



*King Saud University/ College of Nursing
Master Science in Nursing
Course Syllabus
1438-1439H/ 2017-2018 G*

Course Title:	Nursing Research
Course Number:	NUR 500
Course Hours:	(3+0)
Course Coordinator	Dr. Eman Alhalal
Faculty members in female section:	Dr. Nazik Zakaria (nzakari@ksu.edu.sa) Miss Nada Alkhames (nada.rn@gmail.com) Dr. Ibtesam Jahlan (ijahlan@ksu.edu.sa) Dr. Dalyal Alosaimi (dalosaimi@ksu.edu.sa) Dr. Manal Alharbi (maalwahbi@ksu.edu.sa) Dr. Eman Alhalal (ealhalal@ksu.edu.sa)
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Term	First term 1438-1439
Student's level:	1 st level

Course Overview:

The course is designed to provide the students' knowledge about the research process in nursing field. It focuses on complex research designs and analysis of multiple variables. Emphasis will be placed on techniques for control of variables, data analysis, and interpretation of results. The interrelationship of theoretical frameworks, design, sample selection, data collection instruments, and data analysis techniques will be analyzed in depth. Content will be discussed in terms of clinical nursing research problems, Students will be required to design a nursing research proposal. An overview of the research process in nursing is presented with an emphasis on developing a theoretically sound research proposal. Content considerations include: 1) nursing research approaches or designs; 2) theory-research-practice interrelationships; 3) elements of the research process and their interdependency and expression in the proposal; and 4) proposal development.

Course outcomes:

By the end of this course student should be able to:

1. Analyze the steps of the research process.
2. Examine ethical considerations related to research in human subjects.

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3. Develop and refine research questions and hypothesis.
4. Synthesis current literature review pertaining to research questions.
5. Utilize variety of research methods.
6. Analyze and interpret the research data.
7. Critique research studies and appraising their design, coherence, validity, and reliability.
8. Design a nursing research proposal.

Required textbook

Polit, D.F., & Beck, C.T. (2017). *Nursing research: Generating and assessing evidence for nursing practice* (10th ed.). Philadelphia: Lippincott.

Course Outline and Activities:

Week	Content	Contact Hrs	Activities
2 nd	<u>Unit I: Research in nursing</u> <ul style="list-style-type: none"> ▪ Paradigms for nursing research ▪ Evidence Based-Practice (EBP) ▪ Purposes of nursing research ▪ Limitations of the scientific research 	3	-Read research articles and give one example of each of the purposes of the study (Class discussion). -Read Chapter 1 & 2 (pp. 3- 33) from the textbook. -Read Earle-Foley, V. (2011). Evidence-based practice: Issues, paradigms, and future pathways. <i>Nursing forum</i> , 46, (1), 38-44. Weaver, K., & Olson, J.K. (2006). Understanding paradigms used for nursing research. <i>Journal of Advanced Nursing</i> , 53(4), 459-69.
3 rd	<u>Unit II: Overview of research process</u> <ul style="list-style-type: none"> ▪ Major steps in research (Qualitative and quantitative). ▪ Ethical issues in nursing research. 	3	-Read Glossary from the textbook (p719-748) -Read chapter 3 (p47-63) -Access this website (https://phrp.nihtraining.com/) and complete its course and the quiz. Then, bring the certificate to class

