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| **1** | **Course title** | Seminars in nursing research |
| **2** | **Course number** | 0701931 |
| **3** | **Credit hours** | 3 credit hours (Theory) |
| **Contact hours (theory, practical)** | 48 hours theory |
| **4** | **Classroom #** | Graduate Classroom # Elective |
| **5** | **Level of course** | PhD |
| **6** | **Prerequisites/corequisites** | None |
| **7** | **Program title** | Ph.D. Nursing Program |
| **8** | **Program code** | ----- |
| **9** | **Awarding institution** | The University of Jordan |
| **10** | **School** | School of Nursing |
| **11** | **Department** | Graduate Studies |
| **12** | **Level of course** | Second and third Level |
| **13** | **Year of study and semester (s)** | 2020/2021- 1st Semester |
| **14** | **Final Qualification** | Ph.D. |
| **15** | **Other department (s) involved in teaching the course** | None |
| **16** | **Language of Instruction** | English |
| **17** | **Leaching methodology** | Blended Online |
| **18** | **Electronic platform(s)** | Moodle Microsoft Teams Skype Zoom  Others………… |
| **19** | **Date of production/revision** | 11/10/2020 |
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**18 Course Coordinator:**

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| Prof. Inaam A. Khalaf  Office number and Tel:Second Floor (room 127)  Office Hours: By Appointment  Phone number: 0777487250, 0798515290  Email and Website: khalafd@ju.edu.jo  Khalaf12@yahoo.com  Academic website: http://eacademic.ju.edu.jo/khalafd  E-Learning website: https://elearning.ju.edu.jo/course/view.php?id=10568 |

**19 Other instructors:**

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| Name:  Office number:  Phone number:  Office hours:  Email:  Name:  Office number:  Phone number:  Office hours:  Email: |

**20 Course Description:**

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| As stated in the approved study plan.  This course aims at enabling PhD students’ socialization to doctoral study and research environment. The course will provide students with research skills that include reviewing research studies, familiarization with methodologies of nursing research, and synthesis of research clinical nursing research. The seminars will focus on development of clinical nursing research and facilitate immersion into the research process among students. The course focuses on the process of preparing a manuscript for possible publication. Attention is directed toward selecting an appropriate journal, the organization of the paper, relevant legal and ethical issues. |

**21 Course aims and intended learning outcomes:**

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| A- Aims:  The course aims at socialization the PhD nursing students to doctoral study and research environment; responsibilities of clinical nurse researcher including responsible conduct of research; and synthesis of the different course activities, and selecting relevant research methodologies that is relevant to their own research. Emphasis will be in reviewing research studies, familiarization with methodologies of nursing research, and synthesis of research clinical nursing research. The students will be prepared to the process of preparing a manuscript for possible publication. The students will be introduced to all regulations and standards at the University of Jordan and the School of Nursing related to the process of writing the letter of intent, the research proposal, and the dissertation:   * 1. Explore the nature and purpose of PhD nursing education   2. Identify all policies, regulations, and instructions related to PhD program at the University of Jordan.   3. Utilize the policies, regulations, and instructions related to PhD requirements in nursing in conducting the research proposal.   4. Identify sources of researchable nursing problems   5. Discuss priority area in nursing research at the national and international level.   6. Utilize the knowledge about nursing research in Jordan in selecting the research area you want to investigate.   7. Recognize the importance of clinical nursing research.   8. Utilize the Faculty of Nursing, and the University of Jordan resources, documents and expectations related to doctoral education;   9. Employ initiative and independence in using electronic resources to facilitate scholarship activities   10. Demonstrate working knowledge of plagiarism and intellectual property   11. Demonstrate knowledge of the University and the School of Nursing authorship and publication guidelines.   12. Select a researchable nursing problem based in the priority area in nursing research at the national and international level for the purpose of developing the required dissertation.   13. Utilize the APA style in writing the scholarly work   14. Conduct a literature review for a specific nursing research problem, with an emphasis on the national and international research priority areas.   15. Integrate coursework within the context of your scholarly activities as you focus on the research interest area   16. Compare and contrast research designs to answer research questions with emphasis on clinical research   17. Develop research skills; and abilities to conduct a proposal.   18. Demonstrate a working knowledge of the process of conducting a quantitative and a qualitative proposal.   19. Develop a letter of intent for a specific nursing research problem.   20. Develop a research proposal to meet the requirement of the PhD degree at the School of Nursing the University of Jordan.   21. Analyze the role of the IRB and guidelines for protecting human subjects.   22. Utilize different resources to find funding agencies for scholarly activities.   23. Develop research skills; and abilities to write a manuscript following the criteria for publication.   24. Utilize different learning resources such as power point and poster presentations to present scholarly work.   25. Select a scientific peer review Journal to publish a manuscript.   26. Critique research proposal according to scientific criteria.   B-Course Intended Learning Outcomes (CILOs):  Upon successful completion of this course, students will be able to achieve the following Program and Course Intended Learning Outcomes   |  |  | | --- | --- | | **Program Intended Learning Outcomes (PILO)** | | | **PILO 1: Generate and create nursing knowledge through different philosophical, theoretical, and methodological approaches.** | | | Specific Course ILOs | 1. Explore the nature and purpose of PhD nursing education 2. Utilize the School of Nursing, and the University of Jordan resources, documents and expectations related to doctoral education. | | Learning Methodology | Discussion, Group work, e-learning | | Evaluation Methods | Class Participation | | **PILO 2: Test nursing and health theories for improving the quality of nursing care and promoting and maintaining individuals, families and communities health** | | | Specific Course ILOs | Not Applicable | | Learning Methodology | Not Applicable | | Evaluation Methods | Not Applicable | | **PILO 3: Adapt leadership and management concepts in advancing nursing discipline and health care delivery system at the national, regional and international levels.** | | | Specific Course ILOs | Not Applicable | | Learning Methodology | Not Applicable | | Evaluation Methods | Not Applicable | | **PILO 4: Evaluate the role of policy in health care delivery system and propose policy modification strategies.** | | | Specific Course ILOs | Not Applicable | | Learning Methodology | Not Applicable | | Evaluation Methods | Not Applicable | | **PILO 5: Appraise the principles of ethics in research, education, and community service.** | | | Specific Course ILOs | 1. Demonstrate working knowledge of plagiarism and intellectual property. 2. Demonstrate knowledge of the University and the School of Nursing authorship and publication guidelines. 3. Analyze the role of the IRB and guidelines for protecting human subjects. | | Learning Methodology | Discussion , Group work, Application, **e-Learning** | | Evaluation Methods | Class Participation, Writing letter of Intent, Writing the Proposal, Critiquing a class mate proposal. | | **PILO 6: Justify, design and develop innovative strategies in nursing education** | | | Specific Course ILOs | Not Applicable | | Learning Methodology | Not Applicable | | Evaluation Methods | Not Applicable | | **PILO 7: Adapt evidence-based approach into practice, education, community service, and policy** | | | Specific Course ILOs | 1. Employ initiative and independence in using electronic resources to facilitate scholarship activities. 2. Recognize the importance of clinical nursing research. | | Learning Methodology | Presentation, Discussion , Group work, Application, **e-learning** | | Evaluation Methods | Class Participation, Writing letter of Intent, Writing the Proposal, Critiquing a class mate proposal. | | **PILO 8: Demonstrate competency in verbal and written communication skills.** | | | Specific Course ILOs | 1. Utilize the APA style in writing the scholarly work. 2. Utilize different learning resources such as power point and poster presentations to present scholarly work. | | Learning Methodology | Presentation, Discussion , Group work, Application, e-learning | | Evaluation Methods | Class Participation, Writing letter of Intent, Writing the Proposal, Critiquing a class mate proposal. | | **PILO 9: Write thesis and scientific reports to a professional standard that build up knowledge in nursing discipline and other related health sciences** | | | Specific Course ILOs | 1. Identify all policies, regulations, and instructions related to PhD program at the University of Jordan. 2. Utilize the policies, regulations, and instructions related to PhD requirements in nursing in conducting the research proposal. 3. Select a researchable nursing problem based in the priority area in nursing research at the national and international level for the purpose of developing the required dissertation. 4. Discuss the process of writing a complete dissertation quantitative and qualitative. | | Learning Methodology | Presentation, Discussion, Group work, Application, **e-learning** | | Evaluation Methods | Class Participation, Writing letter of Intent, Writing the Proposal, Critiquing a class mate proposal. | | **PILO 10: Publish research article in a scientific peer reviewed journal** | | | Specific Course ILOs | 1. Develop research skills; and abilities to write a manuscript following the criteria for publication. 2. Select a scientific peer review Journal to publish a manuscript. | | Learning Methodology | Presentation, Discussion, Group work, Application, e-learning | | Evaluation Methods | Class Participation | | **PILO 11: Supervise and support research proposal and papers to improve quality of education and practices in nursing and health sciences** | | | Specific Course ILOs | 1. Identify sources of researchable nursing problems 2. Discuss priority area in nursing research at the national and international level. 3. Utilize the knowledge about nursing research in Jordan in selecting the research area you want to investigate. 4. Conduct a literature review for a specific nursing research problem, with an emphasis on the national and international research priority areas. 5. Integrate coursework within the context of your scholarly activities as you focus on the research interest area 6. Compare and contrast research designs to answer research questions with emphasis on clinical research 7. Develop research skills; and abilities to conduct a proposal. 8. Demonstrate a working knowledge of the process of conducting a quantitative and a qualitative proposal. 9. Develop a letter of intent for a specific nursing research problem. 10. Develop a research proposal to meet the requirement of the PhD degree at the School of Nursing the University of Jordan. 11. Utilize different resources to find funding agencies for scholarly activities. 12. Critique research proposal according to scientific criteria. | | Learning Methodology | Presentation, Discussion , Group work, Application, **e-learning** | | Evaluation Methods | Class Participation, Writing letter of Intent, Writing the Proposal, Critiquing a class mate proposal, writing a brief reflection paper about lesson learned from attending proposal and thesis, dissertation defence/s. | |

