

**University of Alberta and Grande Prairie Regional College  
Collaborative BScN Program**

**Evidence Based Research  
3(NS 3010)  
Course Outline**

Fall, 1999

**Instructor:**

Liz Richard, MN, RN

Office: H215  
Office Hours: flexible  
Phone: 539-2754  
Email: [richard@gprc.ab.ca](mailto:richard@gprc.ab.ca)

**Course Hours:**

Research: Tuesdays 1130-1220 A308

## **NURSING RESEARCH**

### **NS 3010 - NURSING RESEARCH**

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 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.

This course will be divided into two sections. The first section will span seven weeks in the third year CBL BScN program and the second section will span seven weeks in the fourth year of the CBL program. The final mark for this course will be assigned in Year IV.

#### **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.

**Course Hours:** Part A: Seminar: 7 hours in 7 weeks  
Part B: Seminar: 14 hours in 7 weeks

### **Required Text:**

Lobiondo-Wood, G., & Haber, J. (1998). Nursing research. Methods, critical appraisal, and utilization (4<sup>th</sup> ed.). St. Louis: Mosby.

### **Recommended Text:**

Rose-Grippa, K., & Gorney-Moreno, M. (1998). Study guide and computerized learning resource to accompany "Nursing research. Methods, critical appraisal and utilization" (4<sup>th</sup> ed.). Toronto: Mosby.

### **LEARNING ACTIVITIES:**

Students will participate in three primary activities to assist in meeting the objectives of the course:

- 1. Attendance at Fixed Resource Sessions**

The purpose of the FRS is to highlight primary concepts of the conceptual phase and to develop the ability to understand and critique research through discussion of critiques. In the FRS, essential concepts related to nursing research and statistics will be discussed. Additionally, students will have the opportunity to discuss group critiques of selected articles to assist in understanding of the concepts.

- 2. Small Group Work**

The purpose of this activity is to provide students with an opportunity to critique selected aspects of a research study using the critiquing criteria. Students will be expected to read the article and answer the critiquing questions included in the course outline **prior to attending the FRS**. For example, prior to the FRS on the conceptual phase of the research, students would be required to critique the research problem/questions, literature review, theoretical framework and hypothesis of an assigned article.

Students may work in pairs or small groups to complete their critique related to the aspects of the study selected for discussion in the weekly FRS. Faculty assigned to teach the course act as resources to assist student groups with the process of critiquing between fixed resource sessions. During FRS, students will be asked to present their evaluation of the selected aspects of the research study and opportunities for consensus will be provided.

The selected article will be chosen at the beginning of the term and will be directly related to a scenario topic in N3900.

### 3. **Workbook Activities**

The purpose is to enhance student understanding of the essential concepts in nursing research and statistics. It is highly recommended that students complete the workbook activities for the selected aspect of the nursing research study prior to each FRS.

## **YEAR III: Suggested Fixed Resources Sessions for Nursing Research**

### Overview of Nursing Research

- Expectations, Process and Assigned Activities
- Review role of nursing research /Methods of Inquiry
- Framework for Critiquing

### Critique of Conceptual Phase

- Identification of Research problems/questions/purpose
- Literature Review
- Placement of Problems within a Conceptual Framework
- Formulation of Hypothesis

### Research Designs

- Characteristics of Designs and Component Parts
  - Qualitative - e.g. phenomenology, grounded theory, historical, ethnography
  - Quantitative - experimental, quasi-experimental, non-experimental (causality, association, descriptive, exploratory, internal/external validity)

## **EVALUATION (YEAR III)**

### 1. **Test (45%) Friday, October 29, 1999.**

Part I: Statistics – **the student must pass this section with a minimum mark of 50%**

Part II: Nursing Research

Note: Students in NS 3010 will only be required to write Part II of the exam

### 2. **Paper (55%): Due Monday, November 1, 1999, 1700h**