

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

**NURSING 3010 NURSING RESEARCH  
Winter 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**

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**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 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.

## 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 January 13, 1996 each student will attend one 90 minute seminar each week. The remaining one and one-half hours per week assigned to this course are available for students to work in their groups and solve a problem related to the topic area being covered in the Seminar. Students will come to seminar prepared to discuss their solution to the problem with the instructor. Problems will be handed out the week previous to their being discussed in seminar.

References for basic resource material will be provided with the problems. These resources are in no way comprehensive and students need to find additional resources to assist them in solving the problems. Dr. Eiserman has scheduled seven office hours per week to be available for student consultation regarding the problems.

## 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

January 6, 1997	<p>Introduction to the course. What is nursing research—why do we need it?</p> <p>Guests: Mark Scott and Danielle Wohlgemuth</p> <p>Reference: LoBiondo-Wood, Chapter 1</p>
January 8, 1997	<p>What is the research process?</p> <p>Required Reading: Pennenfill, M.M., Gillies, D.A., and Clark, C.C. (1994). Factors encouraging and discouraging the use of nursing research findings. <u>Image</u>, 26(2), 143-147.</p>
January 13, 1997	<p>What is a nursing research problem?</p> <p><b>Problem:</b> From your nursing practice, identify a situation you have encountered and were concerned about the effectiveness of available solutions. From this situation identify a <b>nursing</b> 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?</p> <p>Reference: Brink &amp; Wood, Chapter 2</p>
January 20, 1997	<p>Reading the research study Rules of evidence. What is a literature review?</p>
January 27, 1997	<p>What is the purpose of a study? What are definition of terms?</p>
February 3, 1997	<p>Research designs Ethical issues</p>
February 10, 1997	<p>Experimental and quasi experimental designs</p>
February 17, 1997	<p>Comparative designs Correlational designs Other non-experimental designs</p>
March 3, 1997	<p>Descriptive/exploratory designs</p>
March 10, 1997	<p>Qualitative designs</p>
March 17, 1997	<p>Rural Nursing Research</p>
March 25, 1996	<p>Sampling issues</p>
April 1, 1996	<p>Data collection and analysis</p>
April 8, 1996	<p>Report of research findings and discussion of findings</p>

**EVALUATION:**

1. Identify and discuss a current research report in a referred 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 January 27, 1997.. Value: 10% of Final Grade**
  
2. Identify and discuss a current research report in a referred 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: February 17, 1997. Value 10% of Final Grade.**
  
3. Identify and discuss a current research report in a referred 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 March 10, 1997. Value: 10% 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 conclusion drawn, evidence of critical analysis, and references to authorities consulted). Maximum length of the report is to be 1000 words, typed, adhering to the principles of good writing. **Due April 7, 1996. Value: 20% of Final Grade**
  
5. Final examination. This will be a take home examination. It will be given out on April 7, 1997 and is **Due by 1600 hours on April 16, 1997.** Students will be asked to evaluate two research reports identified by the instructor on April 7, 1997. **Value: 40% of Final Grade**
  
6. Each student will participate in a current nursing/health promotion related research project as a data collector. The class will be divided into groups with half the class collecting quantitative data and half qualitative data. After the data has been collected each student will work with the instructor to determine what will then be done with the data. On April 1, 1997 each group will come to seminar prepared to critique and evaluate their data collection process. Students will evaluate their own performance as a data collector and in the critique and evaluation of the process. Criteria will be supplied by the instructor. **Value: 10% of Final Grade.**