

**The University of Jordan**

**Accreditation & Quality Assurance Center**

Course Number: **0703724**

Course Name: **Research Methodology in Nursing**

**Course Syllabus**

**SCHOOL OF NURSING**

**Course Syllabus**

**DEPARTMENT: RESEARCH METHODOLOGY IN Nursing**

**[sEMESTER ACADEMIC YEARi]**

**first semester, 2018/2019**

**The Mission of THE University OF JORDAN**

The mission of The University of Jordan is to apply and promote the concepts of quality assurance efficiently and effectively, to control performance and evolve administrative procedures in order to develop distinctive educational, administrative and research system through applying modern quality assurance methodologies that achieve the mission of The University of Jordan and its objectives.

**The vision of the SCHOOL of Nursing**

To be a leading, global school in the areas of nursing education, research, and community service.

**The Mission of the SCHOOL of Nursing**

The School of Nursing dedicates itself to improve health and wellbeing of society through preparing professional nurses to provide quality nursing care, conduct research and provide community service. The school provides a model-learning environment that encourages life-long learning, innovation, and professional and personal development.

**SCHOOL of nursing’s Core values**

***Our values are derived from the Islamic Arabic heritage and the nursing profession that include integrity, equality, and justice; transparency and accountability; innovation and excellence; leadership and teamwork; discipline; response; and most importantly caring.***

Approved by: Prof. Muayyad Ahmad

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| **1** | Course title | Research Methodology in Nursing |
| **2** | Course number | **0703724** |
| **3** | Credit hours (theory, practical) | 3 Credit Hours - theory |
| Contact hours (theory, practical) | 48 Hours |
| **4.** | Class room: | School of Nursing, |
| **4** | Prerequisites/co-requisites | None |
| **5** | Program title | MSN |
| **6** | Program code |  |
| **7** | Awarding institution | The University of Jordan |
| **8** | School | School of Nursing |
| **9** | Department | Graduate studies |
| **10** | Level of course | First Year |
| **11** | Year of study and semester(s) | 2018/2019, First semester |
| **12** | Final Qualification | MSN |
| **13** | Other department(s) involved in teaching the course | None |
| **14** | Language of Instruction | English |
| **15** | Date of production/revision | 17/9/2018 |

16. Course Coordinator:

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| *Name: Prof. Muayyad Ahmad,, PhD, DSc*  *Office number:*  *Office hours: Sunday, TBA by appointment: 1-3 Tuesday*  *Phone numbers: 23137*  *Email addresses: mma4jo@yahoo.com;* [*mma4@ju.edu.jo*](mailto:mma4@ju.edu.jo) |

17. Other instructors:

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| *By email to be arranged* |

**18. Course Description:**

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| *As stated in the approved study plan the course description is:*  This course provides an overview of research methods, including various research designs appropriate for studying health care phenomena. The course will focus on utilizing nursing research in the development of nursing knowledge. The student will be introduced to quantitative and qualitative methods of nursing research and will have the chance to develop a research proposal in his/her own area of specialty. |

**19. Course aims and outcomes:**

1. A- Aims: The course aims at introducing the students to the advanced research concepts and process in nursing and the health profession. The steps of the research process will be discussed and reviewed with special emphasis in building the nursing students abilities in utilizing the results of nursing research in developing the area of education, practice, and building the body of nursing knowledge.
2. This course provides a foundation for reading, interpreting, and understanding survey research in nursing. Students will be given adequate training to develop a research proposal, gain an appreciation for the scientific method, and the principles of research design as applied to health problem.
3. Health surveys provide an important source of information about health problems, including lifestyle-related illnesses and access to care for underprivileged populations. Students will experience the logical rigor required in data collection, analysis, and reporting. Each student in this class must plan and design a research proposal.
4. Students will become familiar with large scale health surveys, such as the Health Interview Survey. Students will learn to utilize available sources of survey data. They will also learn cost-effective means for conducting health survey.

