

ARKANSAS TECH UNIVERSITY

DEPARTMENT OF NURSING

NURSING RESEARCH

NUR 4303



Spring 2017

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DEPARTMENT OF NURSING

Course: NUR 4303
Course Title: NURSING RESEARCH
Credit Hours: THREE (3) HOURS
Contact Hours: THREE (3) HOURS
Placement: SENIOR YEAR

Instructors:

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Course Description:

An introductory research course, which focuses on the validity and applicability of research findings for the improvement of nursing practice. Emphasis is on scientific inquiry and the role of the nurse as an intelligent consumer of research. Decision-making and critical thinking skills are a major component of the course. The language of research, types of research designs, data collection, and descriptive statistics are studied. Ethics relating to the role of the researcher and the rights of human subjects is stressed. Each student will critically analyze selected research studies relating to clinical practice. The course will culminate in a both a group poster and written paper.

Catalog Description: Prerequisites: Admission to upper division nursing, senior standing or consent of instructor. This introductory research course focuses on the validity and applicability of research findings for the improvement of nursing practice. Emphasis is on scientific inquiry and the role of the nurse as an intelligent consumer of research.

Instructional Resources

Required Textbooks:

Polit, D., & Beck, C. (2014). Essentials of nursing research: Methods, appraisal, and utilization. (8th ed.), Philadelphia: J. B. Lippincott.

Required Articles: TBA

Additional Resources:

I. Nursing Indexes:

Cumulative Index of Nursing
Literature International Nursing Index
Nursing Research Index (End of year issue of Nursing Research)
The Nursing Studies Index

II. Journals:

Advances in Nursing Science
American Journal of Nursing
American Journal of Public Health
Applied Nursing Research
Health Care
Health Services Research
Hospitals
Journal of Nursing Education
Journal of Nursing Scholarship
Medical Care
Nursing Forum
Nursing Outlook
Nursing Science Quarterly
Nursing Research
Perspective in Psychiatric Care
Western Journal of Nursing Research

III. Publication Catalogs:

American Hospital Association
American Nurses' Association National League for Nursing
U.S. Department of Health and Human Services

IV. Regional Research:

SNRS
SREB
WICHE

V. Other:

Bibliographies

Databases:

CINAHL
PubMed
Ovid Essential Nursing Collection
WorldCat
Educational Resources Information Center (ERIC)
includes: (Current Index to Journals in Education)
(Exceptional Child Abstracts)
(Research in Education)
Hospital Literature Index Guide
Index Medicus
Medline (Computer Literature)
Psychological Abstracts
Science Citation Index (SCISEARCH)

VI. Sources of Numerical Data:

- Census Data
- Health Manpower Publications
- Hospital Guides
- Professional Organization Catalogs

VII. Online support for APA documentation

Justification/Rationale for the Course

By the completion of this course the student will progress toward program goals/outcomes 1, 2, 3, and 4.

This upper division professional nursing course provides opportunities for the student to apply knowledge and skills from the general education component and from nursing courses to the care of individuals, families and communities.

Teacher Role:

Demonstrator, Evaluator, Facilitator, Resource Person, Role Model, Communicator, and Supporter.

Student Role:

Learner, Teacher, Advocate, Care Giver, Communicator, and Researcher.

Course Objectives:

Upon successful completion of this course, the student will be able to:

1. Describe the development of research in nursing.
2. Analyze the role of the baccalaureate nurse as an informed consumer of research.
3. Identify the moral, legal, and ethical factors affecting nursing research.
4. Critically analyze selected research studies for applicability to nursing practice.
5. Evaluate the effects of research on the nursing profession and its future development.
6. Describe quantitative and qualitative research methods.
7. Apply critical thinking in the evaluation of selected research.

Discrimination Statement:

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: <http://www.atu.edu/titleix/index.php>.

Disability Statement:

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit <http://www.atu.edu/disabilities/index.php>.

Attendance Policy

As professionals, you must be responsible for your own learning experiences. You are responsible to make the most of all educational opportunities. This is a mark of professionalism. Attendance in class reflects your dedication and the value you place on your chosen profession. We, the faculty, expect you to attend ALL CLASSES AND PRACTICUM EXPERIENCES. If a consistent pattern of absences from class develops (more than three absences), the situation will be dealt with by the faculty and/or level/team member, and the student may be dropped from the course. Each level may have a statement that limits the number of absences from theory and practicum classes. The student should note this for each syllabus. The requirements noted in each syllabus shall take precedence over this handbook.

The student is responsible for notifying the instructor and clinical agency prior to any absence from a clinical experience. Failure to notify the instructor and clinical agency prior to an absence will not only be reflected in the student's grade, but will also result in a clinical incident and could result in failure of the course.

The Arkansas Tech University catalog provides content concerning class attendance. ATU is required to document attendance.

Tardy Policy

Regular and timely attendance in theory classes and practicum is considered essential if students are to receive maximum benefit from the nursing courses. The Nursing Department has implemented a policy, which we believe will discourage unnecessary tardiness and absences, but will not punish those conscientious students who must be absent from time to time for unavoidable reasons.

At the discretion of the instructor, a student who is tardy or absent may be allowed to complete a quiz or receive a handout if the student has been courteous enough to call the nursing department or call/e-mail the instructor before class to inform of the possibility of tardiness or absentness.

This is solely at the discretion of the instructor.

