

NUR 520 T
RESEARCH METHODS IN
NURSING

“...the attempt to understand another life world using the self—
as much of it as possible—as the instrument of knowing.”
(Ortner 1995:173)

AUGSBURG COLLEGE
DEPARTMENT OF NURSING
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NUR 520 RESEARCH METHODS IN NURSING**

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EQUIVALENT CREDITS: 1 Course, 4 Semester Credits
CLASS HOURS: TBD
CLASS DATES: November 8 – 16, 2008

PURPOSE: This course will focus on the critique and process of research into cultural issues affecting health and healing among diverse groups in society as well as within health care organizations. Quantitative and qualitative research methodology will be explored, with emphasis on utilizing methodology appropriate to questions of transcultural practice and transformational leadership in nursing.

COURSE CONTENT: Through a combination of literature review, field experience, and class discussion, research methods relevant to the exploration of culture and health will be examined. Class topics will include formulating study questions to explore collective foundations of meaning and explanation in health and illness, practice in data collection procedures of field research, and issues of interpretation and analysis in qualitative research. Each student will develop a selected project focus that evaluates and integrates research into a proposal for improving nursing practice. The proposal will be submitted in a written paper and presented to peers in class.

OBJECTIVES OF THE COURSE:

1. Recognize, respect and respond competently to cultural differences and similarities among persons, populations and communities.

- a. Recognize health issues that are based in collective concerns and suited to research in transcultural practice and transformational leadership in nursing.

Means:

- Distinguish the study of individuals from the study of collective experience.
- Identify issues for research in health and health care among diverse groups and subgroups of a global society.

- b. Recognize methods of inquiry that are effective for eliciting the collective basis of human experience in health and illness.

Means:

- Compare quantitative and qualitative methodologies as they affect process and outcome.
- Explore structured and open methods of data collection.

2. Utilize research to advance transcultural and community health care.

- a. Recognize opportunities and limitations in inquiry focused on understanding particular vs. universal experience.

Means:

- Compare validity and reliability in interpretive and explanatory methods.
- Identify advantages of combining explanatory and interpretive methods.

- b. Apply methods of data collection that elicit the “insider experience” of a cultural group.

Means:

- Differentiate the use of self in data collection from issues of bias and subjectivity in research process.
- Apply reflexive process to research methods.
- Analyze a process of entering a personal and cultural realm as a research, which is outside one’s own experience.

- c. Analyze relationships of context and interpretation in the process of inquiry.

Means:

- Examine how various elements of context for the study population affect the interpretation of data.
 - Explore how methods of analysis that disengage data from subject context contribute to knowledge of collective forces.
- d. Integrate current knowledge of a cultural issue in health care with a method for further study.

Means:

- Summarize available research into an issue of transcultural practice and transformational leadership in nursing.
- Develop a proposal for study of a transcultural health issue.

COURSE TEXTS:

Macnee, C.L. & McCabe, S. (2008). *Understanding Nursing Research: Reading and Using Research in Evidence-Based Practice*. (2nd ed.). Philadelphia: Wolters Kluwer.

Roper, J.M. & Shapira, J. (2004). *Ethnography in nursing research*. Thousand Oaks, CA: Sage. ISBN # 0-7619-0874-9

Speziale, H.J.S. & Carpenter, D.R. (2003). *Qualitative research in nursing: Advancing the humanistic imperative*. (3rd ed.). Philadelphia: J.B. Lippincott. ISBN # 0-7817-3483-5

ASSIGNMENTS/GRADING:

1. Project Focus/Annotated Bibliography.....	50 pts.
2. IRB Application	50 pts.
3. Bracketing Exercises.....	100 pts..
4. Application to Practice Proposal.....	150 pts.
Total.....	350 pts.

Course grades will be assigned as follows:

- 93 – 100% = 4.0
- 88 – 92% = 3.5
- 83 – 87% = 3.0
- 78 – 82% = 2.5
- 73 – 77% = 2.0

Project Focus and Annotated Bibliography

Purpose:

This assignment is intended to assist the student in selection of a project topic of personal interest based in professional experience and relevant to issues of transcultural practice and transformational leadership in nursing. This topic will be the focus for developing a proposal to utilize research in improving nursing practice.

Procedure:

1. Utilizing reported research in an area of interest to the student, an annotated bibliography will be completed. This bibliography should contain a minimum of ten literature references relevant to the student's chosen topic. Each annotation should summarize the report and critique it in relation to its usefulness for the student's research interest. Complete citations of each article in APA format should be included.
2. Utilizing the literature reviewed in the bibliography, a statement of the student's research topic will be written. This statement should include a clear statement of the topic, its relevance for transcultural nursing or transformational leadership, its relation to previous work on the topic, its significance, and an indication of the student's personal basis for choosing the topic.

Due: Class II

IRB Application

Purpose: This assignment is intended as practice in presenting a project proposal in lay terms focused on the process of protecting rights of participants. Special emphasis will be on the procedures of informed, voluntary consent.

