



# Course Specification

— (Bachelor)

Course Title: **Methods of Nursing Research**

Course Code: **NRS 475**

Program: **Bachelor of Nursing**

Department: **College of Nursing**

College: **College of Nursing**

Institution: **Majmaah University**

Version: **V4**

Last Revision Date: **June 2023**



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## A. General information about the course:

### 1. Course Identification

<b>1. Credit hours: (3 (3+0+0) )</b>					
<b>2. Course type</b>					
A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input checked="" type="checkbox"/> Required		<input type="checkbox"/> Elective		
<b>3. Level/year at which this course is offered: (7<sup>th</sup> level, 4<sup>th</sup> year)</b>					
<b>4. Course general Description:</b>					
<p><b>4. Course general Description:</b>  <b>This course introduces nursing students to the fundamentals and principles of the research process and their application in nursing. The importance of searching relevant literature, understanding research methods, reviewing research, understanding, and evaluating research findings related to the practice of nursing is emphasized.</b></p>					
<b>5. Pre-requirements for this course (if any):</b>					
None					
<b>6. Pre-requirements for this course (if any):</b>					
None					
<b>7. Course Main Objective(s):</b>					
<p><b>The main purpose of this course is to introduce students to the basic principles and fundamentals of the research process in nursing and its relationship to evidence-based nursing practice.</b></p>					

### 2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>		
4	Distance learning		





### 3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		

### B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
<b>1.0 Knowledge and understanding</b>				
K1.1	<b>State</b> the importance of research to evidence-based practice and the profession of nursing. KPI45	K1	Lecture, discussion, collaborative learning group	Written exams
K3.1	<b>Describe</b> basic concepts, data collection and analysis methods in qualitative and quantitative research. KPI04	K3	Lecture, discussion, collaborative learning group	Written exams
...				
<b>2.0 Skills</b>				
S1.1	<b>Critique</b> published research papers using different perspectives. KPI21	S1	Lecture, discussion, collaborative learning group	Project
S2.1	<b>Demonstrate</b> appropriate interpersonal skills while interacting with research subjects and research agencies. KPI01	S2	Lecture, discussion, collaborative learning group	Project and oral presentation





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
S3.1	Analyze historical and contemporary aspects of research while differentiating between both qualitative and quantitative methodologies. KPI02	S3	Lecture, group discussion, collaborative learning	Written exams
3.0	<b>Values, autonomy, and responsibility</b>			
V2.1	Demonstrate proficiency in communicating/disseminating ideas and research findings with various team members and agencies. KPI44	V2	Lecture, group discussion, collaborative learning	Professionalism and oral presentation

### C. Course Content

No	List of Topics	Contact Hours
1.	<b>Exploring Nursing Research – Introduction &amp; Importance</b> Characteristics of scientific methods, types of research, and research terminologies	1.5
2.	<b>Qualitative and Quantitative Research</b> Descriptions, characteristics and comparisons, types and examples in nursing research	3
3.	<b>Research Problem</b> Definition, importance, criteria for research topics in nursing, differences between research and problem-solving, and formulating research problems	4.5
4	<b>Hypotheses, Research Questions and Variables</b> Definition, importance, characteristics, classification/types, examples of hypotheses and research questions, variables and its types	3
5	<b>Literature Review and Theoretical Framework</b> Definition, purposes, sources of literature review, conducting, recording, writing/summarizing literature review, definition of theoretical framework, data bases, indexes and internet resources for nurses and healthcare professionals	3
6	<b>Research Design</b> Definition, overview, purposes, choices, types and its differences of research designs	6
7	<b>Population and Sample</b> Definition and differences of population and sample, types, methods, and differences of sampling,	3
8	<b>Measurement</b>	3





	Definition, importance and levels of measurement, validity and reliability, its types and relationship	
9	<b>Data Collection Phase</b> Definition, overview, and methods of data collection, qualities of data collection instruments, and pilot study	3
10	<b>Organization of Data and Data Analysis</b> Definition and steps of data organization and presentation, different statistical methods, hypothesis testing, levels of significance, and types of error	3
11	<b>Interpretation, Discussion, Communication, and Utilization of Research Findings, and Ethics of Nursing Research</b> Overview of results interpretation, discussion and communication of findings, conclusions and recommendations, purposes of research reports, methods of communicating research reports, references and appendices, definition and overview of ethics, principles of ethics applicable to research, Nuremberg code and Helsinki declaration, protecting human rights in research, benefits and application of research findings to practice, barrier and facilitators to research utilization,	3
12	<b>Critiquing Research Reports</b> Definition, major areas of emphasis, guidelines for critiquing	6
13	<b>Writing Research Proposal</b> Working plan for development of a research proposal	6
<b>Total</b>		<b>45</b>

## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm Examination	10 <sup>th</sup> week	30 %
2.	Project (Research Proposal)	13 <sup>th</sup> week	20 %
3.	Professionalism and Oral Presentation (Research)	14 <sup>th</sup> - 15 <sup>th</sup> week	10 %
4	Final Examination	17 <sup>th</sup> - 18 <sup>th</sup> week	40 %
6			100%

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

## E. Learning Resources and Facilities

### 1. References and Learning Resources

Essential References	Polit, D. F., & Beck, C. T. (2017). Nursing research: Generating and assessing evidence for nursing practice (10 <sup>th</sup> Ed.). Philadelphia: Wolters Kluwer Health
Supportive References	<ul style="list-style-type: none"> <li>Pam Moule and Margaret Goodman (2017). Nursing Research: An Introduction (3<sup>rd</sup> Ed.) SAGE Publications Ltd.: London.</li> </ul>





	Rose Marie Nieswiadomy (2017). Foundations of Nursing Research (7 <sup>th</sup> ed). Pearson Ed., Inc.: New Jersey.
Electronic Materials	<ul style="list-style-type: none"> <li>• <a href="http://www.researchnet.org">www.researchnet.org</a></li> <li>• <a href="http://www.nurseresearch.com">www.nurseresearch.com</a></li> </ul>
Other Learning Materials	<ul style="list-style-type: none"> <li>• SDL databases</li> </ul>

## 2. Required Facilities and equipment

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Lecture rooms should be large enough to accommodate 30 students.
<b>Technology equipment</b> (projector, smart board, software)	Every classroom must be equipped with smart or active board, latest Audio-visual aids and computer with internet access.
<b>Other equipment</b> (depending on the nature of the specialty)	SDL Library access

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching and assessment	Students	<ul style="list-style-type: none"> <li>• Direct assessment: Course Evaluation Survey.</li> <li>• Quality of Exam Survey.</li> </ul>
	Faculty	<ul style="list-style-type: none"> <li>• Indirect assessment: CLO Mapping with teaching &amp; assessment.</li> <li>• Indirect assessment: Course Blueprinting</li> <li>• Grade Analysis</li> <li>• Psychometric Analysis</li> </ul>
	Peers	<ul style="list-style-type: none"> <li>• Grade Verification</li> </ul>
Quality of learning resources	Students / Faculty	<ul style="list-style-type: none"> <li>• Indirect assessment: Academic advising survey</li> <li>• Student experience survey</li> </ul>
The extent to which CLOs have been achieved	Faculty member / Quality assurance committee	<ul style="list-style-type: none"> <li>• Direct assessment outcome analysis</li> <li>• Course report preparation</li> </ul>
Quality of learning resources	Program Leaders	Availability of the resources

**Assessors** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval

<b>COUNCIL /COMMITTEE</b>	<b>DEPARTMENT COUNCIL</b>
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REFERENCE NO.	4
DATE	19.09.2023