Course Objectives

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

* Demonstrate knowledge of the historical evolution and future direction in nursing research
* Understand the components of the research process including problem definition, data collection, data analysis and communication of findings.
* Describe the qualitative and quantitative approaches to research
* Use the principles of conducting a research study in order to analyze and evaluate reported nursing research studies, with emphasis on the role of research in the development of nursing knowledge and the improvement of nursing practice.
* Understand the principles and methods of research proposal development.
* Analyze and synthesize nursing research articles for applicability of findings to clinical practice.
* Analyze ethical issues involved in nursing research.

**B- Intended Learning Outcomes (ILOs):** Upon successful completion of this course, students will be able to

***Intended Learning Outcomes (ILOs)***

Successful completion of the course should lead to the following learning outcomes:

1. ***Knowledge and Understanding***
   1. Define basic research terminology.
   2. Identify sources of nursing knowledge.
   3. Describe scientific research.
   4. Discuss four major goals for conducting research.
   5. Recall some of the historic events in the development of nursing research.
   6. Determine priority areas for nursing research.
   7. Discuss some of the unethical studies that have been documented in the literature.
   8. Identify the ethical considerations in scientific research.
   9. Identify the elements of informed consent.
   10. Identify sources of nursing research problem.
   11. List the major steps in the research process.
   12. Explain the major steps in the research process.
   13. Analyze central features of each research design.
   14. Compare and contrast methods appropriate for use in quantitative and qualitative research.
   15. Critique published quantitative and qualitative research**.**
2. ***Cognitive and Intellectual Skills***
   1. Compare two broad purposes for conducting research.
   2. Compare qualitative and quantitative research.
   3. Trace the development of ethical codes and guidelines.
   4. Appreciate the role of institutional review boards in conducting nursing research.
   5. Analyze the steps of the research process both quantitative and qualitative research
3. ***Subject Specific Skills***
   1. Demonstrate knowledge of the historical evolution and future direction in nursing research.
   2. Recognize the importance of nursing research.
   3. Write a research in nursing utilizing the major steps of the research process.
4. ***Transferable Skills***
   1. Apply the major steps of the research process to conduct a research in nursing.
   2. Critique research reports according to the major steps of the scientific research.
   3. Perform the role of master prepared nurse in conducting research.
   4. Recognize unethical nursing research.
   5. Act as a patient advocate during research investigation.

