Iran University of Medical Sciences
School of Nursing and Midwifery
Department of Medical-Surgical Nursing

Research Methods in Nursing

Course Description

This course is intended to make familiar the students with methods of inquiry that give them the knowledge base in the core principles of evidence based practice that underpin best practices for nursing and health care. The basic concepts, processes and applications of nursing research, and the relationship between research, theory, and practice will be presented with emphasis on conducting research in the field of nursing.

Pre-requisites

None.

Instructor/s Contact Information

Dr. Farahani (m_negar110@yahoo.com)
Dr. Khachian (alicekhach@yahoo.com)
Dr. Hosseini (esmatehosseini_110@yahoo.com)

Textbook(s) Required

Deniz, F., and Polit, B. Nursing Research: Generating and Assessing Evidence for Nursing Practice. 8th Edition

Course Purpose

This course is taken in the first semester. This course provides the critical knowledge base in the core principles of evidence-based practice. Students learn how to find specific evidence and then communicate the evidence in a scholarly way including papers, posters, and presentations. Students will use their skills to identify a specific health care related issue, then find and apply the most current evidence that identifies the needs and supports the solution to that issue. This class provides the foundational skills necessary to find and use evidence to support nursing practice, education and management.

Course Learning Outcomes

1. Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice.
2. Develop and refine researchable questions from nursing practice, education, and management.
3. Explain the scientific method of inquiry for acquiring knowledge.
4. Conduct literature searches using a variety of library databases.

5. Describe the following sections of research process: research problem and purpose, literature review, conceptual/theoretical basis, variables, research questions and hypotheses, research design, ethical considerations, population and sample, data collection techniques, data analysis, and research findings.
6. Develop the following sections of research process: research problem and purpose, literature review, conceptual/theoretical basis, variables, research questions and hypotheses, research design, ethical considerations, population and sample, data collection techniques, data analysis, and research findings.
7. Explore the ethical considerations in the conduct of research.
8. Determine application of research findings to clinical practice
9. Compare and contrast the major characteristics, strengths and limitations of research designs.

Role of the Instructor and Student Responsibility

It is the student's responsibility to become familiar with the information contained in the course outline and to clarify any areas of concern with the instructor. Students and instructors work together to progress through the course to meet the course outcomes.

The instructor's role is to facilitate learning to meet the course outcomes. Instructors develop learning activities and assessments that align with the course outcomes. Students are encouraged to contact the instructor for clarification or assistance with any course item.

Professional Conduct

It's important for all course participants to exhibit professional behavior in the classroom at all times to optimize the teaching and learning experience for everyone. Non-negotiable expectations of behavior for all course participants include:

- Arrive on time, be prepared and remain for the duration of the class.
- Each student is expected to work independently and submit only his/her own work.
- All written work must be typewritten.
- Microsoft WORD (.doc or .docx) is the required word processing program for sending papers and assignments as attachments.
- Because the content of each session is dependent on prior sessions, it is strictly recommended to do assignments on time. Please be sure to contact the instructor if you are not able to meet the defined timeline for an assignment due to an unpredicted situation).
- Cell phone use in class is limited to learning activities led by the instructor. If a student or the instructor needs to use a cellphone during class (not related to class activities), this should be communicated ahead of time.
- Use of laptops and tablets are welcome but should be used only for notetaking or class activities.
- Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior consent of the instructor.
- Communicate respectfully with others at all times.
- Maintain a positive learning environment by listening to others, providing constructive suggestions, asking questions, and providing comments that are relevant to the topic.

- Beyond the time required to attend each class meeting, students are expected to spend at least an additional 3-6 hours per week, (or more) of their own time in course-related activities, including reading required materials, completing assignments, etc.
- Written communication (e.g. email) should always be professional, respectful, clear and grammatically correct.

Evaluation

Research presents concepts requiring both abstract and concrete thinking. Successful completion of the course requires reading the textbook, using the reading worksheets and participating in all course activities and assignments. Active learning is encouraged in this course.

Student Assignments

- Preparing the class work for presentation in the next session for those subjects determined by the instructor. Not all the subjects need classwork, but most of them do.
- Writing out a research proposal based on integrating all class works will make you having a prepared proposal based on previous assignments. So, you must take into consideration that your class works should be about the same title you are going to consider for research proposal.
- Reading the next session content before attending the class (based on the reading assignment specified in course schedule.

Grading would be based on the following items:

Assignment	**Percentage of final grade (Out of 20)**
Active participation in class discussions	10
Final Examination	55
Writing out and presenting research proposal	35
	100

Course Schedule

Session	Date	Content	Instructor
1		Course orientation Introduction to nursing research • Nursing research in perspective • Sources of evidence for nursing practice • Positivist paradigm for nursing research (Cont.)	Dr. khachian
2		Introduction to nursing research • Research utilization • Evidence-based practice in nursing	Dr. Hosseini
3		Key concepts and steps in quantitative research • Building blocks of quantitative research • Major classes of quantitative research • Ethics in nursing research	Dr. Hosseini
4		Research problems, research questions, and hypotheses • Overview of research problems • Communicating research problems and questions (Cont.)	Dr. Hosseini
5		Research problems, research questions, and hypotheses • Communicating research problems and questions Research hypotheses	Dr. Hosseini
6		Literature reviews: Finding and reviewing research Evidence • Purposes of research literature reviews • Types of information to seek for a research review • Major steps and strategies in doing a literature review • Formulating a search strategy • Searching bibliographic databases • Screening and gathering references • Documentation in literature retrieval • Abstracting and recording information • Organizing the review • Writing a literature review	Dr. Khachian
7		Theoretical and conceptual frameworks • Theories, models and frameworks • Conceptual models of nursing • Other models and middle range theories developed by nurses • Other models used by nurse researchers • Theories in Quantitative Research • Goals, hypothesis and questions • variables	Dr. Khachian
8		Quantitative research design • Key research design features • Causality • Experimental design • Quasi-experiments • Nonexperimental studies • Time dimension in research design (cross-sectional designs and longitudinal designs)	Dr. Farahani

9		Quantitative research data gathering methods • Techniques of research control (controlling the study context/ controlling intrinsic factors) • Self-reports • Observation • Biophysiologic measures	Dr. Farahani
10		Quantitative research design • Characteristics of good design (statistical conclusion validity, internal validity, external validity, construct validity)	Dr. Farahani
11		Sampling methods • Basic sample concepts • Sample designs in quantitative studies	Dr. Farahani
12		Measurement and data quality • Measurement • Reliability • Validity • Sensitivity and specificity	Dr. Farahani
13		Ethics in Nursing researches	Dr. Khachian
14		Data analyzing	Dr. Khachian
15		Data analyzing	Dr. Khachian
16		How to write a research proposal	Dr. Khachian