**22. Topic Outline and Schedule:**

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| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Topic** | **Week** | **Instructor** | **Achieved ILOs** | **Evaluation Methods** | **Reference** | | Introduction, course overview, and introducing the PhD program | Wk. 1  Oct,15, 2020 | Prof. Inaam |  |  | Course syllabus | | **Dissertation Process & Timeline**  Selecting a research problem, a supervisor, and Conducting Literature Searches using the different Databases  Writing the letter of intent | Wk. 1second session compensation lecture (extra)  Oct, 17, 2020 | Pro. Inaam & All students (searching the data base…) | PILO 1 (2) PILO 7 (1), PILO 9 (4)  PILO 11 (4) | Writing the letter of intent & the research proposal | American Psychological Association (2019). Publication  Colorafi, K. J., & Evans, B. (2016). Qualitative descriptive methods in health science research. *HERD: Health Environments Research & Design Journal*, *9*(4), 16-25.‏  Polit, D. F., & Beck, C. T. (2017).  Streubert, H. J., & Carpenter, D. R. (2011).  تعليمات منح درجة الدكتوراه في الجامعة الاردنية  All Data Base  School of Nursing Documents & Forms related to (letter of intent and writing proposal) | | Development of Nursing Research in Jordan- and the future of nursing research & research Priority areas national and international | WK 2 Oct 22, 2020 | All class | PILO 11 (1,2,3) | Writing the research proposal | Alhusaini, M. A., Sun, C. J., & Larson, E. L. (2016). Clinical nursing and midwifery research in Middle Eastern and North African Countries: A Scoping Review. Journal of Health Specialties, 4(4), 238.  Huijer, H. A. S., Deek, H., & Noureddine, S. (2018). A mapping of nursing and midwifery research in the Eastern Mediterranean Region, 2006-2016. Eastern Mediterranean Health Journal, 24(9).‏  Khalaf, I. (2013). Development of nursing research in Jordan (1986–2012). *International nursing review*, *60*(4), 461-468.  Priority area of nursing research JNC, UJ, Scientific Research Support Fund.  Khalaf IA, Sun C (2018) Trends in Nursing Research in Jordan 2013-2016. Rep Glob Health Res: RGHR-103. DOI: 10.29011/ RGHR-103.100003AACN's Research Priority Areas.  NLN RESEARCH PRIORITIESIN NURSING EDUCATION  2016 – 2019. NLN  World Health Organization, Geneva, 2010. Priorities for research on equity and health: Implications for global and national priority setting and the role of WHO to take the health equity research agenda forward  Jordanian Nursing Council, National Nursing and Midwifery Research Priorities 2016-2020,  NIH HIGHEST PRIORITY CHALLENGE TOPICS. https://grants.nih.gov/grants/funding/challenge\_award/high\_priority\_topics.pdf  NLN RESEARCH PRIORITIESIN NURSING EDUCATION 2016 – 2019. NLN. <http://www.nln.org/professional-development-programs/research/research-priorities-in-nursing-education>  Sweileh, W. M., Huijer, H. A. S., Al-Jabi, S. W., Sa’ed, H. Z., & Sawalha, A. F. (2019). Nursing and midwifery research activity in Arab countries from 1950 to 2017. BMC health services research, 19(1), 340.  اولويات البحث العلمي صندوق دعم البحث العلمي – وزارة التعليم العالي قطاع العلوم الطبية والصيدلانية | | **Holiday**  **We took a session to compensate for one of the weeks we lost as the course start 2 weeks later....**  Overview of Writing a Proposal  **Application of the process by students according to their area of interest…** | WK 3 Oct 29, 2020 | Prof Inaam & All Students | PILO 9 (4)  PILO 11 (4 to 10) | Writing the letter of intent & the research proposal, | Colorafi, K. J., & Evans, B. (2016). Qualitative descriptive methods in health science research. *HERD: Health Environments Research & Design Journal*, *9*(4), 16-25.‏  Polit, D. F., & Beck, C. T. (2017).  Streubert, H. J., & Carpenter, D. R. (2011). School of Nursing Documents & Forms related to (letter of intent and writing proposal) | | PhD Essentials and the doctoral program  THE RESEARCH-FOCUSED DOCTORAL PROGRAM IN NURSING PATHWAYS TO EXCELLENCE  **(Due Date for letter of intent)** | Wk. 4  Nov, 5, 2020 | Pro. Inaam | PILO 1 (1) PILO 9 (1,2) | Writing a letter of intent & Writing a research proposal | Doctor of Philosophy in Nursing (PhD)/study plan.  تعليمات منح درجة الدكتوراه في الجامعة الاردنية  American Association of Colleges of Nursing, & American Association of Colleges of Nursing. (2010). The research-focused doctoral program in nursing: Pathways to excellence. *Washington, DC: Author*. |  | | Overview of Writing a Dissertation  **Application of the process by students according to their area of interest…** | Wk. 5  Nov, 12, 2020 | All class | PILO 9 (4)  PILO 11 (4 to 10) | Writing the research proposal, | Colorafi, K. J., & Evans, B. (2016). Qualitative descriptive methods in health science research. *HERD: Health Environments Research & Design Journal*, *9*(4), 16-25.‏  Polit, D. F., & Beck, C. T. (2017).  Streubert, H. J., & Carpenter, D. R. (2011).  School of Nursing Documents & Forms related to (letter of intent and writing proposal) | | Scientific Writing (APA style)  Scientific Integrity- Avoiding Plagiarism  **Due date for chapter one of the proposal**  **Continue writing your research proposal** | Wk. 6  Nov, 19, 2020 | Prof Inaam & All Students | PILO 5 (1,2,3) | Writing the research proposal | American Psychological Association (2019). Publication *Manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.  Quoting, Paraphrasing,  & Avoiding Plagiarism. (The WINS Program- Columbia University) | | Writing the research proposal, within the framework of research priorities. Questions and Answers  **e- learning discussion about the proposal** | Wk. 7  Nov, 26, 2020 | All students | PILO 8 (1) PILO 9 (4)  PILO 11 (1,9) | Writing and critiquing a proposal | Polit, D. F., & Beck, C. T. (2015).  Colorafi, K. J., & Evans, B. (2016). Qualitative descriptive methods in health science research. *HERD: Health Environments Research & Design Journal*, *9*(4), 16-25.‏  Streubert, H. J., & Carpenter, D. R. (2011).  School of Nursing Documents & Forms related to (letter of intent and writing proposal) | | Preparing the proposal for possible funding | Wk.8  Dec, 3, 2020 | Prof Inaam,  & All Students | **PILO 11** **(11)** | Writing a proposal, presentation | Bloch, C., & Sørensen, M. P. (2015). The size of research funding: Trends and implications. *Science and public policy*, *42*(1), 30-43.