4th	<u>Unit III: Research questions and problems</u> <ul style="list-style-type: none"> Research problems. Development and refinement of research problems 	3	-Worksheet: Identify the components of a problem statement from each of the given statements. -Critique a problem statement. -Based on your research interest, prepare your research problems, research questions prior to class. -Read Chapter 4 (P69-78) from the textbook -Read Aslam, S., & Emmanuel, P. (2010). Formulating a researchable question: A critical step for facilitating good clinical research. <i>Indian journal of sexually transmitted diseases</i> , 31(1), 47.
5th	<u>Unit IV: Literature reviews and theoretical framework</u> <ul style="list-style-type: none"> Locating relevant research Synthesizing information Theories, frameworks, and models in quantitative 	3	- Please create an outline of a literature review for your proposal. You should include the key concepts you will be addressing -Critique a review of literature and you will present it in class -Read Chapter 5 & 6 (P87-133) from the textbook
6th	<u>Unit V: Formulating Research Hypotheses</u> <ul style="list-style-type: none"> Purpose of the research hypothesis. Characteristics of workable hypothesis. The derivation of hypothesis. Wording and testing the hypothesis. 	3	-Identify characteristics of a researchable hypothesis. -Formulate your hypotheses. -Read Chapter 4 (P 79-83) from the textbook
7th	<u>Unit VI: Quantitative research design</u> <ul style="list-style-type: none"> Experimental research Quasi- experimental research design. Non- experimental research designs: Descriptive, survey, correlational, evaluative, methodological and content analysis studies. 	3	-Critique a quantitative article design - Write the proposed design for your study and think about a couple of possible alternative strategies you could use for your proposal -Read Chapter 9 (p183-215) from the textbook
8th	<u>Unit VII: Qualitative research design</u> <ul style="list-style-type: none"> Historical research, qualitative research tradition, case studies, content analysis. Ethnography, Phenomenology, and grounded theory 	3	-Read Chapter 21 & 26 (p463-483; 577-597) from the textbook

	<ul style="list-style-type: none"> Mixed-methods research 		
9th	<u>Unit VIII: Sampling and sample size in nursing research</u> <ul style="list-style-type: none"> Nonprobability sampling Probability sampling Types of qualitative sampling 	3	-Develop a sampling plan for your research problem. -Critique the sampling reported in the research article -Read Chapter 12 & 22 (p 249-260; p 491-501). -Read Kadam, P., & Bhalerao, S. (2010). Sample size calculation. <i>International journal of Ayurveda research</i> , 1(1), 55.
10th	<u>Unit IX: Data collection in nursing research</u> <ul style="list-style-type: none"> Developing a data collection plan Structured self-report instruments Bio-physiological 	3	-Write down how you will collect data for your proposed study -Critique the data collection method used in the research article -Read Chapter 13 (p 266-296). - Present 1 st draft research proposal (optional)
11th	<u>Unit X: Measurement</u> <ul style="list-style-type: none"> Reliability Validity 	3	-Critique measurement used in the article -Read Chapter 14 (p 297-330) -Read Polit, D.F., & Beck, C.T. (2006). The Content Validity Index: Are you sure you know what's being reported? Critique and recommendations. <i>Research in Nursing & Health</i> , 29, 489-497. ?
12th	<u>Unit XI: Data analysis and interpretation</u>	3	-Critique the data analysis reported in a research study - Read Chapter 16, 17, & 18 (p 356-423)
13th	<u>Unit XII: Critique</u>	3	-Critique a research study, present to the class and submit a report
14th	Revision		- Present final draft research proposal Submit final proposal paper Submit final critique paper

Course Requirements:

All examinations will be based on the principle concepts, and theory and learning activities scheduled. It is expected of the students to attend examinations as per the schedule.

Students will participate actively in all activities that are planned.

Teaching Methods:

- Lecture cum discussion,
- Group discussion,
- Self-study activities
- Seminar/ Presentations
- Critical analysis of learning material
- Project method.

Attendance & Class Participation:

Attendance and class participation is a requirement for completion of the course. All students are required to contribute to the discussion.

Presentation:

The students are required to prepare for proposal presentation and demonstrate an understanding of the presentation of the material.

Assignment(s):

Reading Assignment and class activity: The students are required to complete the reading assignments and participate in discussions

Research Proposal: Students are required to write a research proposal. The proposal will be written in group. For example: each three students will write one proposal.

Research Critique: The student is also expected to critically analyze a research report on the basis of the guidelines for critiquing. As well, the critique paper will be done in group.

