



**RCSI**

# MSc NURSING

## MODULE DESCRIPTOR

RCSI DEVELOPING HEALTHCARE LEADERS WHO MAKE A DIFFERENCE WORLDWIDE

<b>Module Title</b>	Generating Evidence for Practice
<b>Level of Learning</b>	9 NFQ
<b>Pre-requisite course</b>	Primary degree or equivalent
<b>ECTS Credits</b>	30
<b>Module Coordinator</b>	Dr Declan Patton

### Rationale of Module

The establishment of a strong nursing and midwifery research function within practice requires that practitioners-as-researchers can apply research methods to address a research question. Importantly, researchers need to understand the different methods that can be used to answer a research question, being cognisant of the strengths and limitations of these methods. Researchers must also be able to understand data or findings that emanate from practice or research reports, and be able to place these alongside similar research in order to come to a fuller understanding of the implication of research for practice.

### Module Aims

This module aims to further enhance the students understanding and application of the research process. In doing so, the student will be able to critically evaluate research using iterative structured approaches and original research designs, thereby generating evidence for practice that is based on the most relevant published data and original research. This module further aims to prepare students to engage in the publication of their work in academic journals and in submission of an abstract of their work for conference presentation.

### Learning Outcomes

On successful completion of this module, the student will be able to:

- Critically discuss the ethical principles governing research practice/structured iterative reviews
- Critically discuss the theoretical underpinnings related to the variety of research approaches/structured iterative reviews
- Demonstrates a comprehensive understanding of techniques and approaches in data collection, analysis and interpretation, in research and structured iterative reviews
- Prepare a protocol for the conduct of a research project or a structured iterative review
- Conduct a well-designed research project/ structured iterative reviews
- Demonstrate the ability to produce a paper, based on a critical analysis of their completed research project or iterative review, that is ready for submission to an academic journal.
- Demonstrate the ability to develop an abstract based on a critical analysis their completed research project/iterative review that is ready for submission as a conference presentation.

### Indicative Syllabus

- Research designs
- Data collection methods
- Sampling and recruitment
- Ethical principles and meeting the requirements for ethical approval
- Systematic reviews and structured iterative review processes



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- Conducting a research project
- Conducting a structured iterative review
- Producing and interpreting research results
- Preparation for publication and conference presentation

## Description of teaching activities

Face to Face Contact Hours: The following teaching methodologies are incorporated into the classroom based hours: Didactic teaching, question & answers, Socratic questioning, class discussions, group work, case study review, role play and scenarios and debates.

Online Contact Hours: The following teaching methodologies are incorporated into the classroom based hours: Voice recorded Lecture notes (Camtasia), required supplemental reading to support the voice recoded material, discussion on the online discussion forum, questions & answers and appraisal and critique of the literature via the forum.

<b>Teaching Learning Activities</b>	<b>Hours</b>
Contact hours including face to face tutorials & workshops	70
Research supervision	20
Course work preparation	520
Directed reading & study	140
<b>Total</b>	<b>750</b>

<b>Examination/ Assessment Method</b>	<b>Type of Assessment (Continuous/Terminal)</b>	<b>Weighting</b>
1. Oral presentation of project proposal	Continuous	15%
2. Ethics group project	Continuous	15%
3. Assignment: Methodological issues in iterative reviews and original research projects	Continuous	15%
4. Assignment: Preparation of manuscript for publication and abstract for conference submission	Terminal	55%

### Indicative Reading

Antes G & Oxman AD (2001) The Cochrane Collaboration in the 20th century. In *Systematic Reviews in Health Care Meta-Analysis in Context* (Egger M, Smith, G D, Altman D G, ed.). BMJ, London, pp. 447-458.

Aveyard H. (2010) *Doing a Literature Review in Health and Social Care: A Practical Guide*. 2<sup>nd</sup> edn. McGraw Hill Open University Press, Berkshire, UK.

Coghlan D. & Brannick T. (2010) *Doing Action Research in Your Own Organization*. Sage Publications, London.

Creswell J.W. (2007) *Qualitative Inquiry and Research Design: Choosing Among 5 Approaches*. 2<sup>nd</sup> edn. Sage Publications, Thousand Oaks, California.

Deeks J, Khan KS, Song F, Popay J, Nixon J & Kleijnen J (2001): Stage 11: Conducting the review; Phase 7: Data Synthesis in: *Undertaking Systematic Reviews of Research of Effectiveness CRD's Guidance for those Carrying out or Commissioning Reviews CRD Report Number 4*.

Denzin N. K. & Lincoln Y. S. (Eds) (2007) *The Landscape of Qualitative Research: Theories and Issues*, 3<sup>rd</sup> edn. Sage Publications, Thousand Oaks, California.

Dubben HH & Beck-Bornholdt HP (2005): Systematic review of publication bias in studies on publication bias. *BMJ* 331, 433-434.

Egger M, Dickersin, K, Smith, G D (2001) Problems and limitations in conducting systematic reviews. In *Systematic Reviews in Health Care Meta-Analysis in Context*, 2nd edn (Egger M, Smith, G D, Altman D G, ed.). British Medical Journal, London, pp. 43-68.

