

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

NURSING 3010 NURSING RESEARCH
FALL 1998

NS 3010 - NURSING RESEARCH

* (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 co-requisite: Statistics elective

COURSE HOURS: Tuesdays 1330-1620

COURSE LEADER: Liz Richard, RN, MN
Office: H215
Phone: 539-2754
E-mail: Richard@gprc.ab.ca

OFFICE HOURS: Monday 1400-1600 and by appointment

COURSE DESCRIPTION:

This course is designed to develop a beginning awareness and skills 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 the enhancement of quality nursing care will be explored through both qualitative and quantitative research methodologies.

COURSE OBJECTIVES (Ends in View):

Upon completion of this course, the student will

1. Recognize the roles for nurses in research.
2. Appreciate the use of the scientific methods (inductive and deductive) 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. Realize the value and relevance of nursing research in the development of quality nursing care.

REQUIRED TEXT: LoBiondo-Wood, G., & Haber, J. (1998). Nursing research: Methods, critical appraisal, and utilization (4th ed.). St. Louis: Mosby.

COURSE ASSIGNMENTS:

1. Paper #1: Critique of the Conceptual Phase of a Research Report: 15%

Using **one** of two research reports selected by the instructor (one qualitative, one quantitative), the student will critique the conceptual phase of the research. In this critique, the student will use criteria and concepts from class discussion and readings to evaluate the introduction, problem statement/questions/hypothesis, literature review/critique, and the theoretical framework. APA format scholarly writing is expected.

Length of paper: 3-4 pages, typed, double spaced.

Due: October 6, 1998

2. Midterm: 15%

Material covered in class discussion and readings up to and including October 6, 1998.

3. Paper #2: Critique of a Research Report: 30%

Students will divide into pairs and each group will choose an article in a refereed nursing research journal. The article may be qualitative or quantitative in research method. The article will be analyzed according to an identified set of criteria (e. g. Table 17-1 or 18-1 in your text or resource articles). Each group will submit a written report discussing the analysis. In addition, the report will include a discussion related to the assumptions underlying the research, evidence of critical analysis, relevance to nursing practice, and references to literature consulted.

Length of Paper: Maximum length of the paper is to be 12 typed double-spaced pages in APA format.

Due: December 2, 1998

4. Final Exam: 30%

This will be a take-home exam. It will be given out **December 2, 1998** and is **due 0900 December 7, 1998**. Each student will critique a piece of selected nursing research. If a qualitative

piece of research was critiqued in Paper #2, a critique of quantitative research must be completed for the take home exam and vice versa. The exam is to be written in APA format and include references

5. Class Participation: 10%

Each student will be expected to be prepared for class by doing pre-reading/writing and participating in group discussion (i. e. shared knowledge/information, asking thoughtful questions, articulating ideas, assisting others in clarification and discussion).

Notes: An assignment which is not handed in on the due date will have the mark reduced by 5% for each working day that it is late.

Students are expected to write the exams at the scheduled times and must follow GPRC policy for exceptions.

CLASS SCHEDULE

Week One: September 8

Orientation to the course

Unit I - OVERVIEW OF RESEARCH IN NURSING

- 1.1 The role of research in nursing
- 1.2 Overview of the research process/assumptions underlying research
- 1.3 Methods of inquiry

Readings:

Chapters 1 & 2 in text

Streubert, H. & Carpenter, D. (1995). Qualitative research in nursing: Advancing the humanistic imperative (pp. 1-14). Philadelphia: J. B. Lippincott.

Internet Resources: www.urmc.rochester.edu/SON/Nur301.htm
www.nih.gov/ninr/

Week Two: September 15

Unit II - THE CONCEPTUAL PHASE OF RESEARCH

- 2.1 Identification of research problems
- 2.2 Problem statement and purpose
- 2.3 Literature review/Literature critique

Readings:

Chapters 3 (pp. 59-73) & 4 in text

Morse, J., & Field, P. A. (1995). Qualitative research methods for health professionals (2nd ed., pp. 43-46). London: Sage Publications.

Appendix A in text

Beck, C. (1993). Nursing students' initial clinical experience: A phenomenological study. International Journal of Nursing Studies, 30 (6), 489-497.

Week Three: September 22

- 2.4 Theoretical frameworks
- 2.5 Formulating hypotheses
- 2.6 Writing research questions
- 2.7 Definition of variables

Readings:

Chapter 4 (pp. 73-91) & 5 in text

Salazar, M., & Carter, W. (1994). A qualitative description of breast self-examination beliefs. Health Education Research, 9 (3), 343-354.