20. Topic Outline and Schedule:

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| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Topic | Week | Instructor | Achieved ILOs | Evaluation Methods for ILOs | Reference  Reading and Activities | | -Course syllabus orientation.  - Review of course assignments. | WK 1 | Dr. Muayyad | Understand course requirements | MSQs, Critique Paper, & Proposal Paper |  | | Introduction to Nursing Research | WK 2 | Dr. Muayyad | Understand the significance of research and Articulate research process | MSQs, Critique Paper, & Proposal Paper | Chapter 1, 2 , 3 | | Identifying nursing research problems, Significance, Research questions, and Hypothesis formulation | WK 3 | Dr. Muayyad | Understand the purpose statement, Recognize sources for research problems, Recognize a researchable problem, Begin to develop a research problem | MSQs, Critique Paper, & Proposal Paper | Chapter 4 | | Review of the literature | WK 4 | Dr. Muayyad | Understand the importance of the literature review Identify appropriate sources for a literature review | MSQs, Critique Paper, & Proposal Paper | Chapter 5 | | Research Designs/quantitative | WK 5 | Dr. Muayyad | Understand how to develop a hypothesis, question or objective; Identify components of a working hypothesis | MSQs, Critique Paper, & Proposal Paper | Chapter 9 | | Rigor and Validity in Quantitative Research | WK 6 | Dr. Muayyad | Differentiate between experimental and nonexperimental research, Differentiate between quantitative and qualitative research, Identify research designs | MSQs, Critique Paper, & Proposal Paper | Chapter 10 | | Midterm Exam | WK 7 |  |  |  |  | | Sampling | WK 8 | Dr. Muayyad | Differentiate between population, target population, and sample, Identify sample limitations, Identify sample selection methods | MSQs, Critique Paper, & Proposal Paper | Chapter 12 | | Data Collection | WK 9 | Dr. Muayyad | Compare and contrast methods of data collection appropriate for use in quantitative and qualitative research. | MSQs, Critique Paper, & Proposal Paper | Chapter 13 | | Measurement and Psychometric Properties | WK 10 | Dr. Muayyad | List the types of validity and reliability used in quantitative research. | MSQs, Critique Paper, & Proposal Paper | Chapter 14 | | Ethics in Research and Ethical considerations | WK 11 | Dr. Muayyad | Identify the ethical considerations in scientific research.  Identify the elements of informed consent. | MSQs, Critique Paper, & Proposal Paper | Chapter 7 | | Analysis of research data | WK 12 | Dr. Muayyad | Use descriptive and inferential statistics in data analysis | MSQs, Critique Paper, & Proposal Paper | Chapter 16, 17 | | Qualitative Designs | WK 13 | Dr. Muayyad | Analyze the most designs used in qualitative research | MSQs, Critique Paper, & Proposal Paper | Chapter 20-Ch 24 | | Presentation and discussion of study results | WK 14 | Dr. Muayyad | Able to transfer numbers into words | MSQs, Critique Paper, & Proposal Paper | Chapter 18 | | Critique of Research Reports | WK 15 | Dr. Muayyad | Think Critically | Critique an Article | Chapter 19 | | Final Exam | WK 16 |  |  |  |  | |

\*In addition to required readings for each week, I will supplement your course readings with articles from the current literature. Students are encouraged to read beyond the suggested readings for the course and to develop a personal library of resources on quantitative research methods.

21. Teaching Methods and Assignments:

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| Development of ILOs is promoted through the following teaching and learning methods: (*Choose from table below*)  ***Learning-Teaching Strategies***  This is a 2 credit hours course that will utilize EXTENSIVE interactive lectures, active discussions, case studies analyses, worksheets, assignments, and individual and group efforts to attain the objectives. The use of whiteboard and markers for summarizing major points, audio-visual aids including overhead and slide projectors, hand-outs when required, online records, and the internet would be invested. |

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| **Teaching Methodologies:**  The following approaches that are guided by *Adult Learning Theory* will be used to achieve course and clinical objectives related to the ILOs: | |
| **Instructional Methods** | **Learning Activities (Examples)** |
| * Direct Instruction | * Structured orientation lectures * Skills demonstrations |
| * Indirect Instruction | * Evidence-based articles * Literature searches and reviews |
| * Interactive Instruction | * Conferences and Article presentations * E-learning using Moodle |
| * Experiential Learning | * Experiential learning in clinical setting |
| * Independent Study | * Self-directed literature review and synthesis to address problems in a specific case study * Reflective Journaling |

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22. Evaluation Methods and Course Requirements:

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| Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:   |  |  |  | | --- | --- | --- | | **Requirement** | **Due date** | **% of final grade**  **(Must sum to 100%)** | | Midterm Exam | Week 7 | 20% | | Critique Paper | Week 13 | 10% | | Class participation & attendance | All through the Course | 10% | | Proposal report & presentation | December 11th, 2018 | 20% | | Final Exam | To be Announced | 40% | | | | | | | | | | |
| Percentage or points earned in class |  |  |  |  |  |  |  |
| Letter Grade equivalent | **A** | **A-** | **B+** | **B** | **B-** | **C+** | **C** |
| Grade Points | **4** | **3.75** | **3.5** | **3** | **2.75** | **2.5** | **F** |

***Instructions for Assignments***

***Critique An Article*.** Each student will prepare a 7 page analysis/discussion of his/her designated article. The following format will guide your critique of the assigned quantitative research articles.

