

### Course Specifications

Institution	Najran University	Date of Report:	20/8/1437H
College/Department	College of nursing / <b>Nursing education and administration</b>		

#### A. Course Identification and General Information

1. Course title and code: <b>Methods of research 452 RES-2</b>		
2. Credit hours <b>2 hours theory</b>		
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <b>Nursing Program</b>		
4. Name of faculty member responsible for the course <b>Dr. Nahid Khalil Elfaki</b>		
5. Level/year at which this course is offered <b>(4<sup>th</sup> year / level 8)</b>		
6. Pre-requisites for this course (if any) None		
7. Co-requisites for this course (if any) None		
8. Location if not on main campus <b>Najran university new campus (medical sciences campus for girls).</b>		
9. Mode of Instruction (mark all that apply)		
a. Traditional classroom	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="100%"/>
b. Blended (traditional and online)	<input type="checkbox"/> What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/> What percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/> What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/> What percentage?	<input type="text"/>
Comments:		

## B Objectives

1. What is the main purpose for this course?				
<b><u>By the end of the course, students should be able to:</u></b>				
<ul style="list-style-type: none"> <li>✓ Be familiar with research process as a scientific methods.</li> <li>✓ Formulate research problem, and converting it into research objectives , questions and hypothesis.</li> <li>✓ Review the available literature, construct conceptual and theoretical framework</li> </ul>				
2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)				
<ul style="list-style-type: none"> <li>• Providing update books &amp; periodic journals.</li> <li>• Encourage students to communicate actively through e-mail with lecturer.</li> <li>• Encourage students to be active learner</li> <li>• Use different teaching strategies</li> <li>• Provide students with more references through internet web sites</li> </ul>				
Actions Recommended	Intended Action Points and Process	Start Date	Completion Date	Person Responsible
- Use more advanced teaching strategies to enhance student's cognitive skills	Conduct a role-play to represent to help the student to understanding.	1 <sup>st</sup> week	15 <sup>th</sup> week	Course coordinator
- More stress on the learning outcomes of the	- Updating the contents.	1 <sup>st</sup> week	15 <sup>th</sup> week	Course coordinator
	- Explain why this			

course .	course is necessary and important in our real life			
	Serve as a facilitator through office hours to help the students to enhance self-learning abilities.			
	Encourage group activities			
	Increase student's ability for active communication.			
<b>. Develop and increase learning resources</b>	<ul style="list-style-type: none"> <li>- Supplying the library with updated books and journals.</li> <li>- Activating the services of electronic learning lab.</li> </ul>	1 <sup>st</sup> week	15 <sup>th</sup> week	Program coordinator

**C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)**

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
<b>List of Topics</b>		
Introduction to nursing research	1	2
Overview of research process	1	2
Research designs	1	2
Research problem , questions and hypothesis	3	6
Literature review	2	4
Conceptual and theoretical framework	1	2
Quantitative and qualitative research designs	1	2
Sampling techniques	2	4
Observational methods	1	2
Validity and reliability	1	2
Writing and evaluating research report	1	2

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	30	-----	----	-----	-----	30
Credit						

3. Additional private study/learning hours expected for students per week.

6hr

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

On the table below are the five NQF Learning Domains, numbered in the left column.

**First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Define all concepts related to research methodology	<ul style="list-style-type: none"> <li>Lectures</li> <li>Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> </ul>
1.2	Identify areas for conducting research	<ul style="list-style-type: none"> <li>Lectures</li> <li>Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> </ul>
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Compare and contrast among different research designs hypothesis and sampling techniques	<ul style="list-style-type: none"> <li>Lectures</li> <li>Group discussion</li> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> </ul>
2.2	Convert a researchable problem into suitable research questions, objectives and hypothesis	<ul style="list-style-type: none"> <li>Lectures</li> <li>Group discussion</li> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> </ul>
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Participate actively in discussion related to nursing research concepts	<ul style="list-style-type: none"> <li>Discussions.</li> <li>Observational checklist</li> </ul>	<ul style="list-style-type: none"> <li>Class participation</li> </ul>
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Communicate professionally with the health team members, and study populations	<ul style="list-style-type: none"> <li>Presentations.</li> <li>Group discussion.</li> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Presentation</li> </ul>
4.2	Search the internet for recent information related to research methodology	<ul style="list-style-type: none"> <li>Presentations.</li> <li>Group discussion.</li> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Presentation</li> </ul>

#### Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
<b>Knowledge</b>	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
<b>Cognitive Skills</b>	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
<b>Interpersonal Skills &amp; Responsibility</b>	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
<b>Communication, Information</b>	demonstrate, calculate, illustrate, interpret, research, question, operate,

Technology, Numerical	appraise, evaluate, assess, and criticize
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Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows:

Consider	Maximize	Continue	Review	Ensure	Enlarge	Understand
Maintain	Reflect	Examine	Strengthen	Explore	Encourage	Deepen

Some of these verbs can be used if tied to specific actions or quantification.

**Suggested assessment methods and teaching strategies are:**

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

**5. Schedule of Assessment Tasks for Students During the Semester**

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quiz	5th week	10%
2	Midterm exam	9th week	30%
3	Final written exam	18th week	50%
4	Class participation/ Lab participation	Continuous	2%
5	Attendance	Continuous	2%
6	Attitude	Continuous	2%
7	Presentation	Continuous	4%

#### D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
  - Office hours arranged into the time table.
  - Student encourage to communicate via e-mail or at office.

#### E. Learning Resources

##### 1. Required Text(s)

- Ahuja, R.(2001). *Research methods*. Rawat Publications.

##### 2. Essential References

1. Ameen, S. &Nizamie, S.H. (2004). The internet revolution: implications for mental health professionals. *Indian Journal of Social Psychiatry*, 20 (1-4), 16–26
2. Ashworth,P.D.(1997). The variety of qualitative research (Part2: Non-positivistic approaches. *Nurse Education Today* 17(3), 219-224.

##### 3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)

- , Polit.D.F, and Hungler, P.B(2000): *Nursing research* , Porteney M. and Walkins, M.(2001); *Foundations of clinical research (application to practice)* .

##### 4-.Electronic Materials, Web Sites etc

- [www.cdc.com](http://www.cdc.com)
- [www.google.com](http://www.google.com)

##### 5- Other learning material such as computer-based programs/CD, professional standards/regulations

- Multi media associated with the text books and the relevant websites



## F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- Prepared lecture rooms with data show device with good ventilation and light
- laboratory is well equipped with patient simulator, cardio-pulmonary resuscitation mannequin, life form hand simulation, etc. in addition to the facilities and supplies. There are 4 manikins in the lab for human simulation use by faculty to teach students how to administer care to patients. All the manikins are laid on the bed with appropriate pedicel equipment attached to them. Fundamental of Nursing lab is extremely realistic and flexible to meet multi-disciplinary education needs of the nursing students Functioned and safe devices

2. Computing resources (AV, data show, Smart Board, software, etc.) <ul style="list-style-type: none"> <li>• Computer lab</li> </ul>
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) <ul style="list-style-type: none"> <li>• library references and students' services</li> <li>• Availability of computer systems and internet for student</li> </ul>

### G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none"> <li>• Electronic University questionnaire for evaluation of the course</li> <li>• Course evaluation by student.</li> <li>• Students- faculty meetings</li> </ul>
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor <ul style="list-style-type: none"> <li>• Peer observing teaching</li> <li>• Evaluation by program coordinator.</li> <li>• Teacher portfolio</li> </ul>
3 Processes for Improvement of Teaching <ul style="list-style-type: none"> <li>• Integrating the remarks of the peer observer in the process of teaching</li> <li>• Conducting workshops given by experts on the teaching and learning methodologies</li> </ul>
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) <ul style="list-style-type: none"> <li>• Exam papers and evaluation process are reviewed by the Exams' evaluation committee; reports are discussed in the program committee to take corrective action.</li> </ul>

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- By the end of each semester course report is summated to the department and the results of study and questionnaire are involved ,improvement plan is designed and monitored by the head of the department.
- Review of annual course report which include students, peer, program coordinator evaluation, and students achievement
- Obtaining the improvement plan.
- Implementation of the improvement plan
- Monitoring of the plan by program coordinator