Assessment:

Assessment	Task	Week due	Proportion of Final Assessment
1.	Class reading and activity (class participation)	Throughout the term	5%
2.	Midterm Examination	9 th Week	20%
3.	Final Proposal presentation	14 th week	5%
4.	Final research proposal paper	14 th Week	15%
5.	Research Critique paper	14 th Week	15%
6.	Final Examination- Written	End of Semester	40%

Midterm examination:

The midterm examination is designed to assess the student's understanding and the ability to interpret and apply the concepts and issues covered in the lectures and the assignments.

Plagiarism Policy:

Plagiarism: definition

Copying extensive passages verbatim without adequate referencing to the source of the material is a serious academic offence. The University rules clearly shows that:

Work which is not undertaken in an Examination Room under the supervision of an invigilator (such as dissertations, essays, project work, experiments, observations, specimen collecting and other similar work), but which is nevertheless required work forming part of the degree, diploma or certificate assessment, must be the student's own and must not contain plagiarized material.

Within the school of nursing at KSU, plagiarism is defined as:

- Submitting another student's written assignment either in part or in its entirety with the intent that it should be taken as your own work;
- Using text written from another source within an assignment without acknowledging that it is the author's work, and with the intent that it should be taken as your own.

Plagiarism: a professional offence

The Saudi commission for health specialties code of ethics, each health care provider requires to be 'open and honest, act with integrity and uphold the reputation of his/her profession'. Therefore, plagiarism is considered to be a professional offence. Pre-registration students may be referred to the University's Fitness to Practice Committee. Students who are registered nurses and midwives may be referred to their employers for disciplinary action.

Plagiarism: an academic offence

If you are undertaking a course that leads to a University award, an academic offence of plagiarism will be dealt with according to the guidance in the University Quality Manual. As an academic offence, plagiarism carries a penalty. The severity of the penalty depends upon the case and degree of plagiarism. Penalties include awarding a mark of zero for the piece of work, examination or examination question which is the subject of the academic offence, or for the assessment of the module as a whole.

Reference: Polit D., Beck C. *Essentials of Nursing Research: Methods, Appraisal, and Utilization*. 9th Ed., (2012)
Lippincott Williams & Wilkins, US

GUIDE TO AN OVERALL CRITIQUE OF A QUANTITATIVE RESEARCH REPORT		
ASPECT OF THE REPORT	CRITIQUING QUESTIONS	DETAILED CRITIQUING GUIDELINES
Title	* Is the title a good one, succinctly suggesting key variables and the study population?	
Abstract	* Does the abstract clearly and concisely summarize the main features of the report (problem, methods, results, conclusions)?	
Introduction Statement of the problem	* 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?	Box 6.3, page 163
Hypotheses or research questions	* 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? * Are the questions/hypotheses consistent with the literature review and the conceptual framework?	Box 6.3, page 163
Literature review	* Is the literature review up-to-date and based mainly on primary sources? * Does the review provide a state-of-the-art synthesis of evidence on the research problem? * Does the literature review provide a solid basis for the new study?	Box 7.1, page 188
Conceptual/theoretical framework	* 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, page 210