**Article Citation: Critique the problem statement, purpose/aims, background and significance, theoretical framework, the research questions or hypotheses, and the design of the study.**

1. **Problem statement, Purpose/aims:**  Is the problem to be studied clearly stated? Are the purpose and aims of the study clearly stated? Restate the purpose. Compare your version with the authors.
2. **Background and significance:** Is the review of previous research appropriate and sufficient? Have the reported studies been critically reviewed? Have relevant studies been cited and discussed? What is the gap in knowledge? Is the significance of the problem being addressed and of the study clearly supported by a logical and scientifically sound explanation?
3. **Theoretical framework:** Identify the conceptual or theoretical framework for the study. Is it clear that the study is guided by a theory or theories? Are the variables being measured congruent with the theoretical framework? Diagram the theoretical framework used in the study. Can you suggest another theory or a theory that would support this study?
4. **Research question(s) or hypotheses**. Are the research questions or hypotheses clear and appropriate in terms of current knowledge and the chosen design? Why or why not? How would you change them? Critique the author=s choice of variables studied. Is the choice of variables logical and innovative? Are there other variables that you would add for the proposed theory?
5. **Design:** Identify the general classification of the design: descriptive, survey, observational, quasi-experimental or experimental, etc. Name the design precisely. What are the strengths and weaknesses of the design from a classical perspective? Has the design fully supported the collection of data? Has the design supported the analysis of data to answer the research questions or hypotheses? Examine how the elements of purpose/aims, research questions/hypotheses, theoretical framework/variables/measures interface; explain congruence or lack of congruence. If you are critiquing a quasi-experimental or experimental study, address each of the elements of internal validity (testing, history, instrumentation, etc); has the researcher controlled for these threats to internal validity? How would you redesign the study to better control for threats to internal validity? Describe an alternate design. Compare the strengths and weakness of the alternative design to the one used by the authors.
6. Critique the research methods used.
   1. **Sample:** Is the population from which the sample is drawn appropriate to answer the research questions? Identify the sampling method used. Does sample selection introduce bias? What are the sources of error introduced by the selection of subjects? Is the size of the sample consistent with the type of research questions asked? Consistent with the degree of precision necessary? Consistent with sampling procedures and the demands of statistical analysis? How was attrition prevented? Are threats to internal and external validity identified and controlled? Was IRB/obtaining informed consent addressed?
   2. **Instrumentation:** Identify the measures used. Discuss their reliability and validity. What is the basis for reliability and validity in the chosen population? Name at least two other measures that could have been used. Considering design and sample, are the instruments that you have suggested or cited more or less useful?
   3. **Data Collection Protocol:** Was the method clearly described? How were data collected? Was the setting well defined? Are environmental influences taken into consideration? Is enough information available to replicate the study? How were the data recorded? Were procedures standardized? How was the ordering of scales or subject error or investigator bias accounted for? Does the data collection protocol minimize error? Does it uphold confidentiality? How were data managed (e.g., coded, entered)
   4. **Data Analysis:** Is the analysis appropriate for the design, sample, hypotheses, questions, level of data? Why or why not? Was alpha set a priori? Suggest at least one other method of analysis.
7. **Critique the results and discussion sections of the paper:** 
   1. **Results:** Are the results clearly described in the abstract, body of the paper, and tables/figures? What would you change? Are the results congruent with the stated theoretical frame? Are the research questions or hypotheses answered/confirmed or rejected. If any results are statistically significant but weak, is this clearly articulated? Are the tables well organized and easy to read/understand?
   2. **Discussion**: Are the results accurately applied to the discussion? Are the conclusions based on the results? Does the author relate the findings to the purpose, research questions/hypotheses, theoretical framework, and current state of knowledge of the phenomena being studied? Are the conclusions appropriate for the reported findings? How does the author treat issues of external validity or generalizability, i.e. are the limitations of sample, setting or time at which the research occurred accounted for? Explain your answer. How could the study have been designed to increase external validity? Are the limitations of the study clearly defined? Are specific implications discussed? Are these reasonable or logical in light of the limitations of the findings? Consider what implications may not be stated.