**Faculty or Teaching Staff: Dr. Nahid Khalil Elfaki**

**Signature:** *Nahid Khalil* **Date Report Completed:** \_\_18/8/1437H

**Received by:** \_\_\_\_\_ **Dean/Department Head**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_





### Matrix of the program- Course intended learning outcomes of Methods of Research

Domains of learning	Program ILOs	Course ILOs of methods of research
<b>Knowledge</b>	1- Explain cultural and ethical issues related to nursing practice and medical field.	<ul style="list-style-type: none"> <li>• Define all concepts related to research methodology</li> </ul>
	2-Explain the scientific background of different nursing interventions and procedures.	
	3-Clarify etiology, clinical picture, diagnosis, complications and nursing management of health problems affecting patients with different age groups.	<ul style="list-style-type: none"> <li>• Identify areas for conducting research</li> </ul>
<b>Cognitive skills</b>	1-Compare among different interventions and nursing procedures to conclude the suitable one.	<ul style="list-style-type: none"> <li>• Compare and contrast among different research designs hypothesis and sampling techniques</li> </ul>
	2-Plan for competent, efficient and holistic care of patients with different health problems.	<ul style="list-style-type: none"> <li>• Convert a researchable problem into suitable research questions, objectives and hypothesis</li> </ul>
<b>Interpersonal Skills and Responsibility</b>	1-Participate in ongoing self-learning activities related to Profession.	<ul style="list-style-type: none"> <li>• Participate actively in discussion related to nursing research concepts</li> </ul>
<b>Communication, Information technology and Numerical skills</b>	1-Communicate professionally with the health team members, patients, clients and family members.	<ul style="list-style-type: none"> <li>• Communicate professionally with the health team members, and study populations</li> </ul>
		<ul style="list-style-type: none"> <li>• Search the internet for recent information related to research methodology</li> </ul>

### Matrix of aligning course ILOs with contents, assessment method and teaching strategies of **Methods of Research**

Domains of learning	Course ILOs	Course contents	Assessment methods and tools	Teaching strategies
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Define all concepts related to research methodology</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to nursing research.</li> <li>Overview of research process</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> </ul>	<ul style="list-style-type: none"> <li>Lecture,</li> <li>Group discussion</li> </ul>
	<ul style="list-style-type: none"> <li>Identify areas for conducting research</li> </ul>			
<b>Cognitive skills</b>	<ul style="list-style-type: none"> <li>Compare and contrast among different research designs hypothesis and sampling techniques</li> </ul>	<ul style="list-style-type: none"> <li>Research problem , questions and hypothesis</li> <li>Literature review</li> <li>Conceptual &amp; theoretical framework</li> <li>Quantitative &amp; qualitative research designs</li> <li>Sampling techniques</li> </ul>	<ul style="list-style-type: none"> <li>Written exam</li> </ul>	<ul style="list-style-type: none"> <li>Lecture,</li> <li>Group discussion</li> </ul>
	<ul style="list-style-type: none"> <li>Convert a researchable problem into suitable research questions, objectives and hypothesis</li> </ul>			
<b>Interpersonal skills and responsibility</b>	<ul style="list-style-type: none"> <li>Participate actively in discussion related to research concepts</li> </ul>	<ul style="list-style-type: none"> <li>Participate actively in discussion related to nursing research concepts</li> </ul>	<ul style="list-style-type: none"> <li>Class participation</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion</li> </ul>
	<ul style="list-style-type: none"> <li>Attend classes and lab regularly and submit</li> </ul>			

	assignments on time			
<b>Communication, Information technology and Numerical skills</b>	<ul style="list-style-type: none"> <li>Communicate professionally with the health team members, and study populations</li> <li>Search the internet for recent information related to research methodology</li> </ul>	<ul style="list-style-type: none"> <li>Sampling techniques</li> <li>Observational methods</li> <li>Validity and reliability</li> <li>Writing and evaluating research report</li> </ul>	<ul style="list-style-type: none"> <li>Presentation</li> <li>Class participation</li> </ul>	<ul style="list-style-type: none"> <li>Presentation</li> <li>Group discussion</li> </ul>