Method 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 IRB/ethics review board? * Was the study designed to minimize risks and maximize benefits to participants? 	Box 5.2, page 135
Research design	<ul style="list-style-type: none"> * Was the most rigorous possible design used, given the purpose of the research? * Were appropriate comparisons made to enhance interpretability of the findings? * Was the number of data collection points appropriate? * 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)? 	Box 9.1, page 250
Population and sample	<ul style="list-style-type: none"> * Was the population identified and described? Was the sample described in sufficient detail? * Was the best possible sampling design used to enhance the sample's representativeness? Were sample biases minimized? * Was the sample size adequate? Was a power analysis used to estimate sample size needs? 	Box 12.1, page 325
Data collection and measurement	<ul style="list-style-type: none"> * Are the operational and conceptual definitions congruent? * Were key variables operationalized using the best possible method (e.g., interviews, observations, and so on) and with adequate justification? * Are the specific instruments adequately described and were they good choices, given the study purpose and study population? * Does the report provide evidence that the data collection methods yielded data that were high on reliability and validity? 	Box 13.3, page 361 Box 14.1, page 383
Procedures	<ul style="list-style-type: none"> * If there was an intervention, is it adequately described, and was it properly implemented? Did most participants allocated to the intervention group actually receive the intervention? Was there evidence of intervention fidelity? * Were data collected in a manner that minimized bias? Were the staff who collected data appropriately trained? 	Box 9.1, page 250
Results Data analysis	<ul style="list-style-type: none"> * Were analyses undertaken to address each research question or test each hypothesis? 	Box 15.1, page 431

	<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? 	
Findings	<ul style="list-style-type: none"> * Was information about statistical significance presented? Was information about effect size and precision of estimates (confidence intervals) presented? * Are the findings adequately summarized, with good use of tables and figures? * Are findings reported in a manner that facilitates a meta-analysis, and with sufficient information needed for EBP? 	Box 15.1, page 431
Discussion Interpretation of the findings	<ul style="list-style-type: none"> * Are all major findings interpreted and discussed within the context of prior research and/or the study's conceptual framework? * Were causal inferences, if any, justified? * Are the interpretations consistent with the results and with the study's limitations? * Does the report address the issue of the generalizability of the findings? 	Box 16.1, page 457
Implications/ recommendations	<ul style="list-style-type: none"> * Do the researchers discuss the implications of the study for clinical practice or further research—and are those implications reasonable and complete? 	Box 16.1, page 457
Global Issues Presentation	<ul style="list-style-type: none"> * Is the report well written, well organized, and sufficiently detailed for critical analysis? * In intervention studies, was a CONSORT flow chart provided to show the flow of participants in the study? * Was the report written in a manner that makes the findings accessible to practicing nurses? 	
Researcher credibility	<ul style="list-style-type: none"> * Do the researchers' clinical, substantive, or methodologic qualifications and experience enhance confidence in the findings and their interpretation? 	
Summary assessment	<ul style="list-style-type: none"> * Despite any identified limitations, do the study findings appear to be valid—do you have confidence in the <i>truth</i> value of the results? * Does the study contribute any meaningful evidence that can be used in nursing practice or that is useful to the nursing discipline? 	

GUIDE TO AN OVERALL CRITIQUE OF A QUALITATIVE RESEARCH REPORT		
ASPECT OF THE REPORT	CRITIQUING QUESTIONS	DETAILED CRITIQUING GUIDELINES
Title	* Was the title a good one, suggesting the key phenomenon and the group or community under study?	
Abstract	* Does the abstract clearly and concisely summarize the main features of the report?	
Introduction Statement of the problem	* 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 on the one hand and the paradigm, tradition, and methods on the other?	Box 6.3, page 163
Research questions	* Are research questions explicitly stated? If not, is their absence justified? * Are the questions consistent with the study's philosophical basis, underlying tradition, conceptual framework, or ideological orientation?	Box 6.3, page 163
Literature review	* Does the report adequately summarize the existing body of knowledge related to the problem or phenomenon of interest? * Does the literature review provide a solid basis for the new study?	Box 7.1, page 188
Conceptual/theoretical framework	* Are key concepts adequately defined conceptually? * Is the philosophical basis, underlying tradition, conceptual framework, or ideological orientation made explicit?	Box 8.1, page 210
Method Protection of participants' rights	* Were appropriate procedures used to safeguard the rights of study participants? Was the study subject to external review by an IRB/ethics review board? * Was the study designed to minimize risks and maximize benefits to participants?	Box 5.2, page 135