Students are responsible for obtaining any missed information after class. Disrupting the learning of other students to ask questions or copy notes of the missed class time while class is in progress is inconsiderate.

CELL PHONE POLICY

There is a **NO cell phone policy for all upper division testing/test review**. This includes paper/pencil testing, test review, cooperative testing, and computer testing. If you are discovered with having a cell phone on your person, this will be considered a violation of the Academic Honesty Policy. If we discover that you have your cell phone with you during a unit exam/cooperative testing or unit exam review **you will receive a 0 for the test grade**.

Evaluation:

1. Grading Scale
 - A = 90-100
 - B = 80-89
 - C = 75-79
 - D = 68-74
 - F = 67 and Below
2. A grade of "C" or above must be achieved in every nursing course in order to progress in the Nursing Program. Any grade below 75% will not be rounded up.
3. A grade in "I" may be recorded for a student whose work is incomplete due to circumstances beyond the student's control. The student must take responsibility for removal of the incomplete grade according to the Arkansas Tech University's catalog requirements.
4. Examinations will be taken at designated times. If a student cannot take the examination at the regularly scheduled time, he/she is responsible for contacting the instructor prior to the examination as soon as possible. Makeup examinations will be essay or objective in nature at the discretion of the instructor.
5. Course Grade

The grade will be based upon four examinations, pop quizzes, a written research article critique presented to the class, and a research poster.

| | |
|--|-----|
| Class Prep Work/Online Quizzes..... | 10% |
| In Class Participation/Quizzes/Activities..... | 10% |
| 4 Exams..... | 40% |
| Article Critique..... | 20% |
| Poster Presentation..... | 20% |

Refer to the guidelines for development of the Article Critique and the Research Proposal.

Please do not miss class. The class prep work is turned in the day class meets, and if you have not let Dr. Jobe know you will be absent, you will be unable to turn this assignment. Please do not miss an exam in this class unless it is absolutely necessary for reasons of illness or emergency. Missed exams require you and Dr. Jobe to meet at a special time to do a makeup exam. Busy Level 3 schedules make this very challenging.

If you absolutely must miss an exam, you must contact Dr. Jobe via email ASAP to let her know that you will miss the exam. Any exam that is missed without notification will receive a "Zero" grade.

Missed exams must be made up, at the very minimum, by the first day back to class. But if this does not work out with Dr. Jobe's schedule, you must meet with her on a day and time designated by Dr. Jobe to meet her schedule. This will not be scheduled during your other class times, but it may very well be scheduled on a day and time that is inconvenient for your other activities. So please do not miss exams except when necessary.

Peer Evaluations:

The Poster project and Critique paper are group grades. Therefore, these require a peer evaluation form to be submitted FROM each student and FOR each student. The peer evaluation will count as 15% of the student's grade on each of these projects.

Students working in a group are expected to devote a fair and equal amount of time to each project/paper. When a student chooses to expect others to carry an unfair amount of the load, it is distressing to the group as a whole. In order to keep all students accountable to their fair share of the workload, the following grading policy is in place for group grades:

- **If a student receives an average peer grade of less than 70%, then the peer evaluation grade will count as 50% of the total project/paper grade.**
- **If an average peer grade is 70% or less, the students should be able to provide adequate support/documentation to Dr. Jobe for the low grade. If students see that there is a problem with a peer, it is incumbent upon those students to come to Dr. Jobe and discuss the issue immediately. A low peer grade should never be a surprise to Dr. Jobe or the student receiving the low grade!**

CONDUCT OF THE COURSE

Assessment Methods: Unit Exams, Poster Presentation, Critique Paper

Teacher Role: Facilitator, Evaluator, and Resource Person.

Student Role: Learner, Researcher, and Communicator.

Teaching-Learning Strategies:

Lecture, discussion, on-line modules, student presentations, student critiques of selected research studies, and computer literature search technique.

POLICIES

Class Attendance:

1. Regular class attendance is considered essential if students are to receive maximum benefits from the course. The student's responsibility is to meet all classes as scheduled and on time. Control of class attendance is vested in the instructor.

If a consistent pattern of absences from class develops, the faculty and/or the level/team member will deal with the situation. Refer to the section on class absences in the Arkansas Tech University Catalog for further information.

2. Students are responsible for material presented in class, readings, and other assignments.
3. Planned learning activities outside the classrooms are an integral part of the course. These activities will be announced at least three (3) weeks in advance and all students are expected to participate.

Dress and Behavior:

1. The student is expected to dress appropriately while attending classes.
2. Tobacco products are not permitted in any classroom.

Academic Honesty

Students are expected to be honest and truthful in both classroom and practicum experiences. They are expected to adhere to the Code of Ethics and uphold current standards of care. Students are referred to the Arkansas Tech University Student Handbook for more specific regulations regarding academic honesty.

Students are expected to:

- a. Perform their assigned tasks in the practicum experiences. Students should have the permission of the clinical instructor before using assistance from the staff.
- b. Notify the instructor immediately of any clinical error made so that steps can be taken to prevent harm to the patient.
- c. Present written work that is theirs alone.
- d. Correctly document any materials from a textbook, pamphlet, journal, etc., that is used for an assignment.
- e. Be honest and truthful when writing clinical logs and giving verbal or written reports regarding patient care or the student's clinical experiences or assignments.