***Midterm:*** In-class multiple choice exam based on class assignments/readings/discussions.

### *The Research Proposal.* Students prepare a proposal outlining the research plan (10-15 pages of text). This proposal needs to be approved by the instructor. Usually, the proposal consists of the first three chapters or sections of the report, includes references and appendices, and has the following elements:

* ***Introduction.*** The purpose of the research and statement of the problem are introduced, with background information substantiating the need for the study. It is essential to state why the problem is important to nursing. Terms are defined conceptually and operationally.
* ***Review of the Literature.*** The literature review is related to the problem area. Relevant literatures from nursing and related fields are reviewed to show awareness of knowledge in the area, and to demonstrate that the researcher has considered a range of possibilities for investigating the problem. A theoretical framework is identified and integrated into the study. The description of the study should show clearly how the study would extend previous findings. The theoretical rational for the hypotheses or research questions is made explicit.
* ***Methods:***
  + **Sample.** Describe the study population, sample selection procedure, size and rationale, as well as any limitations. Adequate scientific reasons for choosing the sample are stated.
  + **Setting.** Describe where the study will be conducted.
  + **Design.** Describe the research design and rationale for selection. Identify the variables in your study including steps taken to control for extraneous variables. Present the nature of any treatment to be administered, if any.
  + **Instruments.** Describe the research instruments for collecting data with a view to their appropriateness to the research being conducted. Present information regarding their validity and reliability.
  + **Procedure.** Describe in detail how you will conduct the study, protect the rights of participants, and obtain informed consent. Suggest a tentative schedule for the main steps of the investigation.
  + **Plan for Data Analysis.** Describe the means by which the data will be analysed and/or interpreted.
  + **Limitations**: At this point, you don’t have any results to discuss, so just include a discussion of the study limitations (both methodological and theoretical), the plan for communications of the findings your implications for nursing for now.
  + **References.** List references cited in the text in APA format.
  + **Appendices.** Copies of questionnaires, interview guides, scoring instructions, letters of request to agencies for participation, consent form, instructions to be provided to subjects are included.

## **Format**

* + 1. ***Manuscript Preparation.***The manuscript shall be typewritten double-spaced with 1" margins on all four sides and 8-10 pages. The pages are to be numbered consecutively, beginning with the first page of text. The page number should be centred in the 1-inch margin at the bottom of each page. The font for the type should be no larger that 12 point, no smaller than 10 point, a Helvetica type font is recommended.
    2. ***Text Requirements.*** The cover page should contain the title and author's names. The main text should begin on a separate page and be not less than 8 double-spaced pages, and no more than 10 double-spaced pages, excluding bibliographic references.
    3. ***Illustrations.***Each table, graph, figure, etc., to be part of the paper should be identified by an Arabic numeral, a title, and contain a legend describing abbreviations or any symbols used. Every figure and table must be cited in order of appearance. A concise heading describing the table's content should be supplied as a title. Tables should be self-explanatory and should supplement not duplicate text. Type all footnotes directly below the table and define abbreviations. Place explanatory matter in the footnotes, not in the heading. If the table, in full or in part, has been previously published, a footnote must give full credit to the original source.
    4. ***References.*** Students are responsible for the accuracy and completeness of references. Manuscripts in preparation, personal communications, and other unpublished information should not be cited in the reference list but may be mentioned in the text in parentheses, with, when feasible, a note of approval from the source of the statement appended to the manuscript.
    5. ***Abbreviations, Symbols.*** Use only standard abbreviations or acronyms. The full term for which an abbreviation or acronym stands should precede its first use in the text unless the abbreviation is a standard unit of measurement. Place the abbreviation or acronym in parentheses after the first mention of the full term.