‏  Bromham, L., Dinnage, R., & Hua, X. (2016). Interdisciplinary research has consistently lower funding success. Nature, 534(7609), 684-687.‏  Database for Funding Agencies  Muscio, A., Quaglione, D., & Vallanti, G. (2013). Does government funding complement or substitute private research funding to universities?. Research Policy, 42(1), 63-75.‏  Polit, D. F., & Beck, C. T. (2017). | | The role of the IRB and guidelines for protecting human subjects  **Taken the IRB course online**  Completion of NIH Certificate online  <https://phrp.nihtraining.com/users/login.php>  **Due date for chapter two of the proposal** | Wk. 8,  Dec, 10, 2020 | A Guest Speaker  Chairperson for the scientific research | **PILO 5 (3)** | Writing the research proposal presentation,  Taken the IRB certificate | The University of Jordan IRB documents )  Online IRB certification.  <https://phrp.nihtraining.com/users/login.php> | | Writing for Publications | Wk. 10  Dec, 17, 2020 | Prof Inaam,  & All Students | **PILO 8 (1)**  **PILO 10 (1) PILO 11 (1,6)** | Writing a manuscript for publication, presentation, | Writing for Publication- [**http://www.wiley-docs.com/HSJ-14-63694\_Writing\_for\_Publication\_lowres.pdf**](http://www.wiley-docs.com/HSJ-14-63694_Writing_for_Publication_lowres.pdf) (The WINS Program- Columbia University) | | Writing an integrative literature review manuscript  **Due date for chapter three of the proposal** | Wk. 11  Dec, 24, 2020 | All class | PILO 10 (1) | Writing an integrative literature review manuscript | Bettany-Saltikov, J. (2012). How to do a systematic literature review in nursing: a step-by-step guide. McGraw-Hill Education (UK).  Christmals, C. D., & Gross, J. J. (2017). An integrative literature review framework for postgraduate nursing research reviews. *European Journal of Research in Medical Sciences Vol*, *5*(1).‏  Cavaye, J., & Watts, J. H. (2014). An integrated literature review of death education in pre-registration nursing curricula: key themes. International Journal of Palliative Care, 2014.  Cooper, H. (1982). Scientific guidelines for conducting integrative research reviews. Review of Educational Research, 52, 291-302.  Cooper, H. M. (1989). Integrating research: A guide for literature reviews (2nd ed.). Newbury Park, CA: Sage Publications.  Cooper, H. M. (2001). Synthesizing Research: A Guide for Literature Reviews (3rd ed). Newbury Park, CA: Sage Publications  Cronin, P., Ryan, F., & Coughlan, M. (2008). Undertaking a literature review: a step-by-step approach. British journal of nursing, 17(1), 38-43.  Frederiksen, L., & Phelps, S. F. (2018). Literature reviews for education and nursing graduate students.‏  SCAL Regional Nursing Research Program. The Integrative Review Process: Yes, You Can! file:///C:/Users/user/Downloads/how-to-conduct-an-integrative-review%20(1).pdf  Torraco, R. J. (2016). Writing integrative literature reviews: Using the past and present to explore the future. Human resource development review, 15(4), 404-428.‏  Whittemore, R., & Knafl, K. (2005). The integrative review: updated methodology. Journal of advanced nursing, 52(5), 546-553. | |  |  |  |  |  |  | | Overview of selecting Journal for publications.  **(Due date for reviewing other classmate proposal**) | Wk. 12  Dec, 31, 2020 | Prof Inaam,  & All Students | PILO 7 (1) PILO 10 (2) | Proposal writing presentation,  Review a proposal for a classmate. | EBSCO. (2015a). *CINAHL*. Retrieved from [www.ebscohost.com/nursing/products/cinahl-databases](https://www.ebscohost.com/nursing/products/cinahl-databases)  EBSCO. (2015b). CINAHL Plus with Full Text. Database Coverage List. Retrieved from [www.ebscohost.com/titleLists/rwh-coverage.htm](http://www.ebscohost.com/titleLists/rwh-coverage.htm)  Elsevier. (2015a). *About Scopus.* Retrieved from [www.elsevier.com/solutions/scopus](http://www.elsevier.com/solutions/scopus)  Elsevier. (2015b). *Peer review policy and publication times.* Retrieved from [www.journals.elsevier.com/social-science-and-medicine/policies/peer-review-policy-and-publication-times/](http://www.journals.elsevier.com/social-science-and-medicine/policies/peer-review-policy-and-publication-times/)  Elsevier. (2015c). Scopus journal title list. Retrieved from [www.elsevier.com/online-tools/scopus/content-overview](http://www.elsevier.com/online-tools/scopus/content-overview)  International Standard Serial Number. (2013). *What is an ISSN?* Retrieved from [www.issn.org/understanding-the-issn/what-is-an-issn/](http://www.issn.org/understanding-the-issn/what-is-an-issn/)  Hoffecker, L., Hastings-Tolsma, M., Vincent, D., Zuniga, H., (December 4, 2015) "Selecting An Open Access Journal for Publication: Be Cautious" *OJIN: The Online Journal of Issues in Nursing* Vol. 21 No. 1.  SPARC. (2013). *Open access.* Retrieved from [www.sparc.arl.org/issues/open-access](http://www.sparc.arl.org/issues/open-access) .  Suber, P. (2012). *Open access*Retrieved from <http://mitpress.mit.edu/books/open-access>  Thomson Reuters. (2015a). Intellectual property and science. Master journal list. Retrieved from http://ip-science.thomsonreuters.com/mjl/  Thomson Reuters. (2015b). Journal Citation Reports. Retrieved from <http://thomsonreuters.com/journal-citation-reports/>  Yang, K., & Meho, L. I. (2006). Citation analysis: a comparison of Google Scholar, Scopus, and Web of Science. *Proceedings of the American Society for information science and technology*, *43*(1), 1-15. | | **Final Exam Period**  **Jan, 5th to Jan 17th 2021** Presentation of students proposal  Course Evaluation…  **Deadline for the reflection paper about the lesson learned from attending the defenses** | Wk. 13  Jan, 07, 2021 | Prof Inaam,  & All Students | PILO 8(2)  PILO 11(12) | Proposal writing presentation, | American Psychological Association (2019). Publication  Colorafi, K. J., & Evans, B. (2016). Qualitative descriptive methods in health science research. HERD: Health Environments Research & Design Journal, 9(4), 16-25.‏  Polit, D. F., & Beck, C. T. (2017).  Streubert, H. J., & Carpenter, D. R. (2011).  The WINS Program- Columbia University [**http://www.wiley-docs.com/HSJ-14-63694\_Writing\_for\_Publication\_lowres.pdf**](http://www.wiley-docs.com/HSJ-14-63694_Writing_for_Publication_lowres.pdf) | |

