual frameworks and models in theory development. Journal of Advanced Nursing, 14, 49-66.

Moody, L.E. (1990). Advancing nursing science through research, vol. 1. Newbury Park, CA: Sage.

Stevens, B.J. (1984). Nursing theory, analysis, application and evaluation. Boston:MA, Little, Brown.

Tolley, K.A. (1995). Theory from practice for practice: Is this a reality? Journal of Advanced Nursing, 21, 184-190.

COURSE CONTENT

- September 10, 1997 Introduction to the course.
What is nursing research--why do we need it?

Reference: Brink and Wood, Chapter 1.
- September 17, 1997 What is the research process?

Please read the following article and identify the elements of the research process utilized in this study. Also please list the issues identified in the study.

Come to seminar prepared to discuss the elements and issues you identified.

Required Reading: Pettengill, M.M., Gillies, D.A., and Clark, C.C. (1994). Factors encouraging and discouraging the use of nursing research findings. Image, 26(2), 143-147.
- September 24, 1997 What is a nursing research problem? What are the criteria for a researchable question.

TASK: From your nursing practice, identify a situation you have encountered and were concerned about the effectiveness of available solutions. From this situation identify a **nursing** research problem. Questions to ask when identifying this problem: What is a nursing research problem and not another kind of problem? How do we differentiate a researchable question from another kind of question? Why is it important to know this when we are reading nursing research literature?

Reference: Brink & Wood, Chapter 2
- October 1, 1997 What is the purpose of a study?
Why is a "definition of terms" important to the study?
- October 8, 1997 Reading the research study
Rules of evidence.
What is a literature review?
- October 15, 1997 Research designs
Ethical issues
- October 22, 1997 Experimental and quasi experimental designs
- October 29, 1997 Comparative designs
Correlational designs
Other non-experimental designs
- November 5, 1997 Descriptive/exploratory designs
- November 12, 1997 Qualitative designs
- November 19, 1996 Sampling issues
Course Evaluation
- November 26, 1996 Data collection and analysis
- December 3, 1996 Report of research findings and discussion of findings

EVALUATION:

1. Identify and discuss a current research report in a refereed journal. The discussion will focus on the relevance of the research problem, and the literature review. Maximum length 500 words, typed, adhering to the principles of good writing. **Due October 15, 1997.. Value: 10% of Final Grade**
2. Identify and discuss a current research report in a refereed journal describing a quantitative study. This discussion will focus on the conceptual framework of the study, the research design and the identification and treatment of the variables. Maximum length 500 words, typed, adhering to the principles of good writing. **Due: November 5, 1997. Value 15% of Final Grade.**
3. Identify and discuss a current research report in a refereed journal describing a qualitative study. The discussion will focus on the data collection and analysis methods outlined in the report. Maximum length 500 words, typed, adhering to the principles of good writing. **Due November 19, 1997. Value: 15% of Final Grade**
4. Students will divide into small groups (2-3). Each group will choose an article in a nursing research journal, analyze it in terms of the usefulness of the study and its findings in a clinical setting, and discuss the feasibility of utilizing the research findings in their nursing practice. Each group will submit a written report discussing the analysis. The report will include a rationale for conclusions drawn, evidence of critical analysis, and references to authorities consulted. Maximum length of the report is to be 1500 words, typed, adhering to the principles of good writing. **Due December 3, 1996. Value: 20% of Final Grade**
5. Final examination. This will be a take home examination. It will be given out on December 3, 1997 and is **Due by 1600 hours on December 10, 1997.** Students will be asked to evaluate two research reports identified by the instructor on December 3, 1997. **Value: 40% of Final Grade**