Note: The paper must follow the Publication Manual of the American Psychological Association format. **Any restrictions that apply in reproducing established instruments; obtain permission if indicated. In all instances, the proposal must be reviewed and approved by the student’s instructor.**

23. Course Policies:

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| A- Attendance policies:   * Students must attend all classes of this course. * Any student with absence of 15% of the classes of any course, will be illegible to sit for the final exam and will be given the university zero (F grade) in this course. * In the case (b) above, if a student submits an official sick report authenticated by university clinic or an accepted excuse by the Dean of his/her faculty, the student will be considered as withdrawn from the course, and a "W" will be shown in the transcript for this course. * Students are not allowed to come late to classes. Any student coming late will not be allowed to attend the class and he/she will be marked absent.   B- Absences from exams and handing in assignments on time:   * Failure in attending a course exam other than the final exam will result in zero mark unless the student provides an official acceptable excuse to the instructor who approves a make up exam. * Failure in attending the final exam will result in zero mark unless the student presents an official acceptable excuse to the Dean of his/her faculty who approves an incomplete exam, normally scheduled to be conducted during the first two weeks of the successive semester. * Assignments and projects should be submitted to the instructor on the due date.   C- Health and safety procedures:  Students should comply with the Faculty of Nursing policies regarding pre-hospital training immunizations. Students should comply with the training areas policies regarding infection control, general precautions, and patient isolation.  **D-** Honesty policy regarding cheating, plagiarism, misbehaviour:  Cheating, plagiarism, misbehaviour are attempts to gain marks dishonestly and includes; but not limited to:   * Copying from another student’s work. * Using materials not authorized by the institute. * Collaborating with another student during a test, without permission. * Knowingly using, buying, selling, or stealing the contents of a test. * Plagiarism which means presenting another person’s work or ideas as one’s own, without attribution.   Using any media (including mobiles) during the exam  The participation or the commitment of cheating will lead to applying penalties according to the University of Jordan Students’ Discipline rules and regulations No. (94, 49, 47,27, 29): <http://units.ju.edu.jo/ar/LegalAffairs/Regulations.aspx>  **E- Examination Instructions for Students**   * Bring with you all exam requirements (blue pen, pencils, sharpener, eraser, calculator etc.), borrowing from others is not allowed. * Do not bring any material related to the exam * Do not bring your mobile phone to the Exam room * Be in the exam room at least 10 minutes before exam starting time * It’s not allowed to enter the exam room late. In case of coming late you have to contact the course coordinator immediately * It’s not allowed to leave the Exam room before the end of the END OF AT LEAST ONE-THIRD OF THE EXAM TIME. * Write your name and university number on the exam paper and computerized sheet using **Blue** pen only. * Use pencil **ONLY** to shade your answers on the computerized answer sheet. * Do not leave examination room except under exceptional circumstances at the discretion of the Senior Invigilator and you should be accompanied by an invigilator, if needed. * For Re-exam issue refer back to the university rules.   **F- Grading policy:**  A grade of (C+) is the minimum passing grade for the course.  **G- Available university services that support achievement in the course:** |