* Teaching methods include: Synchronous lecturing/meeting; Asynchronous lecturing/meeting
* Evaluation methods include: Homework, Quiz, Exam, pre-lab quiz…etc.

**23 Evaluation Methods:**

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| Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Evaluation Activity/Purpose** | **Covered PILO**  **& CILO(s)** | **Mark** | **Topic(s)** | **Period**  **(Week)** | **Platform** | | Presentation of research proposal | Depends on the student presentation. | 10% | Design & Implement a presentation to class | **Wk. 13**  Jan, 07, 2021 | Microsoft  Team | | Class participation | All ILOs | 5% | Student active participation in class activities & discussions | All the semester | Microsoft  Team | | Letter of Intent | 12-22 | 15% | Writing a letter of intent related to the students area of interest. | **Wk. 4**  Nov, 5, 2020 | Email | | Writing the research proposal | 12-23 | 40% | Writing a research proposal related to the students area of interest or writing a manuscript for publication | **Wk. 10**  Dec, 24, 2020 | Email | | Reviewing the research proposal for a classmate | 12-23 | 20% | Reviewing other classmate work. | **Wk. 12**  Dec, 31, 2020 | Email | | Each student is required to attend one dissertation defense) and writing a brief reflection paper about lesson learned from attending the defense of one dissertation | All ILOs | 10% | Attending a defense to gain the experience… | **Wk. 13**  Jan, 07, 2021 | Email | | Total |  | 100 |  |  |  | |