- f. Only use authorized devices or materials for an examination and not copy from other students' papers.
- g. Document material correctly. Plagiarism is defined as stealing and presenting as one's own ideas or words of another, or not documenting material correctly. Student papers may be evaluated by turnitin.com which can detect plagiarism. For the first occurrence of academic dishonesty, the student will receive an F. If there is a second occurrence, the student will be dismissed from the program. Students are referred to the ATU catalog and handbook for policies regarding plagiarism.

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| TOPICAL OUTLINE |
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**NUR 4303
NURSING RESEARCH**

- Unit 1 Overview of Nursing Research**
 - Ch 1 Introduction to Nursing Research
 - Ch 2 Evidence-Based Nursing Practice and Evaluating Studies
 - Ch 5 Ethics in Research
- Unit 2 Overview of the Research Process**
 - Ch 3 Key Concepts and Steps in Qualitative & Quantitative Research
 - Ch 4 Reading and Critiquing Research Reports
- Unit 3 Preliminary Steps**
 - Ch 6 Research Problems, Research Questions, and Hypotheses
 - Ch 7 Literature Reviews, Finding and Reviewing Research Evidence
 - Ch 8 Theoretical and Conceptual Frameworks
- Unit 4 Quantitative Research**
 - Ch 9 Quantitative Research Design
 - Ch 10 Sampling and Data Collection in Quantitative Studies
 - Ch 11 Measurement and Data Quality
 - Ch 12 Statistical Analysis of Quantitative Data
 - Ch 13 Rigor and Interpretation in Quantitative Research
- Unit 5 Qualitative Research**
 - Ch 14 Qualitative Designs and Approaches
 - Ch 15 Sampling and Data Collection in Qualitative Studies
 - Ch 16 Analysis of Qualitative Research
 - Ch 17 Trustworthiness and Integrity in Qualitative Research
- Unit 6 Special Types**
 - Ch 18 Mixed Methods and Other Special Types of Research
 - Ch 19 Specific Types of Research: Meta-Analysis

NUR 4303 NURSING RESEARCH
UNIT 1 – Overview of Nursing Research

| OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
|---|--|--|
| 1. Define research and relate the influence of research to nursing practice | Nursing research Historical evolution contribution- Florence Nightingale | Required Reading: Polit, & Beck, Ch. 1, 2, & 5 |
| 2. Describe the role of the B.S.N. in nursing research. | Role of Consumer Evaluation of research Problem identification Research utilization Communication of findings | |
| 3. Outline the history of nursing research. | Early studies Florence Nightingale Focus on nurses/nursing National Center for Nursing Research Focus on clinical problems ANA and NLN recommendations on research preparation CORP NIH Priorities Future directions | |
| 4. Discuss paradigms for nursing research. | Positivist paradigm Naturalistic paradigm | |
| 5. Differentiate between quantitative research and qualitative research. | | |
| 6. Discuss the major characteristics, purposes and uses of research. | Scientific inquiry Source of evidence for nursing practice Tradition Authority Trial and Error Personal Experience Logical reasoning Inductive reasoning Deductive reasoning Disciplined Research Purposes of scientific research Identification Description Exploration Explanation Prediction - control | |
| 7. Differentiate between basic and applied research. | Commonalities - Differences Basic research Applied research | |
| 8. Discuss limitations of the scientific approach to inquiry. | Flawed studies Human complexity Measurement problems Control problems | |
| 9. Differentiate between evidence-based practice (EBP) and research utilization | Research Utilization CURN project | |

NUR 4303 NURSING RESEARCH
UNIT 1 – Overview of Nursing Research

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|--|--|--|
| <p>10. Discuss examples from history of the unethical research studies.</p> | <p>Nazi medical experiments Tuskegee Syphilis Study</p> | |
| <p>11. Describe the three primary ethical principles outlined in the Belmont Report.</p> | <p>Beneficence Freedom from harm Freedom from exploitation Respect for human dignity Right to self-determination Right to full disclosure Justice Right to fair treatment Right to privacy</p> | |
| <p>12. Describe the procedures for obtaining an informed consent.</p> | <p>Communication Documentation</p> | |
| <p>13. Discuss the specific measures the nurse can take to protect the rights of human subjects.</p> | <p>Vulnerable groups Staff nurse as Client Advocate Role of review Committees Institutional Review Boards</p> | |
| <p>14. In small group discussions, critically analyze the legal and ethical issues presented in selected nursing situations.</p> <p>Give the nurse's responsibility in each situation.</p> | <p>Group discussions Decision - making Client advocate Nurse as collaborator in research studies</p> | |

NUR 4303 NURSING RESEARCH

UNIT 2 - Overview of the Research Process & Evaluating Studies

| OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
|--|--|--|
| <p>1. Demonstrate a knowledge of basic research terminology in written work and classroom discussions.</p> <p>2. Explain the steps of the research process.</p> <p>3. Define utilization of nursing research</p> <p>4.. Discuss barriers to research utilization.</p> <p>5. Discuss the process and criteria for research utilization.</p> | <p>Research terminology The Study Phenomena, Concepts, Constructs Theory Variables Operational definitions Data Relationships</p> <p>Quantitative Studies</p> <p>Conceptual Phase Design and Planning Phase Empirical Phase Analytic Phase Dissemination Phase Qualitative Studies Conceptualizing and Planning Conducting the Study Disseminating Findings</p> <p>Review</p> | <p><u>Required Readings:</u></p> <p>Polit & Beck Ch.3 & 4</p> |

