



Kurdistan University of Medical Sciences

Educational Assistant
Center for Studies and Development of Medical Education
Curriculum planning unit

Combined course plan form (Attendance and absenteeism)

| | | |
|---|---------------------------------------|--|
| Name of unit: Advanced Research Method | Faculty: Nursing and Midwifery | Course: Medical Surgical Nursing |
| Degree: Masters | Number of theoretical unit : 2 | Number of practical unit : 0.5 |
| Academic year: 2023-2024 | Lecturer: Dr. Seidi | Prerequisite or simultaneous course: None |
| Second semester | Class day: Sunday | Class time: 10-12 |

- Details of the responsible teacher:

| First name | last name | degree | group | College/hospital | Phone number | Mobile Phone Number |
|--------------|--------------|------------|----------------|------------------------------|--------------|----------------------|
| Jamal | Seidi | Phd | Nursing | nursing and midwifery | | +989183781006 |

- Jamal.seidi@yahoo.com

Objectives and introduction of the lesson

A: introduction of the lesson

In this lesson, the student will get to know the concepts, principles and different methods of research. The student will be able to help the research groups in preparing questionnaires, sampling, observing, interviewing and measuring in scientific research. The researcher will choose a problem from among the existing problems and will present a proposal with the appropriate research method.

In this lesson, students will get to know the research method in a virtual face-to-face hybrid method. Then, during the semester, with the help of the professor and in the form of group work, he will learn how to complete and write the proposed research plan. For this purpose, he will be able to solve problems in the form of practical work in groups and individually by referring to the professor and holding meetings. He will write a proposal. It is

also expected that the student will be able to criticize and judge well while familiarizing himself with the writing of various types of articles.

B: General objective

Familiarity with common research methods related to medical sciences

C: Specific objective

1- Cognitive:

At the end of this course, the student should be able to:

1. Define research.
2. Explain the meanings of research words.
3. Choose the topic of the research.
4. Explain the research problem well.
5. Explain the method of reviewing the texts related to the research.
6. Formulate the research objectives.
7. Research questions
8. State the hypotheses of the research.
9. Explain the types of research.
10. Define the research community.
11. Describe the sampling method and determine the research sample.
12. State the research environment.
13. Explain the method of data collection (questionnaire, observation, interview and measurement scales).
14. Explain the method of various research designs.
15. Explain the variables in terms of role and scale.
16. Sampling methods. to compare different research plans.
17. Explain the study control methods.
18. Explain how to secure internal and external validity of the research.
19. Explain how to secure the validity of the research.
20. State the ethical considerations in the research.

2- Psychomotor:

At the end of the course, the student should be able to write a proposal. Write a scientific-research article well. Criticize and judge research and scientific articles and proposals.

3- Attitudinal:

The student should be engaged in learning with interest and motivation during the course

Determining face-to-face lesson sessions

| No | The title of the face-to-face meeting | Date of presentation | How to present | How to provide the necessary facilities |
|----|--|----------------------|--|--|
| 1 | Concepts, principles and research design of quantitative studies compared to qualitative studies | 14/4/2024 | Group discussion/question and answer/reverse class | Laptop/video projector/whiteboard/internet |
| 2 | Choosing a research topic - statement of the problem | 21/4/2024 | Group discussion/question and answer/reverse class | Laptop/video projector/whiteboard/internet |
| 3 | The method of reviewing texts - the method of using sources | 28/4/2024 | Group discussion/question and answer/reverse class | Laptop/video projector/whiteboard/internet |
| 4 | Development of research objectives - assumptions and research questions | 5/5/2024 | Group discussion/question and answer/reverse class | Laptop/video projector/whiteboard/internet |
| 5 | Types of variables - the role of variables in research | 24/5/2024 | Group discussion/question and answer/reverse class | Laptop/video projector/whiteboard/internet |
| 6 | Variables measurement scales | 2/6/2024 | Group discussion/question and answer/reverse class | Laptop/video projector/whiteboard/internet |
| 7 | Data collection methods - data collection tools | 9/6/2024 | Group discussion/question and answer/reverse class | Laptop/video projector/whiteboard/internet |
| 8 | Research community - sampling methods - determination of sample size | 16/6/2024 | Group discussion/question and answer/reverse class | Laptop/video projector/whiteboard/internet |

Determining non-attendance sessions

| No | Anticipated non-attendance part | | The reason for the possibility of absenteeism | The method of covering content in absentia |
|----|---|----------------------|---|--|
| | The title | Date of presentation | | |
| 9 | Principles of proposal writing | 28/4/2024 | Flip class-Blind learning | Offline teaching (podcast movie and teaching file - online teaching in the discussion room in the Navid system |
| 10 | Principles of proposal writing | 5/5/2024 | Flip class-Blind learning | Offline teaching (podcast movie and teaching file - online teaching in the discussion room in the Navid system |
| 11 | Principles of proposal writing | 24/5/2024 | Flip class-Blind learning | Offline teaching (podcast movie and teaching file - online teaching in the discussion room in the Navid system |
| 12 | Principles of proposal writing | 2/6/2024 | Flip class-Blind learning | Offline teaching (podcast movie and teaching file - online teaching in the discussion room in the Navid system |
| 13 | The principles of writing a completed research project report or a scientific article | 9/6/2024 | Flip class-Blind learning | Offline teaching (podcast movie and teaching file - online teaching in the discussion room in the Navid system |
| 14 | The principles of writing a completed research project report or a scientific article | 16/6/2024 | Flip class-Blind learning | Offline teaching (podcast movie and teaching file - online teaching in the discussion room in the Navid system |
| 15 | The principles of criting a completed research project report or a scientific article | 8/6/2024 | Flip class-Blind learning | Offline teaching (podcast movie and teaching file - online teaching in the discussion room in the Navid system |
| 16 | The principles of criting a completed research project report or a scientific article | 15/6/2024 | Flip class-Blind learning | Offline teaching (podcast movie and teaching file - online teaching in the discussion room in the Navid system |