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| **Presentation/ Facilitation**  The purpose of this assignment is to meet the purpose of this course i.e. self-directed learning. Each Student will be responsible for preparing two presentations presenting her/his letter of intent & research proposal. Each student is expected to be an active learner throughout all the sessions and the letter of intent, proposal, and manuscript of her /his classmate.  **University of Jordan**  **School of Nursing**  **Seminars in nursing research**  **Student Facilitation Evaluation Form (10 points)**  **Presenter Name: Topic: Date:**     |  |  |  |  | | --- | --- | --- | --- | | Area to be Evaluated: | 0 | 1 | 2 | | 1. Demonstrates breadth of reading and depth of understanding of the research topic   Comments: |  |  |  | | 1. Presents background information for ideas   Comments: |  |  |  | | 1. Critiques and analyses, not just summarizes, ideas and arguments   Comments: |  |  |  | | 1. Presentation was well organized and given in a sequential, logical manner, well-prepared for the presentation.   Comments: |  |  |  | | 1. Utilizes appropriate facilitation strategies and audiovisual materials to meet individualize learning needs and stimulate audience   Comments: |  |  |  | | 1. Paces presentation appropriately, speeds presentation was appropriate for complexity of the material.   Comments: |  |  |  | | 1. Encourages and involves class members’ thought and participation solicits and responds constructively to class members opinions   Comments: |  |  |  | | 1. Answered questions effectively   Comments: |  |  |  | | 1. Speech is clear and is heard by all colleagues.   Comments: |  |  |  | | 1. Summarizes main points during and at end of session/discussion   Comments: |  |  |  | | 1. Utilized time effectively   Comments: |  |  |  | | 1. Overall impression of the presentation   Comments: |  |  |  | | Total: |  |  |  |   **Writing a letter of intent (15%):**  The student will be responsible to write a letter of intent the purpose of the paper is to fully inform the Supervisor of the content and scope of the research proposal or manuscript.  **University of Jordan**  **School of Nursing**  **Seminar in nursing research**  **Writing a letter of intent (15%):**  The student will be responsible to write a letter of intent  Format of this paper follows the American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.  **Student Name:**  **Title of the Dissertation/Manuscript:**   | Section | Items | Possible Points | Your Points | | --- | --- | --- | --- | | Title | * Succinctly suggesting key variables and the study population? * concise * precise * Clear * accurate * Length | 1 |  | | Problem Statement and significance ( maximum of 300 words) | * Identify the research problem (General information about the study (statistics, population and all other relevant information that makes at least clear picture of what would be the most important to know about the study)) * Discuss the literature specifically Jordanian and Arab literature that investigated in the related issue (briefly) * Identify the gap in literature. * Describe how your proposed study would contribute to the knowledge in the related field of inquiry. | 4 |  | | Research questions/hypotheses (maximum of 100 words) | * Statement of purpose and research question/s * Precise * Concise | 2 |  | | **Methodology (maximum of 200 words all the followings)**  Research design | * What design has been used for the study? * Is the design appropriate for the level of inquiry of research question and purpose of research? | 2 |  | | Setting | * Describe the study setting | 1 |  | | Target population, sampling method, sample size, recruitment methods, | * Is the target population clearly described? * Considering the nature of enquiry and the study design, is the sample size appropriate? * Has the investigators considered maximum variation in the sample? (Quantitative) * Does the sampling method appropriate for the research design? | 2 |  | | Data collection, including name of instruments used to measure the study variables. | * What methods (strategies) will be used for data collection? * Has rationale been given for using these methods? * Are the methods congruent with the research question(s)? | 2 |  | | Format | * Body of the paper is 1000 words. * APA format * Correct grammar, punctuation, and spelling. * References * Adequacy of literature and documentation. | 1 |  | | Total |  | 15 |  |   **Development of a research proposal (40%)**  **Format: APA style, typed. 20-page double spaced proposal 1-point deduction for each day late.**  **Due Date: Wk. 12th**  **The cover page must include a title for the proposal, your full name, the course name and date submitted.**  **Assignment:**  **Research Proposal Outline:**  **The following contains a brief outline of all the major segments in a research proposal. It should be use a guideline in the preparation of the proposal segments for the seminar.**  **Introduction: topic area and focus of the proposal plus literature review: a short summary of the substantive background issues and (if applicable) the methodological issues involved in past research.**   1. **Introduction:**  * **Rationale for your research problem: what problem does it address/solve, what research agenda does it advance, who would be interested in the knowledge generated by your study? etc.** * **Theoretical Modeling: a conceptual or theoretical model, presented verbally or graphically, that specifies the relationships among MAIN concepts (and variables representing the concepts) that are part of the proposed research study.** * **A full statement of the research problem, research questions and (if applicable) research hypotheses; the research question(s) should be clearly related to an explicit statement about the aims and purposes of the proposed study; questions or hypotheses include a clear formulation of the logical status of the variables involved, i.e., in the framework of the proposed study, do the variables simply identify foci of observations/data collection (as in some descriptive studies) or do they function as dependent, intervening, independent or confounding variables within the theoretical model?** * **Definition of the research variables conceptually and operational.**  1. **Literature Review**  * **Description of past research efforts: past research projects and publications that led to the current application;** * **Preparatory work in measurement or sampling; past access to relevant target populations, etc.**  1. **Methodology:**  * **Measurement of key variables: a precise description of the outcomes measures chosen that represent the key concepts in the proposed research (including the measurement properties of chosen scales, data collection techniques, handling of known measurement problems, such as recall bias, etc.)** * **Research design: a detailed description of the research design with a rationale for the chosen design:**   + **is the design cross-sectional or longitudinal, how many observations on the study participants, etc.**   + **prospective or retrospective,**   + **experimental, quasi-experimental or non-experimental,**   + **relies on primary data or secondary data collection.** * **Study Sample:**   + **a detailed description of the target population,**   + **recruitment plan and sampling procedures,**   + **determination of initial sample size in light of likely subject attrition over the course of the study and required statistical power,**   + **for intervention studies: a detailed description of subject assignment procedures, including randomization procedures,**   + **a description of procedures to minimize subject attrition.** * **Study tools: as presented at the session of writing your proposal and dissertation** * **Data Collection:**    + **a description of all major task categories involved in the implementation of the research project, including the suggested personnel for the various tasks, traveling, resource needs, etc.**   + **Timetable: a plan that specifies all major anticipated study phases and their likely duration.** * **A description of procedures to safeguard the rights of human subjects.