Vietri, V., Poskitt, S., & Slaninka, S. (1997). Enhancing breast cancer screening in the university setting. Cancer Nursing, 20 (5), 323-329.

Champion, V., & Scott, C. (1993). Effects of a procedural /belief intervention on breast self-examination performance. Research in Nursing and Health, 16, 163-170.

Week Four: September 29

Unit III - THE EMPIRICAL PHASE OF RESEARCH

- 3.1 Elements of design in quantitative and qualitative research

Readings:

Chapters 6, 9 (pp. 216-221, 237-241), & Appendix C in text

Smith, M., & Hart, G. (1994). Nurses' response to patient anger: From disconnecting to connecting. Journal of Advanced Nursing, 20, 643-651.

Week Five: October 6

Unit III - con't

- 3.2 Quantitative approaches to research
 - experimental and quasi-experimental designs
 - non-experimental designs

Readings:

Chapter 7 & 8 in text

Champion, V., & Scott, C. (1993). Effects of a procedural /belief intervention on breast self-examination performance. Research in Nursing and Health, 16, 163-170.

Beck, C., Heacock, P., Mercer, S., Walls, R., Rapp, C., & Vogelwohl, T. (1997) Improving dressing behavior in cognitively impaired nursing home residents. Nursing Research, 46 (3), 126-132.

Gillis, A. (1994) Determinants of health-promoting lifestyles in adolescent females. Canadian Journal of Nursing Research, 26 (2), 13-27.

Week Six: October 13

Midterm examination

Week Seven: October 20

Unit III - con't

- 3.3 Qualitative approaches to nursing research
- phenomenology
 - grounded theory

Readings:

Beck, C. (1993). Nursing students' initial clinical experience. A phenomenological study. International Journal of Nursing Studies, 30 (6), 489-497.

Hernandez, C. A. (1996). Integration: The experience of living with insulin-dependent (type I) diabetes mellitus. Canadian Journal of Nursing Research, 28 (4), 37-56.

Week Eight: October 27

Unit III - con't

- 3.3 (con't) Qualitative approaches to nursing research
- historical research
 - ethnography

Readings:

Chapter 9 in text (pp. 221-234)

Care, D., Gregory, D., English, J., & Venkatesh, P. (1996). A struggle for equality. Resistance to commissioning of male nurses in the Canadian military, 1952-1967. Canadian Journal of Nursing Research, 28 (1), 103-117.

Richard, E. (1997). An ethnographic exploration of novice nursing students' clinical learning experiences: Backstage realities. Unpublished Master's thesis. Dalhousie University.

Week Nine: November 3

Unit III - con't

- 3.4 Ethics of research
- philosophical differences between qualitative and quantitative research

Readings:

Chapter 11 in text

Benston, M. (1989). Feminism and the critique of scientific method. In A. Miles and G. Finn (Eds.), Feminism from pressure to politics (pp. 57-76). Montreal: Black Rose Books.

Janson-Bjerklie, S, et al (1986). Emotionally triggered asthma as predictor of airway response to suggestion. Research in Nursing and Health, 9, 163-170.

Week Ten: November 10

Unit III - con't

- 3.5 Sampling designs in research
3.6 Data collection methods
3.7 Reliability/validity/trustworthiness of data

Readings:

Chapter 10, 12,13 in text
Appendix C in text

Week Eleven: November 17

Unit III - con't

- 3.8 Descriptive data analysis
- 3.9 Inferential data analysis

Readings:

Chapter 14 & 15 in text
Appendix D

Week Twelve: November 24

Unit IV. INTERPRETIVE PHASE OF RESEARCH

- 4.1 Analysis of findings

Readings:

Chapter 16 in text
Blackburn, S., & Patteson, D. (1991). Effects of cycled light on activity state and cardiorespiratory function in preterm infants. Journal of Perinatal and Neonatal Nursing, 4 (4), 47-54

Week Thirteen: December 2

Unit V: RESEARCH UTILIZATION IN PRACTICE

- 5.1 Use/models/barriers

Readings:

Varcoe, C. & Hilton, A. (1995). Factors affecting acute-care nurses' use of research findings. Canadian Journal of Nursing Research, 27 (4), 51-71

Sheffer, C. (1997). Research utilization of acupressure for nursing practice. Unpublished paper, Dalhousie University.