

Nursing 3340A-650: Understanding and Using Research: Analyzing Data Fall 2024

Instructor: D. Sehele

Email: ds64@ucsf.edu

Delivery Method: Online

Office: Nursing Building, Room 3315

Office Hours: By Appointment

Zoom link: <https://ucsf.zoom.us/j/3825666064>

A

A

: The ability to interpret data analysis, critically analyze research results and implications enables nurses to engage in evidence informed practice. The course is an extension of the content covered in the research course (N2250) and will provide you with a basic foundation in the methods of quantitative and qualitative data analysis commonly encountered in published research.

In this course,

How this course will contribute to your development as an interprofessional team member :

This course will provide students with the basis from which to expand conceptualizations related to how knowledge is generated within the healthcare sector. Subsequently, other healthcare team members' contributions in research process will be explored from an interprofessional perspective. Insights will be provided as to how nursing can become further involved in inter-professional research through the use of various exemplar case studies, analysis strategies, and other learning material related to knowledge generation for professional practice.

Recommended (no e-read) core book :

1. Heavey, E. (2024). *Research in Nursing: A Practical Approach*. Jones and Bartlett Learning. ISBN: 9781284254907

To purchase the textbook, please click the following link:

<https://www.jonesandbartlett.com/9781284254907/9781284254907.html>

2. Additional readings can be downloaded from Brightspace as well as from your N2250 text: Singh, M., Thirsk, L., Stahlke, S., Venkatesaperumal, R., LoBiondo-Wood, G., & Haber, J. (2022). *LoBiondo-Wood and Haber's Nursing Research in Canada: Methods, Critical Appraisal, and Utilization* (5th ed.). Toronto, ON: Elsevier Mosby.

		I/A	A
1	Sept 5-8	Course Introduction Group Sign up on Brightspace	Gather the readings
2	Sept 9-15	Introduction to Quantitative and Qualitative Analysis	Review Singh et al. (2022) - Ch. 8 & 10
3	Sept 16-22	Qualitative Research Methods and Data	Patton & Cochran (2002) Hurlock-Chorostecki et al. (2015)
4	Sept 23-29	Preparing Qualitative Data: Coding	Sandelowski (1995) Seers (2012)

6	Oct 7-13	#1 (A 10-11) Qualitative Rigour	Noble & Smith (2015)
7	Oct 14-20		None
8	Oct 21-27	Foundations of Quantitative Data Analysis	Heavey – Ch. 2
9	Oct 28-Nov 3	Common Quantitative Data Analysis A 25 5:00	Heavey – Ch. 3 & 6
10	Nov 4-10	Comparing Two Groups	Heavey – Ch. 8 & 9
11	Nov 11-17	#2 (A 14-15) Making Comparisons (Three or More Groups)	Heavey – Ch. 10
12	Nov 18-24	Measuring Association: Elaboration Model	Singleton & Straits (2010)
13	Nov 25-Dec 1	Correlation and Regression Analysis	Heavey – Ch. 11 & 12
14	Dec 2-6	Course Review	

A A	A () A	A	A
Two Tests	<ol style="list-style-type: none"> 1. To understand and describe the research processes of quantitative and qualitative data analysis. 2. To identify and determine the appropriateness of specific qualitative analysis methods (e.g. coding) and quantitative analysis methods (e.g. descriptive and inferential statistics) reported in published studies. 3. To assess the rigor of quantitative and qualitative analysis of published research. 4. To understand the results of published studies in terms of qualitative and quantitative data analysis 	15% x 2 (30%)	<p>Test 1: October 10-11</p> <p>Test 2: November 14-15</p>
Group Data Analysis Assignment	<ol style="list-style-type: none"> 1. To understand and describe the research processes of quantitative and qualitative data analysis. 2. To identify and determine the appropriateness of specific qualitative analysis methods (e.g. coding) and quantitative analysis methods (e.g. descriptive and inferential statistics) reported in published studies. 3. To assess the rigour of quantitative and qualitative analysis of published research. 4. To understand the results of published studies in terms of qualitative and quantitative data analysis. 	15% x 2 (30%)	<p>Qualitative: October 25 by 5:00pm</p> <p>Quantitative: December 6 by 5:00pm</p>
Final Exam	<ol style="list-style-type: none"> 1. To understand and describe the research processes of quantitative and qualitative data analysis. 2. To identify and determine the appropriateness of specific qualitative analysis methods (e.g. coding) and quantitative analysis methods (e.g. descriptive and inferential statistics) reported in published studies. 3. To assess the rigor of quantitative and qualitative analysis of published research. 4. To understand the results of published studies in terms of qualitative and quantitative data analysis. 	40%	TBA by Registrar

All policies related to assignments are in the Undergraduate BScN Programs Manual on the [Undergraduate Student Information site](#) .

A

Please refer to the Undergraduate BScN Programs Manual for UWO academic guidelines for penalties for late assignments, re-grading of assignments, and the protocol for missed mid-term or final exams. The Undergraduate BScN Programs Manual is found at [School of Nursing Policies](#)

There are various support services around campus and these include, but are not limited to:

1. Academic Support and Engagement - <http://academicsupport.uwo.ca>
2. Wellness and Well-being - <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

The websites for Registrarial Services (<http://www.registrar.uwo.ca>), and the same for affiliated university colleges when appropriate, and any appropriate Student Support Services (including the services provided by the USC listed here: <http://westernusc.ca/services/>) and the Student Development Services, should be provided for easy access.

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://www.uwo.ca/health/>) for a complete list of options about how to obtain help.

-

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

https://www.uwo.ca/health/student_support/survivor_support/get-help.html.

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of the standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>

A

Students must familiarize themselves with the Policy on [Academic Consideration – Undergraduate Students in First Entry Programs](#). Students missing course work for medical, compassionate, or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term _____ supporting documentation. Note that supporting documentation is _____ required for academic consideration requests for examinations scheduled by the office of the registrar (e.g., December and April exams) and for practical laboratory and performance tests (typically scheduled during the last week of the term).

Students should also note that the instructor may _____ one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Academic consideration requests may be denied when flexibility in assessment has already been included. Examples of flexibility in assessment include when there are assessments not required for calculation of the final grade (e.g. 8 out of 10 quizzes), when there is flexibility in the submission timeframe (e.g. 72 hour no late penalty period), or when timed assessments (e.g., quizzes) are available over an extended period of time (e.g., when you are given a 72 hour time period to start – and finish – the assessment).

Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course syllabus. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner.

A

Students should review the policy for [Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examination dates. The Faculty of Health Sciences has set School-specific dates for these Special Examinations. Please speak with your instructor about the date on which the Special Examination for this course will be held.

A