**      * **Data Analysis: an outline of an analysis plan that details suggested approaches to data analysis, statistical models employed, interpretative methods, software implementations to be used.**     **University of Jordan**  **School of Nursing**  **Seminars in nursing research**  **Research proposal Criteria (quantitative) (40 points):**  **Format of this paper follows the American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.**  For selecting your dissertation topic use the following tips (Keep an open mind, read recommendations for further studies, discuss your topic with supervisors and other knowledge people in the area, keep notes of possible topics well in advance, consider potential for a novel contribution of a thesis developed around that topic, consider the feasibility of researching that topic, consider how the topic chosen motivates you and your potential supervisor, drawing a mind map might be helpful.  **Student Name:**    **Title of the Dissertation:**   | Section | Items | Possible Points | Your Points | | --- | --- | --- | --- | | TITLE | * Succinctly suggesting key variables and the study population? * concise * precise * Clear * accurate | 1 |  | | ABSTRACT | * The abstract offer a dear overview of the study, including the research problem, sample, methodology * Complete * Concise | 1 |  | | INTRODUCTION  Very brief, background and what was written about the topic international, regional, and national. | * Background and what was written about the topic international, regional, and national * Rationale for your research problem: what problem does it address/solve, what research agenda does it advance, who would be interested in the knowledge generated by your study? etc. | 3 |  | | STUDY PURPOSE | * Clear * Reflect the study problem | 1 |  | | PROBLEM STATEMENT  "What is the problem?”  Research problem is a synthesis of the introduction and literature review; in other words, it is a “diagnosis” of the problem. | * What do we already know about the topic? * What has not been answered adequately in previous research and practice? * Why should this study be done? * Identify the gap that this study is addressing * Broad, but must be specific enough to convince the reviewers that it is worth focusing on. * Conclude with the research question to be answered. | 2 |  | | SIGNIFICANCE TO NURSING | * Who has an interest in the domain of inquiry? * How will this research add to knowledge, practice, education and policy in this area? * Why should this study be done? Significance to nursing * Original | 3 |  | |  |  |  |  | | RESEARCH QUESTIONS/HYPOTHESES | * The research questions and/or hypotheses explicitly stated. * The questions and hypotheses appropriately worded, with clear specification of key variables and the study population * The questions/hypotheses consistent with the literature review and the conceptual framework? * The research question(s) should be clearly related to an explicit statement about the aims and purposes of the proposed study; * Questions or hypotheses include a clear formulation of the logical status of the variables involved, i.e., in the framework of the proposed study, * Do the variables simply identify foci of observations/data collection (as in some descriptive studies) or do they function as dependent, intervening, independent or confounding variables within the theoretical model? * Precise * Concise | 3 |  | | DEFINITION OF STUDY VARIABLES | * Are the operational and conceptual definitions congruent? * Key variables operationalized using the best possible method (e.g., interviews, observations, and so on) and with adequate justification. | 2 |  | | THEORETICAL FRAMEWORK | * Theoretical Modeling: a conceptual or theoretical model, presented verbally or graphically, that specifies the relationships among MAIN concepts (and variables representing the concepts) that are part of the proposed research study. * Fit the study | 1 |  | | LITERATURE REVIEW | * Describe how he or she searched the literature. * Describe past research efforts: past research projects and publications that led to the current application; * The literature review up to date and based mainly on primary sources * The review provides a state-of-the-art synthesis of evidence on the problem. * Preparatory work in measurement or sampling; past access to relevant target populations, etc. * Critique previous research, and demonstrates how the present study will clarify or compensate for shortcomings in previous research and how the study will add to the existing body of knowledge. * The literature review provides a theoretical context for the study, * Convinces the evaluators or reviewers that the study is worthwhile * Complete * Recent * Criticize | 7 |  | | RESEARCH DESIGN | * Identify the design of the study * Was the most rigorous possible design used, given the study purpose * The design is appropriate for the level of inquiry of research question and purpose of research * A detailed description of the research design with a rationale for the chosen design * The design minimize biases and threats to the internal, construct, and external validity of the study (e.g., was blinding used, was attrition minimized). | 2 |  | | SETTING, TARGET POPULATION, SAMPLING, SAMPLE SIZE AND RECRUITMENT METHODS | * A sufficient detailed description of the target population. * recruitment plan and sampling procedures, * The best possible sampling design was used to enhance the sample’s representativeness. * Sampling biases were minimized * Considering the nature of enquiry and the study design the sample size is adequate. * A power analysis was used to estimate sample size needs. * The investigators considered maximum variation in the sample. * The sampling method is appropriate for the research design. * Determination of initial sample size in light of likely subject attrition over the course of the study and required statistical power. * For intervention studies: a detailed description of subject assignment procedures, including randomization procedures, * A description of procedures to minimize subject attrition. | 2 |  | | DATA COLLECTION  Including instruments used to measure the study variables. | * A description of all major task categories involved in the implementation of the research project, including the suggested personnel for the various tasks, traveling, resource needs, etc. * Identify methods (strategies) that have been used for data collection. * Specific instruments adequately described and were good choices, given the study purpose, variables being studied, and the study population * The research provide evidence that the data collection methods yielded data that were reliable and valid * Rationale been given for using these methods * The methods congruent with the research question(s). * Timetable: a plan that specifies all major anticipated study phases and their likely duration. | 4 |  | | PROCEDURES | * If there was an intervention, is it adequately described, and was rigorously developed and implemented. * Plan for data collection is design in a manner that minimized bias. * The researcher is trained to collect the data appropriately. | 1 |  | | ETHICAL CONSIDERATIONS | * A description of procedures to safeguard the rights of human subjects. * Ethical permission granted for the study external review by an IRB/ethics review board * The participants fully informed about the nature of the research * The autonomy/confidentiality of the participants guaranteed * The participants were protected from harm * The study designed to minimize risks and maximize benefits to participants. | 2 |  | | DATA ANALYSIS PROCEDURES (the plan for data analysis) | * An outline of an analysis plan that details suggested approaches to data analysis, * A plan of analysis is design to address each research question or test each hypothesis. * Appropriate statistical methods used, given the level of measurement of the variables, number of groups being compared, and assumptions of the tests. * The most powerful analytic method will be used (e.g., help to control for confounding variables). * Software implementations to be used. | 3 |  | | FORMAT | * APA format for referencing in the text and in the reference list was correctly followed. * Correct grammar, punctuation, and spelling. * Adequacy of literature and documentation. | 2 |  | | TOTAL |  | 40 |  | |