NUR 4303 NURSING RESEARCH
UNIT 2 - Overview of the Research Process (Continued)

| OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
|---|--|---|
| 6.. Identify types of research reports | Conference proceedings Journal articles | <u>Required Reading:</u> Polit & Beck Ch.3 & 4. |
| 7.. Describe the content of a research report. | Abstract Introduction Methodology Results Discussion References | |
| 8. Identify characteristics of research journal articles. | Compactness Language Objectivity Statistical information | |
| 9. List tips for reading, summarizing, and critiquing research reports. | Reading Summarizing Critiquing | |

NUR 4303 - NURSING RESEARCH
UNIT 3 – PRELIMINARY STEPS

| OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
|--|---|---|
| <p>1. Identify a nursing research topic of interest.</p> <p>2. Develop a problem statement for the above that is researchable and feasible.</p> <p>3. Define the terms in the problem statement.</p> <p>4. Explain the two common forms of a problem statement.</p> <p>5. Define the term "hypothesis".</p> <p>6. Compare and contrast six (6) major types of hypothesis giving an example of each.</p> <p>7. Construct a testable hypothesis related to a problem area in nursing practice. (Discuss in class)</p> <p>Develop operational definitions of all ambiguous terms.</p> | <p>Nursing research problems Sources</p> <p>Developing the problem Criteria for evaluating the problem Research ability Feasibility Individual interest Significance to nursing practice</p> <p>Declarative Interrogative</p> <p>Hypothesis development</p> <p>Simple/Complex Directional/Non-Directional Research/Statistical</p> <p>Variables Types Characteristics</p> | <p><u>Required Reading:</u> Polit & Beck, Ch. 6, 7 & 8</p> |

NUR 4303 - NURSING RESEARCH
UNIT 3 – Preliminary Steps (Continued)

| OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
|---|--|--|
| 8. Describe purposes, scope, and sources of a literature review. | Functions of the review of literature Replication of studies Assumptions Selecting a research strategy Major sources of a literature review Primary Secondary Bibliographical Nursing indexes Abstracts Computer sources | Required Reading: Polit & Beck, Ch. 6, 7 & 8 |
| 9. Critique the contents of a literature review from selected nursing research articles. | | |
| 10. Discuss writing a literature review | | |
| 11. Discuss two (2) major factors, which influenced theory development and research in nursing science. | Scientific method Phenomenological method | |
| 12. Identify several purposes of theories. | Summarize existing knowledge Explain observations Predict and control Outcomes Stimulate new research | |
| 13. Outline the major characteristics of a theory. | Concepts Propositions of relationships among concepts Deduction of new statements from Propositions | |
| 14. Demonstrate an understanding of levels of theory development by: a. describing relationships among them b. differentiating between inductive and deductive reasoning c. listing criteria for determining their effectiveness | Levels of theory development Factor searching Relation searching Association testing Causal hypothesis Prescriptive Steps in the scientific method | |
| 15. Distinguish between macro theories and middle-range theories. | | |

NUR 4303 - NURSING RESEARCH
UNIT 3 – Preliminary Steps (Continued)

| OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
|---|--|---------------------|
| 16. Identify the four central concepts in nursing. | 1. Man 2. Environment 3. Health 4. Nursing | |
| 17. Distinguish between theories and conceptual frameworks. | | |
| 18. Discuss the dependent relationship between theory and nursing research. | Theory as basis for research Research findings contribute to theory Development | |
| 19. Define the term "model" as it relates to nursing theory. | Schematic Statistical | |
| 20. Explain the effect of specific nursing conceptual frameworks on nursing practice and education. | Environment/systems/human Interactions - Johnson - Neuman - King – Parse - Rogers Nursing practice - King - Orem - Levine – Newman Adaptation - Roy | |
| 21. Identify theories/ frameworks from other disciplines that could be useful in nursing research. | Health Belief Model Self-efficacy Feminism Phenomenology Others: economics, management, Psychology | |
| 22. Integrate a nursing conceptual framework into the development of a group research project. | | |

NUR 4303 - NURSING RESEARCH
UNIT 4 - Quantitative

| OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
|--|--|---|
| <ol style="list-style-type: none"> 1. Compare and contrast types of nursing research approaches 2. Differentiate research design by the time dimension. 3. Describe various aspects of research control 4. Distinguish between internal and external validity. 5. Discuss the characteristics of a good research design. 6. Describe the rationale for sampling in research studies. 7. Compare probability and nonprobability sampling. 8. Describe the characteristics of a good sample based on sample size and sample selection. | <p>Quantitative research designs Experiments (True and Quasi) Randomized Clinical Trials Nonexperimental</p> <p>Cross-sectional Longitudinal</p> <p>External factors Intrinsic factors</p> <p>Appropriateness Lack of bias Precision Power</p> <p>Non probability sampling</p> <p style="padding-left: 40px;">Convenience</p> <p style="padding-left: 40px;">Quota</p> <p style="padding-left: 40px;">Purposive</p> <p>Probability sampling</p> <p style="padding-left: 40px;">Simple random</p> <p style="padding-left: 40px;">Stratified random</p> <p style="padding-left: 40px;">Cluster</p> <p style="padding-left: 40px;">Systematic</p> | <p><u>Required Reading:</u> Polit & Beck, Ch. 9, 10, 11, 12, & 13</p> |