Process:

1. Download an application form from the Augsburg Institutional Review Board web site.
2. Complete the application as it pertains to your proposed project.

Due: Class III

Bracketing Exercise

Purpose:

This assignment is intended to provide the following experience:

- practice recognizing and recording personal experience and perceptions/expectations about a phenomenon of interest for study
- reflection on how these viewpoints can contribute to bias in observations about the phenomenon.
- test of bracketing as a means for reducing unwanted or negative effects of bias

Procedure: Follow the steps for each of the “Experiments.”

“Experiment 1”: Grounded Theory Research

1. Select a familiar location which offers opportunity for observation of social behavior of some interest to you.
2. Before going to the site to make your observations, write down your expectations for what you will find.
3. Spend approximately 1 hour at the site making and recording observations in as much detail as possible.
4. Review your observations and identify a pattern(s) or theme(s).
5. Compare your finding(s) to your “bracketed” expectations and discuss how your bias was affected.
6. Describe your process and findings in a 2-3 page paper.

“Experiment 2”: Phenomenological Interview

1. Select a phenomenon that reflects some experience of a friend or colleague whom you could interview about the experience. (e.g. balancing work and student experience)
2. Reflect on your own experience of the phenomenon and record the reflections in detail.
3. Interview your friend/colleague about her/his experience of the phenomenon, carefully recording the responses and environment verbatim.
4. Review the interview notes and identify a theme(s)/pattern(s).
5. Compare your finding(s) to your “bracketed” experience and discuss how your bias was affected.
6. Describe your process and findings in a 2-3 page paper.

Due: Class IV

Proposal

Purpose:

The project proposal is intended to give the student experience in preparing a systematic application of nursing research to issues of practice and leadership. It is also intended as an introduction to a process that can be utilized in the final project for the master's degree.

Procedure: In a 10 page paper present a proposal for utilizing research in transcultural practice or transformational leadership in nursing. Include the following content:

1. Abstract: summarizing the study focus, method and setting.
2. Introduction, which identifies the project focus within the context of personal interest and professional purpose.
3. Discuss the purpose and significance of the project, which connects the study to prior work and knowledge of the topic. Include concepts that will provide a framework for application.
4. Description of project method, setting and participants, including recruitment and protection of participant privacy.
5. Discussion of evaluation procedures.
6. Description of how findings will be disseminated.
7. Discussion of potential limitations.
8. Anticipated timeline for implementation of the project.
9. Reference list.

Due: Class V

Course Schedule

Date	Content	Preparation
Class I:	Introduction to Research in TCN/TLN Masters Degree	Review Guidelines for NUR 525/535
	Introduction to evaluation of research for application	In Macnee & McCabe: "Efficacy of an in-home nursing intervention following short-stay breast cancer surgery." Appendix A-6, pp 353-362.
		In Speziale & Carpenter: "Understanding and responding to patients' requests for assistance in dying." pp. 118-131.
	Introduction to Quantitative, Qualitative & Critical Methodologies.	View and discuss "Kitchen Stories"
	Defining a focus	Review assignment
Class II:	Intro to Phenomenology	Dr. Sue Nash, guest
	Intro to Ethnomethodology	
		<i>Project Focus/Annotated Bib due</i>
	Defining a Focus/Question	Macnee & McCabe, Chpt. 10 Speziale & Carpenter chpt 16 Roper & Shapira, Chpt 3
	Ethics in Research	Roper & Shapira, Chpt 8 Speziale & Carpenter chpt. 4 Macnee pp.146-158
	Study Participants/Subjects Samples & Representatives	Macnee: chpt 6 & 7 Speziale: chpt 2

		Roper: chpt 4 & 6
Class III:	Subjectivity, Objectivity & Control of Bias	Speziale: pp. 23, 27-28 Roper: pp 16-17
	Collecting Data/Compiling Information	Macnee, Chpt. 8 Roper, Chpt. 6 Specziale Chpt 3
	Bracketing Exercise in Grounded Theory	
		<i>IRB Application Due</i>
Class IV	Analysis of Findings/Data	Macnee: Chpt 4&5 Speziale, Chpt. 3 Roper, Chpt. 7
	Conclusions/Interpretation	
	Conceptual Framework	<i>Bracketing Exercise Due</i>
Class V	Panel of alumnae	Prepare questions about final project/thesis
		<i>Final Proposal Due</i>

Readings In preparation for the first class :

chapter 12 in Macnee & McCabe
chapter 1 in Speziale & Carpenter
chapter 1 in Roper & Shapira

Evaluate the following 2 Research Reports:

In Macnee & McCabe

1. Wyatt, G.K., Donze, L.F. & Beckrow, K.C. Efficacy of an in-home nursing intervention following short-stay breast cancer surgery. Appendix A-6, pp 353-362.

In Speziale & Carpenter

2. Schwarz, J.K. Understanding and responding to patients' requests for assistance in dying. Pp. 118-131.

For class discussion:

Identify 1 question that you have about the process of each research report
**Come prepared to discuss how the findings of these studies would fit into
Transcultural Nursing Practice or Transformational Leadership Practice.**