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| **University of Jordan**  **School of Nursing**  **Seminars in nursing research**  **Research proposal Criteria (qualitative) (40 points):**  **Format of this paper follows the American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.**  For selecting your dissertation topic use the following tips (Keep an open mind, read recommendations for further studies, discuss your topic with supervisors and other knowledge people in the area, keep notes of possible topics well in advance, consider potential for a novel contribution of a thesis developed around that topic, consider the feasibility of researching that topic, consider how the topic chosen motivates you and your potential supervisor, drawing a mind map might be helpful.  **Student Name:**    **Title of the Dissertation:**   | Section | Items | Possible Points | Your Points | | --- | --- | --- | --- | | TITLE | * Suggesting the key phenomenon and the group or community under study? * Concise * Precise * Reflect upon the scope and the core of your proposal * Clear * Accurate | 1 |  | | ABSTRACT | * The abstract clearly and concisely summarize the main features of the report? * The abstract offer a dear overview of the study, including the research problem, sample, methodology. | 1 |  | | INTRODUCTION  including definition, purpose central concepts of the approach, and philosophical traditions/perspectives  Background and what was written about the topic international, regional, and national. | * Background and what was written about the topic international, regional, and national * The research is placed in an international context * Rationale for your research problem: what problem does it address/solve, what research agenda does it advance, who would be interested in the knowledge generated by your study? etc. | 3 |  | | STUDY PURPOSE  The research purpose gives a broad indication of what the researcher wishes to achieve in the research. | * Concise * Clear statement of the specific goal of the study * Indicates the type of study to be conducted, i.e. identify, describe, explain, or predict. * Reflect the study problem * Directs the development of the study | 1 |  | | PROBLEM STATEMENT  "What is the problem?”  Research problem is a synthesis of the introduction and literature review; in other words, it is a “diagnosis” of the problem. | * The problem stated easy to identify * The phenomenon to be studied dearly identified * The problem statement build a cogent and persuasive argument for the new study * Add what do we already know about the topic * Provide what has not been answered adequately in previous research and practice * Provide why this study should be done? * Identify the gap that this study is addressing * There is a good match between the research problem on the one hand and the paradigm, tradition, and methods on the other. | 2 |  | | SIGNIFICANCE TO NURSING | * Provide who has an interest in the domain of inquiry * Provide how will this research add to knowledge, practice, education and policy in this area * Provide why should this study be done, Significance to nursing * Original | 3 |  | | RESEARCH QUESTIONS | * The research questions explicitly stated? * The research question(s) should be clearly related to an explicit statement about the aims and purposes of the proposed study; * The research questions clearly delineate the research (sometimes with sub-questions), * The questions consistent with the study’s philosophical basis, underlying tradition, or ideological orientation? * The scope of the research questions(s) needs to be manageable within the time frame and context of the study * Precise * Concise | 2 |  | | PHILOSOPHICAL UNDERPINNINGS/ CONCEPTUAL UNDERPINNINGS | * Key concepts adequately defined conceptually * The philosophical basis, underlying tradition, conceptual framework, or ideological orientation made explicit and is it appropriate for the problem | 1 |  | | LITERATURE REVIEW | * Description of past research efforts: past research projects and publications that led to the current application * Meet the philosophical underpinnings of the study * The review of the literature fulfil its objectives * Critique previous research, and demonstrates how the present study will clarify or compensate for shortcomings in previous research and how the study will add to the existing body of knowledge. * Convinces the evaluators or reviewers that the study is worthwhile * Provide a sound basis for the new study * Complete * Recent * Criticized | 7 |  | | METHOD AND PHILOSOPHICAL UNDERPINNINGS | * The philosophical approach is identified * The rational for selecting the approach is provided * The philosophical underpinnings of the approach have been explained. | 2 |  | | RESEARCH DESIGN AND RESEARCH TRADITION | * The identified research tradition (if any) congruent with the methods used to collect and analyze data * The design appropriate for the level of inquiry of research question and purpose of research * A detailed description of the research design with a rationale for the chosen design is provided * An adequate amount of time is spent in the field or with study participants? * The design unfold in the field, giving researchers opportunities to capitalize on early understandings * There are an adequate number of contacts with study participants. | 2 |  | | SAMPLE AND SETTING | * The group or population of interest adequately described * The setting and sample described in sufficient detail * The approach used to recruit participants or gain access to the site productive and appropriate * The best possible method of sampling was used to enhance information richness and address the needs of the study * The sample size adequate and saturation achieved. | 2 |  | | DATA COLLECTION | * The methods of gathering data identified and appropriate * Rationale been given for using the methods * The methods congruent with the research question(s) * The researcher asks the right questions or make the right observations, recorded in an appropriate fashion. * Data collection and recording procedures adequately described and appear appropriate * A description of all major task categories involved in the implementation of the research project, including the suggested personnel for the various tasks, traveling, resource needs, etc. * Data collected in a manner that minimized bias * The researcher is trained to collect data * Timetable: a plan that specifies all major anticipated study phases and their likely duration. | 4 |  | | ETHICAL CONSIDERATIONS | * A description of procedures to safeguard the rights of human subjects. * Ethical permission granted for the study external review by an IRB/ethics review board * The participants fully informed about the nature of the research * The autonomy/confidentiality of the participants guaranteed * The participants were protected from harm * The study designed to minimize risks and maximize benefits to participants. | 2 |  | | RIGOUR | * The researchers used effective strategies to enhance the trustworthiness & rigour /integrity of the study, and the description of those strategies is adequate * The methods used to enhance trustworthiness appropriate and sufficient * The researcher document research procedures and decision processes sufficiently that findings are auditable and confirmable * There is evidence of researcher reflexivity * There is a “thick description” of the context, and participants, and it is at a sufficient level to support transferability * Credibility, dependability, transferability and goodness discussed. | 2 |  | | DATA ANALYSIS PROCEDURES (the plan for data analysis) | * The data management and data analysis methods sufficiently described * The data analysis strategy compatible with the research tradition and with the nature and type of data gathered * The analytic procedures suggest no biases? * An outline of an analysis plan that details suggested approaches to data analysis, * The method of analysis fit with the level of inquiry. | 3 |  | | FORMAT | * APA format for referencing in the text and in the reference list was correctly followed. * Correct grammar, punctuation, and spelling. * Adequacy of literature and documentation. * Were all the books, journals and other media alluded to in the study accurately referenced? | 2 |  | | TOTAL |  | 40 |  |   **Reviewing the research proposal or the manuscript for a classmate work (20%)**  **This assignment need to be done according to:**  Coughlan, M., Cronin, P., & Ryan, F. (2007). Step-by-step guide to critiquing research. Part 1: quantitative research. *British journal of nursing*, *16*(11), 658-663.  Ryan, F., Coughlan, M., & Cronin, P. (2007). Step-by-step guide to critiquing research. Part 2: qualitative research. *British journal of nursing*, *16*(12), 738-745. OR (depend on the proposal design type)  Polit, D. & Beck, C. (2015). Nursing Research: Generating and Assessing Evidence for Nursing Practice (10th Edition). Lippincott Williams and Wilkins. Philadelphia.  Whittemore, R., & Knafl, K. (2005). The integrative review: updated methodology. Journal of advanced nursing, 52(5), 546-553.  **The criteria for evaluation of your colleague proposal you could use the same tool used for evaluating the proposal or the manuscript or the integrative literature review. And your evaluation will be according to the (Research proposal review criteria).**  **University of Jordan**  **School of Nursing**  **Seminar in nursing research**  **Research proposal Review Criteria (20 points):**  **Student Name:**  **Title of the Dissertation:**   | Section | Possible Points | Your Points | | --- | --- | --- | | Comprehensive evaluation | 5 |  | | Correct changes | 5 |  | | Supporting changes done by the evaluator | 5 |  | | Objective evaluation/following the required criteria | 5 |  | | **Total** | **20** |  |   **University of Jordan**  **School of Nursing**  **Seminar in nursing research**  **Reflection Paper about a proposal and Dissertation Defence Criteria (10 points):**  **Student Name:**  **Title of the Dissertation:**  **Date of Defence:**   | Section | Possible Points | Your Points | | --- | --- | --- | | Introduction and Description of the Defence | 2 |  | | Strengths | 2 |  | | Area need improvement/ Challenges | 2 |  | | Recommendations to improve the situation | 3 |  | | Format | 1 |  | | **Total** | **10** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **University of Jordan**  **School of Nursing**  **Seminars in nursing research**  **Writing for Publication Integrative Literature Review Criteria (40 points):**  **Format of this paper follows the American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. And you need to follow the Journal criteria you want to publish in. The following references are required to be used by you to help you write your integrative literature review, you could use other references as well,**   1. Bettany-Saltikov, J. (2012). *How to do a systematic literature review in nursing: a step-by-step guide*. McGraw-Hill Education (UK). 2. Cavaye, J., & Watts, J. H. (2014). An integrated literature review of death education in pre-registration nursing curricula: key themes. *International Journal of Palliative Care*, *2014*. 3. Christmals, C. D., & Gross, J. J. (2017). An integrative literature review framework for postgraduate nursing research reviews. European Journal of Research in Medical Sciences Vol, 5(1).‏ 4. Cooper, H. (1982). Scientific guidelines for conducting integrative research reviews. Review of Educational Research, 52, 291-302. 5. Cooper, H. M. (1989). Integrating research: A guide for literature reviews (2nd ed.). Newbury Park, CA: Sage Publications. 6. Cooper, H. M. (2001). Synthesizing Research: A Guide for Literature Reviews (3rd ed). Newbury Park, CA: Sage Publications 7. Cronin, P., Ryan, F., & Coughlan, M. (2008). Undertaking a literature review: a step-by-step approach. *British journal of nursing*, *17*(1), 38-43. 8. SCAL Regional Nursing Research Program. The Integrative Review Process: Yes, You Can! [file:///C:/Users/user/Downloads/how-to-conduct-an-integrative-review%20(1).pdf](file:///G:/Downloads/how-to-conduct-an-integrative-review%20(1).pdf) 9. Torraco, R. J. (2016). Writing integrative literature reviews: Using the past and present to explore the future. Human resource development review, 15(4), 404-428.‏ 10. Whittemore, R., & Knafl, K. (2005). The integrative review: updated methodology. *Journal of advanced nursing*, *52*(5), 546-553.   **The University of Jordan- School of Nursing**  **Integrative Research Review**  **Evaluation criteria**  **PURPOSE: To summarize and critique the state of the science about a specific research topic by analyzing previously conducted research studies. (STUDENT GRADING )**  **Student Name:**  **Title of the Manuscript:**   | Section | Items | Possible Points | Your Points | | --- | --- | --- | --- | | TITLE | * Specific reflect the manuscript / Integrative literature Review topic * Length | 1 |  | | Abstract | * Clear * Concise | 2 |  | | INTRODUCTION | * State problems, purpose, and significance of topic * Define variables under study (conceptual and operational definitions) * Develop method of organizing the data and provide rationale for this organization * List questions focusing the review. | 5 |  | | Method | * Identify elements of population to be studied - state inclusion and exclusion criteria including age range, years of search, etc. * Explain sources to be reviewed * Specify your search strategies (describe methods for identifying, obtaining and including studies in the review, terms you used, search engines used, databases, etc.) * Identify steps to ensure validity of search and retrieval; how did you evaluate the quality of the data? * Describe your approach to analysis -- | 8 |  | | Results | * Present results of data analysis * Develop conclusions | 8 |  | | Discussion | * Summarize methods * Synthesize common themes * Discuss the results in terms of the original questions identified – draw inferences from the results of the synthesis * Critique across studies; discuss research hypotheses and conclusions * Identify validity issues which affect study results * Identify areas for future research | 8 |  | | REFERENCES | * A full bibliographical list of all the books, journal articles, reports and other media, which were referred to in the work is provided. * Every citation in the text appear in the reference/bibliography and vice versa. | 1 |  | | APPENDICES | * Coding sheet or table of organized data | 6 |  | | FORMAT | * APA format for referencing in the text and in the reference list was correctly followed. * Correct grammar, punctuation, and spelling. * Adequacy of literature and documentation. | 1 |  | | TOTAL |  | 40 |  | | |