NUR 4303 - NURSING RESEARCH
UNIT 4 – Quantitative (Continued)

| OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
|---|---|--|
| <p>9. Describe the major methods for the selection and construction of data collection tools listing advantages and disadvantages of each.</p> <p>10. Describe characteristics of measurement.</p> <p>11. Identify sources of measurement error</p> <p>12. Describe three aspects of reliability</p> <p>13. Define validity</p> <p>14. Compare the levels of measurement.</p> | <p>Data Collection</p> <p>A. Self-report methods</p> <p>B. Scales Advantages Likert Cumulative Semantic Differential</p> <p>C. Observational Methods Relation to Nursing Process Observational techniques a. Participant observation Hawthorne effect Play therapy b. Check lists c. Psychological Measures</p> <p>D. Biophysical Methods Body systems functions Blood pressure Respiratory</p> <p>Quantification</p> <p>Stability Internal consistency Equivalence</p> <p>Face Content Criterion related Predictive Concurrent</p> <p>Construct Interpretation</p> <p>Levels of Measurement Nominal</p> | <p>Required Reading: Polit & Beck, Ch. 9, 10, 11, 12, & 13</p> |

NUR 4303 - NURSING RESEARCH
UNIT 4 – Quantitative (Continued)

| OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
|---|--|--|
| <p>15. Discuss the major statistical methods for evaluating, classifying, recording and interpreting data</p> | <p>Ordinal Interval Ratio</p> <p>Descriptive statistics</p> <p>Frequency distributions Central tendency Variability Levels of measurement Inferential statistics Sampling distributions Hypothesis testing Testing between group means Testing differences in proportions Testing between variables</p> | <p>Required Reading: Polit & Beck, Ch. 9, 10, 11, 12, & 13</p> |

NUR 4303 - NURSING RESEARCH
UNIT 5 - Qualitative

| OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
|---|--|--|
| 1. Describe the qualitative research traditions | Overview Ethnography Phenomenology Grounded Theory Qualitative research methods Phenomenology Grounded Theory Ethnography | Required Reading:: Polit & Beck, Ch. 14, 15, 16, & 17 |
| 2. Describe characteristics of qualitative research designs | Characteristics Planning qualitative studies Phases | |
| 3. Compare and contrast quantitative and qualitative research | Control Comparisons Data Collection Setting | |
| 4. Identify advantages to mixed methods and applications | | |
| 5. Describe other special types of research | | |

NUR 4303 - NURSING RESEARCH
UNIT 5 – Qualitative (Continued)

| OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
|---|---|---|
| <p>6. Describe sampling procedures for qualitative research.</p> <p>7. Describe trustworthiness in qualitative research data</p> <p>8. Describe activities that qualitative researchers perform to manage and organize their data.</p> <p>9. Discuss strategies for enhancing quality in qualitative research</p> | <p>Credibility Dependability Confirmability Transferability</p> <p>Transcribed Data Category Schemes</p> <p>Audit Trail Member Checking Triangulation</p> | <p><u>Required Reading:</u> Polit & Beck,14, 15,16, &17</p> |

NUR 4303 - NURSING RESEARCH

UNIT 8 - Special Types

| OBJECTIVES | CONTENT | LEARNING ACETIFIES |
|---|--|---|
| <ol style="list-style-type: none">1. Identify advantages to mixed methods and applications2. Describe other special types of research3. Compare and contrast types of nursing research approaches | Survey Field studies Evaluation Needs assessment Historical Case studies Secondary analysis Meta – analysis Methodologic | Required Reading: Polit & Beck, 18 & 19 |

STUDENT EVALUATOR: _____ **POSTER PROJECT** TITLE: _____

Confidential Peer Evaluation of Group Participation

Date _____

Directions: Evaluate individual group members on each of the 10 points listed below on a scale of 1 to 10. Strive for some distribution of scores to reflect strengths and weaknesses of individuals.

- | | |
|--------------------|--------------------|
| 9 - 10 Outstanding | 3 - 4 Marginal |
| 7 - 8 Excellent | 1 - 2 Poor |
| 5 - 6 Good | N/A Not applicable |

| NAMES: | | | |
|----------------------|--|--|--|
| 1. | Was well prepared at all group meetings. | | |
| 2. | Accomplished group assignments on time. | | |
| 3. | Actively participated in problem solving. | | |
| 4. | Seemed genuinely concerned with group goals and project. | | |
| 5. | Provided leadership to the remainder of the group. | | |
| 6. | Carried a fair share of the group's workload. | | |
| 7. | Contributed ideas in organizing and implementing group project. | | |
| 8. | Actively participated in preparing to present project(s) to class. | | |
| 9. | Overall intellectual contribution to group. | | |
| 10. | Overall work contribution to group. | | |
| MEMBER TOTAL: | | | |

STUDENT EVALUATOR: _____ **CRITIQUE** TITLE: _____

Confidential Peer Evaluation of Group Participation

Date _____

Directions: Evaluate individual group members on each of the 10 points listed below on a scale of 1 to 10. Strive for some distribution of scores to reflect strengths and weaknesses of individuals.