Egger M, Smith, G D, (2001) Principles of and procedures for systematic reviews. In *Systematic Reviews in Health Care Meta-analysis in Context*, 2nd edn (Egger M, Smith, G D, Altman, D G, ed.). British Medical Journal, London, pp. 23-42.

Gerrish K. & Lacey A. (2010) (Eds) *The Research Process in Nursing*. 6<sup>th</sup> edn. Wiley-Blackwell Publishing, Oxford.

Greener J & Grimshaw J (1996): Using meta-analysis to summarise evidence within systematic reviews. *Nurse Researcher* 4, 27-38.

Greenhalgh T (1997): How to read a paper: Papers that summarise other papers (systematic reviews and meta-analyses). *BMJ* 315, 672-675.

Higgins JPT & Green S (2008) *Cochrane Handbook for Systematic Reviews of Interventions Version 5.0.1* [updated September 2008] (Higgins JPT & Green S eds.). The Cochrane Collaboration, Oxford.

Holloway I. & Wheeler S. (2010) *Qualitative Research in Nursing and Healthcare*. Wiley-Blackwell Publishing, Oxford.

Kimmel A.J. (2007) *Ethical Issues in Behavioural Research: Basic and Applied Perspectives*, 2<sup>nd</sup> edn. Blackwell Publishing, Malden, MA, USA.

Moore Z & Cowman S (2008) The Cochrane Collaboration, systematic reviews and meta-analysis. In *Nursing Research: Designs and Methods* (Watson R, Mc Kenna H, Cowman S & Keady J eds.). Churchill Livingstone, London, pp. 101-111.

Pallant J. (2010) *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using SPSS*. 4<sup>th</sup> edn. Open University Press Mc Graw Hill Education, Berkshire.

Parahoo K. (2006) *Nursing Research: Principles, Process and Issues*. 2<sup>nd</sup> edn. Palgrave Macmillan, London.

Seale C., Gobo G., Gubrium J.F. & Silverman D. (Eds) (2007) *Qualitative Research Practice*. Paperback Edition, Sage Publications, London.

Silverman D. (2007) *A Very Short, Fairly Interesting and Reasonably Cheap Book about Qualitative Research*. Sage Publications, London.

Streubert Speziale H.J. & Rinaldi Carpenter D. (2011) *Qualitative Research in Nursing: Advancing the Humanistic Imperative*. 5<sup>th</sup> edn. Wolters Kluwer Health/Lippincott, Williams & Wilkins, Philadelphia.

Watson R., McKenna H., Cowman S. & Keady J. (Eds) (2008) *Nursing Research: Designs and Methods*. Churchill Livingstone Elsevier, Edinburgh.

### **Supplementary Reading List**

Anthony D. & Hicks C. (1999) *Understanding advanced statistics: A guide for nurses and health care researchers*. Churchill Livingstone, London.

Blaikie N. (2010) *Designing Social Research*. 2nd edn. Ploity, Cambridge, UK.

Campbell M.J. (2006) *Statistics at square two: understanding modern statistical applications in medicine*. 2nd edn. Blackwell Oxford.

Corbin J.M. & Strauss A.L. (2008) *Basics of qualitative research : techniques and procedures for developing grounded theory*. 3rd edn. Sage Publications Inc., Thousand Oaks, Calif.

Field A.P. (2009) *Discovering statistics using SPSS:(and sex and drugs and rock'n'roll)*. Sage, London.

Flick U. (2008) *Managing quality in qualitative research*. Sage, London.

Gubrium F. & Holstein, J. A. eds. (2003) *Postmodern Interviewing*. Sage, London .

Hammersley, M. ( 2008) *Questioning Qualitative Inquiry* . Sage , London

Hicks C. (2004) *Research methods for clinical therapists: applied project design and analysis*. 4<sup>th</sup> edn. Elsevier, London

Kavle S. & Brinkmann, S. ( 2009) *Interviews*. 2<sup>nd</sup> edn. Sage, London.

Maltby J., Day L., & Williams G. (2007) *Introduction to statistics for nurses*. Pearson Education, Essex.

Munro B.H. (2005) *Statistical methods for health care research*. Lippincott Williams & Wilkins, Philadelphia.

Polit D.F. & Beck C. (2011) *Nursing Research: Generating and Assessing Evidence for Nursing Practice*. 9<sup>th</sup> edn. Lippincott Williams & Wilkins ,London

Richards L. (2009) *Handling Qualitative Data*. 2<sup>nd</sup> edn. Sage, London

Ritchie J. & Lewis J. (2003) *Qualitative research practice: A guide for social science students and researchers*. Sage, London.

Roberts P. & Priest H. eds. (2010) *Healthcare Research: a handbook for students and practitioners*. Wiley – Blackwell, Chichester.

Schwandt T.A. (2007) *The Sage dictionary of qualitative inquiry*. Sage, London.

Seale C., Gobo G., Gubrium J., & Silverman D. eds. (2007) *Qualitative Research Practice: Concise Paperback Edition*. Sage, London.



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Seidman I. (2006) *Interviewing as Qualitative Research*. 3<sup>rd</sup> edn. Teachers College Press, Columbia, NY.

**Additional reading material will be provided by individual lecturers**