Study resources for students

Resources related to students' final exam (including books, articles, pamphlets, videos, slides or any other content) and resources for further study (resources for non-attendance meetings) along with the link to access them in the system

| Book details including title, authors, translators, publications, year and time of publication | Pages and chapters specified for the test |
|--|---|
| <ul style="list-style-type: none"> Burns, N., Grove, S. K., & Gray, J. (2022). Understanding nursing research: building an evidence-based practice. 6th edition. St. Louis, Missouri: Elsevier. | Concepts, principles and research design of and qualitative studies variables scaling- sampling- sample size -research design-validity and reliability-study control- ethic in research |
| <ul style="list-style-type: none"> Wood, Marilyn J. Basic steps in planning nursing research :from question to proposal/ Marilyn J. Wood, Janet C. Ross-Kerr.- 6th ed.- Sudbury, Mass.: Jones and Bartlett Publishers, c2006. | Concepts, principles and research design of and qualitative studies variables scaling- sampling- sample size -research design-validity and reliability-study control- ethic in research |
| Polit, Denise F. Essentials of nursing research: methods, appraisal and Utilization. Cheryl Tatano Beek.- 6th ed.- Philadelphia: Lippincott Williams and Wilkins, 2006 | Concepts, principles and research design of and qualitative studies variables scaling- sampling- sample size -research design-validity and reliability-study control- ethic in research |
| <ul style="list-style-type: none"> Houser, Janet, 1954-Clinical research in practice: a guide for the bedside scientist/ Janet Houser, Joanna Bokovoy. - Sudbury, Mass.: Jones and Bartlett, c2006. | Concepts, principles and research design of and qualitative studies variables scaling |
| <ul style="list-style-type: none"> Polit, DF. Study guide to accompany nursing research, principles and methods, 6th edition, Cheryl Tatano Beck.- Philadelphia: Lippincott Williams & Wilkins, 2006. | Concepts, principles and research design of and qualitative studies variables scaling- sampling- sample size -research design-validity and reliability-study control- ethic in research |

| Article details including title, authors, journal, year and publication number and pages | How students can access the article |
|---|---|
| Browne J, Coffey B, Cook K, Meiklejohn S, Palermo C. A guide to policy analysis as a research method. Health promotion international. 2019 Oct 1;34(5):1032-44. | https://scholar.google.com/scholar?q=+research+method&hl=en&as_sdt=0%2C16&as_ylo=2018&as_yhi=2024 |

| Type of content* | Specifications including title and authors/ producers | Description (address in the system or link) |
|------------------|--|---|
| EBOOK | Walliman, N. (2021). Research Methods: The Basics (3rd ed.). Routledge. https://doi.org/10.4324/9781003141693 | https://www.taylorfrancis.com/books/mono/10.4324/9781003141693/research-methods-nicholas-walliman |

Self-examination, assignments, term-long and end-of-semester projects for students

•**Self-examination:** In this lesson, the students will critique the part of the proposal that was explained in the previous session as a group and report it to the professor in the next session.

•**Semester-long assignments:** Before each session, the student must have pre-reading based on the course and lesson plans so that he can participate in class activities in the form of questions and answers and group discussions. Also, during the semester, in the discussion room of the Navid system, they can answer or criticize the questions of the professor and other classmates.

•**Semester-long project:** students in small groups of maximum 2-3 people will choose a topic based on reviewing the texts and their interests and according to the field. Then based on the stages of proposal writing taught during the semester. Every week students will gradually complete the proposal. During the semester, students will solve their problems in face-to-face and online classes with the professor and in the group, and at the end; they will present a completed proposal to the professor.

Evaluation of students

How to evaluate the theoretical unit (one and a half theoretical unit):

A) Formative: active presence in class, answering assignments on time

b) Final: four-choice questions

c) Evaluation of the practical unit:

Evaluation of the proposal including the title, statement of the problem, goals, questions, assumptions and presuppositions of the research, literature review, variables and measurement scales, social research, criteria for entering and exiting samples, sampling and the method of determining the sample size, collection tool Data collection and data collection method, ethical considerations, correct citation style (Vancouver style)

d) How to calculate the grade including: class attendance and virtual activities during the semester: 2 practical exam marks: 6 final exam marks: 12 marks

z) End of semester exam time: according to the faculty exam schedule

✓ **Name and family name and signature of the teacher responsible for the course**

✓ **Name and surname and signature of the group manager**