9 - 10 Outstanding

3 - 4 Marginal

7 - 8 Excellent

1 - 2 Poor

5 - 6 Good

N/A Not applicable

| | | NAMES: | |
|-----|--|----------------------|--|
| 1. | Was well prepared at all group meetings. | | |
| 2. | Accomplished group assignments on time. | | |
| 3. | Actively participated in problem solving. | | |
| 4. | Seemed genuinely concerned with group goals and project. | | |
| 5. | Provided leadership to the remainder of the group. | | |
| 6. | Carried a fair share of the group's workload. | | |
| 7. | Contributed ideas in organizing and implementing group project. | | |
| 8. | Actively participated in preparing to present project(s) to class. | | |
| 9. | Overall intellectual contribution to group. | | |
| 10. | Overall work contribution to group. | | |
| | | MEMBER TOTAL: | |

ATU Department of Nursing: NUR 4303 Nursing Research

POSTER PRESENTATION GUIDELINES

A group will develop the poster presentation over the semester. Groups will consist of no more than four students and a group grade will be given for the poster. The poster is developed around an area of the students' interest in the clinical area of nursing. The poster will serve as a method of integrating material learned in the course. Because this is a summative project, it is considered the "final exam" project for the course.

The poster will include:

- Abstract (a brief one paragraph overview)
- Problem Statement/Question (what question are you trying to answer?)
- Significance to Nursing (how/why is this significant to nursing?)
- Purpose (the purpose of the poster)
- Definition of Variables, if this applies (what key variables/concepts are utilized?)
- Methods (how did you find the studies utilized for the poster presentation?)
- Findings (what did the studies find...i.e., what is the answer to your research question?)
- Implications for nursing (how will nurses use this information?)
- References (must cite references in APA format)

The due date for the poster and poster presentation is designated on the NUR 4303 course calendar. Students not meeting the date for submitting their poster will receive 5 points off on grade for each day the poster is late. The poster presentation is an oral presentation. I will show you how to present a poster at a professional conference on the day that you bring your poster to class.

******Your poster should be a summary of the research on a particular topic that you choose, one that is of interest to nursing. This means that you will summarize the findings of 5-6 research articles on one research question. For example, if you want to answer the question, "What are the most effective nonpharmacologic pain management techniques in children?," then you will find 5-6 studies that answer this question. You will present the answer to this question in poster format. Remember that your audience for a professional research poster would be fellow nursing professionals.***

General rules for a good poster:

No typographical errors! Please edit your own work.

This will be a professional poster you will present at Research Day in the Spring semester of your senior year. You will have no cost, as STUDENT SERVICES will print these for you. You will provide them with a PDF file via thumb drive. . It will take approximately one-week turn-around time to get your poster back. I will provide details in class and on Blackboard for where you can get this done. You may not submit the poster to the printing company until I have given you final approval on your poster.

Refer to the syllabus page entitled "Criteria for Poster Presentation" for grading guidelines. Use this as you develop your poster

PRESENTATION GUIDELINES

The poster PRESENTATION is a 5-10 minute oral presentation to the class. Each member of the group should present a portion of the required information. In this 5-10 minute time period, you should cover the basics of the critique:

- Problem Statement/Question (what question are you trying to answer?)
- Significance to Nursing (how/why is this significant to nursing?)
- Purpose (the purpose of the poster)
- Definition of Variables, if this applies (what key variables/concepts are utilized?)
- Methods (how did you find the studies utilized for the poster presentation?)
- Findings (what did the studies find...i.e., what is the answer to your research question?)
- Implications for nursing (how will nurses use this information?)

Guidelines for a good presentation:

- Don't READ the poster
- Don't read notes
- Don't chew gum
- Don't use a lot of unnecessary technical jargon, but use the necessary research language
- Dress appropriately (this is not the day to wear t-shirts and sweat pants to class; you don't have to dress up, but please dress in "nice casual" attire)
- Decide ahead of time the order in which each of you will speak. Rehearse your presentation ahead of time
- Keep your presentation to 5-10 minutes, which means you need to "hit the highlights"; the goal is to tell us what we need to know about the study so that we can determine if we can implement those findings into our own practice

CRITERIA FOR POSTER

Presenter (s) _____

Poster Title: _____

A: OVERALL APPEARANCE (25%)

- | | | | | | |
|----|---|---|---|---|---|
| 1. | Does the display attract viewers' attention? | 1 | 2 | 3 | 4 |
| 2. | Is the display free of unnecessary detail? | 1 | 2 | 3 | 4 |
| 3. | Are the appropriate color combinations used? | 1 | 2 | 3 | 4 |
| 4. | Is there an appealing arrangement of script and graphics? | 1 | 2 | 3 | 4 |
| 5. | Is there an appropriate use of white space to avoid crowding? | 1 | 2 | 3 | 4 |
| 6. | Is the primary script visible from 4 to 5 feet? | 1 | 2 | 3 | 4 |
| 7. | Is the title succinct and complete? | 1 | 2 | 3 | 4 |

Subscore A: _____

B: CONTENT (60%)