24. Required equipment:

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| Computer and data show |

**25. References:**

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| 1. Required book (s), assigned reading and audio-visuals:   **Textbook**: Polit, D. F., & Beck, C. T. (2012). Nursing research: Generating and assessing evidence for nursing practice (9th ed.). New York: Wolters Kluwer.    **Required book (s), assigned reading and audio-visuals:**   1. Burns, N., & Grove, S. (2015). *The Practice of Nursing Research Conduct, Critique and Utilization* (5th ed.). Philadelphia: W. B. Saunders. 2. American Psychological Association. (2010). Publication Manual of the American Psychological Association (6th ed.). Washington: Author.   **Recommended Readings & Resources**   1. Fink, A. (2010). Conducting research literature reviews (3rd ed.) Sage publications, Los Angeles. 2. Shadish W.R., Cook, T.D., Campbell, D.T. (2002). Experimental and quasi-experimental designs for generalized causal inference. Belmont, CA: Wadsworth Cengage Learning. 3. Plichta, S.B. & Kelvin E. (2013). Munro’s statistical methods for health care research. (6th ed.) New York: Wolters Kluwer/Lippincott, Williams, & Wilkins. 4. Creswell, J.W. & Plano Clark, V. (2011). Designing and conducting mixed methods research (2nd ed.). Thousand Oaks, CA: Sage Publications. 5. Dillman, D.A., Smyth, J.D., Christian, L.M. (2014). Internet, phone, mail and mixed mode surveys: The tailored design method (4th ed.). New York, NY: John Wiley and Sons.   Internet Resources:   1. **Access nursing journals online within the Campus net: http://e-library** 2. Canadian Association for Nursing Research: www.canr.ca 3. Canadian Health Services Research Foundation: www.chsrf.ca 4. Clinical Evidence: clinicalevidence.bmj.com 5. Evidence-Based Nursing (Online Journal): ebn.bmj.com 6. Health Evidence: www.healthevidence.org 7. Health Quality Council: www.hqc.sk.ca 8. Nursing Knowledge International: www.nursingknowledge.org 9. Ontario Ministry of Health & Longterm Care--Effective Public Health Practice Project: <http://www.ephpp.ca/> 10. Registered Nurses Association of Ontario. Best practices guidelines: rnao.ca/bpg 11. Sigma Theta Tau International : www.nursingsociety.org 12. The Centre for Health Evidence: www.cche.net 13. The Cochrane Library: library2.usask.ca/dbs/cochrane.html#sub   *\* In addition to the selected textbooks, you will be receiving weekly articles related to the topic of the week. You are expected to be prepared for discussing those articles.* |

26. Additional information:

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Student Presentation Evaluation Form

*Student's name: -----------------------------------------------------------------------------------------------------*

*Title of the presentation: -------------------------------------------------------------------------------------------*

*Date: --------------------------------------------------------------------------------------------------------------------*

*Total Score (out of 63):---------------------------------------------------------------------------------------------*

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| **Criteria** | **Excellent**  **(3)** | **Good**  **(2)** | **Fair**  **(1)** | **Poor**  **(0)** |
| * **Presentation of the material** * Clarity of stated objectives |  |  |  |  |
| * Movement toward the stated goals |  |  |  |  |
| * Amount of material presented |  |  |  |  |
| * Organization of content |  |  |  |  |
| * Relationship of theory to practice |  |  |  |  |
| * Definition of new concepts, terms and   principles |  |  |  |  |
| * Integration of research findings |  |  |  |  |
| * Citation of appropriate authorities to   support statements |  |  |  |  |
| * Summary of important points |  |  |  |  |
| * Conclusion at the end. |  |  |  |  |
| * Effective use time |  |  |  |  |
| * Use of instructional aids |  |  |  |  |
| * Uniqueness of the presentation |  |  |  |  |
| * + **Relation with the students** * Student participation |  |  |  |  |
| * Respect of students' point of view |  |  |  |  |
| * Provision of feedback to students |  |  |  |  |
| * Control of the class |  |  |  |  |
| * + **Personal attributes** * Appropriateness of speech volume to   the students |  |  |  |  |
| * Eye contact with students |  |  |  |  |
| * Change of the voice tone for emphasis |  |  |  |  |
| * Use of nonverbal communication |  |  |  |  |

**EVALUATION**

Name of Course Coordinator: Dr. Muayyad Ahmad…. Signature: …….. Date: -----------------

Head of curriculum committee/Department: ------------------------- Signature: ---------------------------------

Head of Department: ------------------------- Signature: ---------------------------------

Head of curriculum committee/Faculty: ------------------------- Signature: ---------------------------------

Dean: ------------------------------------------- -Signature: ---------------------------------

Copy to:

Head of Department

Assistant Dean for Quality Assurance

Course File