**24 Course Requirements (e.g: students should have a computer, internet connection, webcam, account on a specific software/platform…etc):**

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| Computer, Internet connection, Microsoft Team, and email account |

**25 Course Policies:**

Please refer to the university policies as published up-to-date in the link below:

<http://units.ju.edu.jo/ar/LegalAffairs/Lists/Regulations/DispForm.aspx?ID=246&ContentTypeId=0x0100C7850F392E786A439F935E088708707E>

**26 References:**

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| Required book (s), assigned reading and audio-visuals:   1. AACN's Research Priority Areas. https://www.aacn.org/nursing-excellence/grants/~/link.aspx?\_id=215E7A4183E340AE8CBF370B480386DD&\_z=z 2. American Association of Colleges of Nursing, & American Association of Colleges of Nursing. (2010). The research-focused doctoral program in nursing: Pathways to excellence. Washington, DC: Author. 3. American Psychological Association (2019). Publication Manual of the American Psychological Association (7th ed.). Washington, DC: American Psychological Association. 4. Bettany-Saltikov, J. (2012). How to do a systematic literature review in nursing: a step-by-step guide. McGraw-Hill Education (UK). 5. Bloch, C., & Sørensen, M. P. (2015). The size of research funding: Trends and implications. *Science and public policy*, *42*(1), 30-43.‏ 6. Bromham, L., Dinnage, R., & Hua, X. (2016). Interdisciplinary research has consistently lower funding success. Nature, 534(7609), 684-687.‏ 7. Christmals, C. D., & Gross, J. J. (2017). An integrative literature review framework for postgraduate nursing research reviews. European Journal of Research in Medical Sciences Vol, 5(1).‏ 8. Cavaye, J., & Watts, J. H. (2014). An integrated literature review of death education in pre-registration nursing curricula: key themes. International Journal of Palliative Care, 2014. 9. Cronin, P., Ryan, F., & Coughlan, M. (2008). Undertaking a literature review: a step-by-step approach. British journal of nursing, 17(1), 38-43. 10. Database for Funding Agencies 11. Frederiksen, L., & Phelps, S. F. (2018). Literature reviews for education and nursing graduate students.‏ 12. Huijer, H. A. S., Deek, H., & Noureddine, S. (2018). A mapping of nursing and midwifery research in the Eastern Mediterranean Region, 2006-2016. Eastern Mediterranean Health Journal, 24(9).‏ 13. Khalaf, I. (2013). Development of nursing research in Jordan (1986–2012). International nursing review, 60(4), 461-468. 14. Khalaf IA, Sun C (2018) Trends in Nursing Research in Jordan 2013-2016. Rep Glob Health Res: RGHR-103. DOI: 10.29011/ RGHR-103.100003 15. Jordanian Nursing Council, National Nursing and Midwifery Research Priorities 2016-2020, 2016 16. Matua, G. A., & Van Der Wal, D. M. (2015). Differentiating between descriptive and interpretive phenomenological research approaches. Nurse Researcher (2014+), 22(6), 22. 17. MILLER, R. L. What’s New in the 7th Edition of the APA Publication Manual?.‏ 18. Colorafi, K. J., & Evans, B. (2016). Qualitative descriptive methods in health science research. HERD: Health Environments Research & Design Journal, 9(4), 16-25.‏ 19. Morse, J. M. (2016). Qualitative health research: Creating a new discipline. Routledge. 20. Muscio, A., Quaglione, D., & Vallanti, G. (2013). Does government funding complement or substitute private research funding to universities?. Research Policy, 42(1), 63-75.‏ 21. NIH HIGHEST PRIORITY CHALLENGE TOPICS. https://grants.nih.gov/grants/funding/challenge\_award/high\_priority\_topics.pdf 22. NLN RESEARCH PRIORITIESIN NURSING EDUCATION 2016 – 2019. NLN. http://www.nln.org/professional-development-programs/research/research-priorities-in-nursing-education 23. Polit, D. F., & Beck, C. T. (2017). Nursing research: Generating and assessing evidence for nursing practice (10th ed.). New York: Wolters Kluwer. 24. SCAL Regional Nursing Research Program. The Integrative Review Process: Yes, You Can! [file:///C:/Users/user/Downloads/how-to-conduct-an-integrative-review%20(1).pdf](file:///E:/USB%20Drive/AppData/Roaming/Microsoft/KINGSTON/Downloads/how-to-conduct-an-integrative-review%20(1).pdf) 25. Streubert, H. J., & Carpenter, D. R. (2011). Qualitative research in nursing: Advancing the humanistic imperative (5th ed.). Lippincott Williams &Wilkins. 26. Sun, C., Dohrn, J., Oweis, A., Huijer, H. A. S., Abu‐Moghli, F., Dawani, H., ... & Larson, E. (2017). Delphi Survey of Clinical Nursing and Midwifery Research Priorities in the Eastern Mediterranean Region. Journal of Nursing Scholarship, 49(2), 223-235. 27. Sweileh, W. M., Huijer, H. A. S., Al-Jabi, S. W., Sa’ed, H. Z., & Sawalha, A. F. (2019). Nursing and midwifery research activity in Arab countries from 1950 to 2017. BMC health services research, 19(1), 340. Whittemore, R., & Knafl, K. (2005). The integrative review: updated methodology. Journal of advanced nursing, 52(5), 546-553. 28. Torraco, R. J. (2016). Writing integrative literature reviews: Using the past and present to explore the future. *Human resource development review*, *15*(4), 404-428.‏ 29. World Health Organization, Geneva, 2010. Priorities for research on equity and health: Implications for global and national priority setting and the role of WHO to take the health equity research agenda forward 30. اولويات البحث العلمي صندوق دعم البحث العلمي – وزارة التعليم العالي قطاع العلوم الطبية والصيدلانية 31. تعليمات منح درجة الدكتوراه في الجامعة الاردنية- الجامعة الاردنية 32. خطة برنامج الدكتوراة في التمريض- الجامعة الاردنية   All literature related to the students area of interest  Access nursing journals online within the Campus net: <http://e-library/2002/>    Recommended books, materials, and media:   1. Alhusaini, M. A., Sun, C. J., & Larson, E. L. (2016). Clinical nursing and midwifery research in Middle Eastern and North African Countries: A Scoping Review. Journal of Health Specialties, 4(4), 238. 2. Butler D. Journals step up plagiarism policing. Nature 2010; 466(8):167. 3. Corasaniti N, Martin J. (2014, July 24). Army War College Starts Plagiarism Inquiry of Senator John Walsh’s Thesis. The New York Times. 4. Culley TM. APPS’s Stance on Self-Plagiarism: Just Say No. Applications in Plant Sciences, 2014;2(7). 5. Edwardson, S. R. (2004). Matching standards and needs in doctoral education in nursing. Journal of Professional Nursing, 20(1), 40-46. 6. Heath, M., & Tynan, C. (2010). Crafting a research proposal. The Marketing Review, 10(2), 147-168. 7. Gabriel, T. (2010, August 1). Plagiarism Lines Blur for Students in Digital Age. The New York Times. 8. Greenwood M, et al. “Postgraduate Nursing Student Knowledge, Attitudes, Skills and Confidence in Appropriately Referencing Academic Work.” Journal of Nursing Education, 2014;53(8):447-452. 9. Martin J. (2014, August 8). Senator Quits Montana Race After Charge of Plagiarism. The New York Times. 10. Martin J. (2014, October 10). Plagiarism Costs Degree for Senator John Walsh. The New York Times. 11. McCabe, D.P. Academic Dishonesty in Nursing Schools: An Empirical Investigation. Journal of Nursing Education, 2009;48(11):614-623. 12. Nashwan, A.J., Mansour, D.B., Alzayyat, A., Nair, S.K. and Zawahreh, A.I. (2017) Development of Nursing Research in Qatar: 15-Year Status Report. Open Journal of Nursing, 7, 242-252. 13. Polit, D. F. and Beck, C. T. (2010). Generalization in quantitative and qualitative research: Myths and strategies. International Journal of Nursing Studies 47, 1451–1458.   \* Please note to bring the latest edition available in the country for any book listed. In addition students are required to locate current references in relation to their topics. |
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**27 Additional information:**

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Name of Course Coordinator: **Prof. Inaam Abdullah Khalaf** Signature: 

Date: 22-1-2019 Head of curriculum committee/Department: **Prof. Mahmoud Al-Hussami** Signature: Mahmoud Alhussami Head of Department: **Prof. Mahmoud Al-Hussami**

Signature: Mahmoud Alhussami Head of curriculum committee/Faculty: **Prof. Mahmoud Al-Hussami** Signature: Mahmoud Alhussami Dean: **Prof. Ferial Hayajneh** Signature: ---------------------------------

Copy to:

Head of Department

Assistant Dean for Quality Assurance

Course File