- | | | | | | |
|-----|--|---|---|---|---|
| 8. | Does the abstract succinctly summarize poster contents? | 1 | 2 | 3 | 4 |
| 9. | Are the student authors' names cited? | 1 | 2 | 3 | 4 |
| 10. | Is the purpose stated? | 1 | 2 | 3 | 4 |
| 11. | Is the method succinctly explained? | 1 | 2 | 3 | 4 |
| 12. | Are the results highlighted in such a way so they make sense to the reader? | 1 | 2 | 3 | 4 |
| 13. | Is the content logically organized? | 1 | 2 | 3 | 4 |
| 14. | Are the references current? | 1 | 2 | 3 | 4 |
| 15. | Is the display free of spelling and grammatical errors? | 1 | 2 | 3 | 4 |
| 16. | Are the implications for nursing clearly described? | 1 | 2 | 3 | 4 |
| 17. | Are the references in correct APA format? | 1 | 2 | 3 | 4 |
| 18. | Are there an adequate number of references (peer reviewed journals) cited (5 or more)? | 1 | 2 | 3 | 4 |
| 19. | How well does the poster disseminate its information? | 1 | 2 | 3 | 4 |

Comments:

Subscore B: _____

Grand Score (=A+B): _____ x 0.85: _____

Group Participation Score: _____ + _____ = (_____/2) x 0.15 (15%): _____

Final Grade: _____

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RESEARCH ARTICLE CRITIQUE GUIDELINES

Each group will select (or be provided with) a **quantitative nursing** research article, with guidance from Dr. Jobe, and will write a critique of the article in the form of formal paper. The group will also present a critique of the article to the class at the end of the semester. Dr. Jobe must approve the article.

The written critique will be submitted to the instructor on the date specified on the course calendar. The paper is to be typewritten and should not exceed 7-12 pages in length.

The grade for the critique will be based upon the quality of the written paper and the presentation. See the page in this syllabus entitled "Criteria for Evaluation of Research Critique".

Students not meeting the due date for submitting the written critique will receive an adjusted grade. Grades on late papers will be lowered one letter grade for each consecutive day the assignment is late.

Details about how the CRITIQUE IS TURNED IN WILL BE ANNOUNCED.

Peer evaluations procedures WILL BE ANNOUNCED. **Please include these in the folder containing the critique.** The folder should contain ALL the required documents. Failure to submit a peer evaluation on the due date of the paper or project will result in a lowered grade for the student failing to submit the peer evaluation. No exceptions.

Guide to an Overall Critique of a Quantitative Research Report

| ASPECT OF THE REPORT | CRITIQUING QUESTIONS | DETAILED CRITIQUING GUIDELINES |
|---|---|--------------------------------|
| Introduction Statement of the problem | <ul style="list-style-type: none"> ➤ Is the problem stated unambiguously, and is it easy to identify? ➤ Does the problem statement build a cogent and persuasive argument for the new study? ➤ Does the problem have significance for nursing? ➤ Is there a good match between the research problem and the paradigm and methods used? Is a quantitative approach appropriate? ➤ Does the report formally present statement of purpose? Was it worded appropriately? | Box 6.3, p. 111 |
| Literature review | <ul style="list-style-type: none"> ➤ Is the literature review up-to-date and include major studies on the topic? ➤ Does the review rely on appropriate materials (research reports, primary/secondary/etc. sources)? ➤ Does the review summarize or critically appraise/compare the studies? Is it organized well? ➤ Does the literature review provide a solid basis for the new study? | Box 7.1, p. 127 |
| Conceptual/theoretical framework | <ul style="list-style-type: none"> ➤ Are key concepts adequately defined conceptually? ➤ Is there a conceptual/theoretical framework, rationale, and/or map, and (if so) is it appropriate? If not, is the absence of one justified? | Box 8.1, p. 143 |
| Hypotheses or research questions | <ul style="list-style-type: none"> ➤ Are research questions and/or hypotheses explicitly stated? If not, is their absence justified? ➤ Are questions and hypotheses appropriately worded, with clear specification of key variables and the study population? Is there direction or are they null? ➤ Are the questions/hypotheses consistent with the literature review and the conceptual framework? | Box 6.3, p. 111 |
| Method Research design | <ul style="list-style-type: none"> ➤ Was the design experimental, quasi-experimental, or nonexperimental? What specific design was used? Was the most rigorous possible design used, given the purpose of the research? ➤ Were appropriate comparisons made to enhance interpretability of the findings? What type of comparisons were made? ➤ If there was an intervention, were the intervention and control | Box 9.1, p. 170 |

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| | <p>conditions adequately described?</p> <ul style="list-style-type: none"> ➤ If the study was nonexperimental, why did the researchers not intervene? If the study was cause probing, which criteria for inferring causality were potentially compromised? Was it a retrospective or prospective design, and was it appropriate? ➤ Was the number of data collection points appropriate? Longitudinal or cross-sectional? ➤ Did the design minimize biases and threats to the internal, construct, and external validity of the study (e.g., was blinding used, was attrition minimized, limitations of the designed used)? | |
| Protection of participants' rights | <ul style="list-style-type: none"> ➤ Were appropriate procedures used to safeguard the rights of study participants? Was the study subject to external review by an institutional review board/ethics review board? ➤ Were study participants subjected to any physical harm, discomfort, or psychological distress? Were steps taken to address these if they existed? Was there any coercion or undue influence? Was any deception used? ➤ Were the benefits to participants and/or society adequate justified to outweigh potential risks/discomfort or costs? ➤ Was informed consent obtained? Was it adequate? If not, was the justification valid? ➤ Were any vulnerable groups involved? If so, what special precautions instituted because of their vulnerable status? | Box 5.2, p. 93 |
| Sampling Plan | <ul style="list-style-type: none"> ➤ Is the population identified? Are the eligibility criteria specified? Are the sample selection procedures clearly delineated? ➤ What type of sampling design was used? Would an alternative sampling design have been preferable? Was the design one that could be expected to yield a representative sample? Are sample biases or weaknesses identified? Are key characteristics of the sample described? ➤ Did other factors affect the representativeness of the sample? ➤ Is the sample sufficiently large to support statistical conclusion validity? Was the sample size justified on the basis of a power analysis or other rationale? | Box 10.1, p. 183 |
| Data collection | <ul style="list-style-type: none"> ➤ Given the research question and characteristics of participants, did the researcher use the best method of capturing study phenomena (i.e., self-reports, observation, bio-physiologic measures)? Was triangulation of methods used appropriately – that is, were multiple methods sensibly | Box 10.2, p. 193 |