Research design and research tradition	<ul style="list-style-type: none"> * Is the identified research tradition (if any) congruent with the methods used to collect and analyze data? * Was an adequate amount of time spent in the field or with study participants? * Did the design unfold in the field, giving researchers opportunities to capitalize on early understandings? * Was there an adequate number of contacts with study participants? 	Box 10.1, page 277
Sample and setting	<ul style="list-style-type: none"> * Was the group or population of interest adequately described? Were the setting and sample described in sufficient detail? * Was the approach used to gain access to the site or to recruit participants appropriate? * Was the best possible method of sampling used to enhance information richness and address the needs of the study? * Was the sample size adequate? Was saturation achieved? 	Box 12.2, page 326
Data collection	<ul style="list-style-type: none"> * Were the methods of gathering data appropriate? Were data gathered through two or more methods to achieve triangulation? * Did the researcher ask the right questions or make the right observations, and were they recorded in an appropriate fashion? * Was a sufficient amount of data gathered? Was the data of sufficient depth and richness? 	Box 13.3, page 361
Procedures	<ul style="list-style-type: none"> * Were data collection and recording procedures adequately described and do they appear appropriate? * Were data collected in a manner that minimized bias or behavioral distortions? Were the staff who collected data appropriately trained? 	Box 13.3, page 361
Enhancement of trustworthiness	<ul style="list-style-type: none"> * Did the researchers use strategies to enhance the trustworthiness/integrity of the study, and was the description of those strategies adequate? * Were the methods used to enhance trustworthiness appropriate and sufficient? * Did the researcher document research procedures and decision processes sufficiently that findings are auditable and confirmable? * Is there evidence of researcher reflexivity? 	Box 18.1, page 508
Results Data analysis	<ul style="list-style-type: none"> * Were the data management and data analysis methods sufficiently described? 	Box 17.2, page 483

	<ul style="list-style-type: none"> * Was the data analysis strategy compatible with the research tradition and with the nature and type of data gathered? * Did the analysis yield an appropriate “product” (e.g., a theory, taxonomy, thematic pattern, etc.)? * Did the analytic procedures suggest the possibility of biases? 	
Findings	<ul style="list-style-type: none"> * Do the themes adequately capture the meaning of the data? Does it appear that the researcher satisfactorily conceptualized the themes or patterns in the data? * Did the analysis yield an insightful, provocative, authentic, and meaningful picture of the phenomenon under investigation? 	Box 17.2, page 483
Theoretical integration	<ul style="list-style-type: none"> * Are the themes or patterns logically connected to each other to form a convincing and integrated whole? * Were figures, maps, or models used effectively to summarize conceptualizations? * If a conceptual framework or ideological orientation guided the study, are the themes or patterns linked to it in a cogent manner? 	Box 8.1, page 210 Box 17.2, page 483
Discussion Interpretation of the findings	<ul style="list-style-type: none"> * Are the findings interpreted within an appropriate social or cultural context? * Are major findings interpreted and discussed within the context of prior studies? * Are the interpretations consistent with the study’s limitations? * Does the report support transferability of the findings? 	Box 18.1, page 508
Implications/ recommendations	<ul style="list-style-type: none"> * Do the researchers discuss the implications of the study for clinical practice or further inquiry—and are those implications reasonable and complete? 	Box 18.1, page 508
Global Issues Presentation	<ul style="list-style-type: none"> * Was the report well written, well organized, and sufficiently detailed for critical analysis? * Was the description of the methods, findings, and interpretations sufficiently rich and vivid? 	
Researcher credibility	<ul style="list-style-type: none"> * Do the researchers’ clinical, substantive, or methodologic qualifications and experience enhance confidence in the findings and their interpretation? 	
Summary assessment	<ul style="list-style-type: none"> * Do the study findings appear to be trustworthy— do you have confidence in the truth value of the results? * Does the study contribute any meaningful evidence that can be used in nursing practice or that is useful to the nursing discipline? 	



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