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| | <p>used?</p> <ul style="list-style-type: none"> ➤ Did the researchers make good data collection decisions with regard to structure, quantification, and objectivity? ➤ If self-report methods are used, did the researchers make good decisions about the specific methods used to solicit information (E.G., in-person interviews, mailed questionnaires, and so on)? For structures self-report, was there an appropriate mix of questions and composite scales? ➤ Were efforts made to enhance data quality in collecting the self-report data (e.g., were efforts made to reduce or to evaluate response biases? Was the reading level of the instruments appropriate for self-administered questionnaires?)? | |
| Instruments or Measurements | <ul style="list-style-type: none"> ➤ Are the specific instruments adequately described and were they good choices, given the study purpose and study population? ➤ Does the report offer evidence of the reliability and validity of the measures? Does this evidence come from the research sample itself, or based on other studies? ➤ If reliability was reported, which estimation method was used? Was this method appropriated? Should an alternative or additional method of reliability appraisal have been used? Is the reliability sufficiently high? ➤ If validity information is reported, which validity approach was used? Was this method appropriate? Does the validity of the instrument appear to be adequate? ➤ If neither is provided, what conclusion can you research about the quality of the data in the study? ➤ If diagnostic/screening tool was used, is information provided about its sensitivity and specificity, and were these qualities adequate? | Box 11.1, p. 209 |
| Analysis | <ul style="list-style-type: none"> ➤ Did the descriptive statistics in the report sufficiently describe the major key variables and the background characteristics of the sample? Were appropriate descriptive statistics used – for example, was a mean presented when percentages would have been more informative? ➤ Where statistical analyses undertaken to assess threats to the study’s validity? ➤ Does the report include any inferential statistics? If no, should they have been used? ➤ Was information provided about both hypothesis testing and parameter estimation? Were effect sizes reported? Overall, did the reported statistics | Box 12.1, p. 243 |

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| | <p>provide readers with sufficient information about the evidence the study yielded?</p> <ul style="list-style-type: none"> ➤ Were appropriate statistical methods used, given the level of measurement of the variables, number of groups being compared, and so on? Was the most powerful analytic method used? (e.g., did the analysis help to control for confounding variables)? ➤ Were Type I and Type II errors avoided or minimized? Were the results of any statistical tests significant? What does this tell you about the plausibility of the research hypotheses? ➤ Was there an appropriate amount of statistical information? Were findings clearly and logically organized? Were tables or figures used judiciously to summarize large amounts of statistical information? Are the tables clearly presented, with good titles and carefully labeled column headings? Is there information presented in the text and tables redundant? | |
| Interpretive Dimensions | <ul style="list-style-type: none"> ➤ Are the interpretations consistent with the results and with the study's limitations? Were their possible effects of the credibility of the results discussed? Were key threats to validity and biases mentioned? Were limitations taken into account during interpretation of findings? ➤ What types of evidence were offered in support of the interpretation, and was that evidence persuasive? If results were "mixed", were possible explanations offered? Were results interpreted in the light of findings from other studies? ➤ Were any unjustifiable causal inferences made? Were alternative explanations for the findings considered? Were the rationales for rejecting these alternatives convincing? ➤ Did the interpretation take into account the precision of the results and/or the magnitude of effects? ➤ Does the report address the issue of the generalizability of the findings? Were any of these conclusions unwarranted? ➤ Do the researchers discuss the implications of the study for clinical practice or further research—and are those implications reasonable and complete? | Box 13.1, p. 261 |

Page numbers refer to the location of the box in *Essentials of Nursing Research, 8e*.

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CRITERIA FOR EVALUATION OF RESEARCH CRITIQUE

Student: _____

| Criterion | | Max Score | Individual Score |
|------------------|---|------------------|-------------------------|
| I. | Critique of Problem Statement and Purpose | 10 | |
| II. | Critique of Literature Review | 10 | |
| III. | Critique of Conceptual/Theoretical Framework | 5 | |
| IV. | Critique of Questions, Aims, or Hypothesis | 5 | |
| V. | Critique of Research Design | 10 | |
| VI. | Critique of Legal-Ethical Issues | 10 | |
| VII. | Critique of Sampling Plan | 5 | |
| VIII. | Critique of Data Collection | 5 | |
| IX. | Critique of Instruments/Measurements | 10 | |
| X. | Critique of Analysis | 10 | |
| XI. | Critique of Interpretive Dimensions | 10 | |
| XII. | Organization, APA, Grammar, Spelling, Etc. | 10 | |
| | Total | 100 pts | |
| | Group Participation _____ + _____ | _____/2 | ____ x 0.85= ____ |
| | Final Grade: Total + Group Participation | | ____ x 0.15= ____ |
| | | | |