

**FACULTY OF HEALTH SCIENCES
DEPARTMENT OF NURSING SCIENCE**



PROGRAMME	: SHORT LEARNING PROGRAMME
SUBJECT	: RESEARCH METHODOLOGY MODULE 3: THE RESEARCH PROCESS: METHODS AND PUTTING IT ALL TOGETHER FOR EVIDENCE BASED HEALTH CARE MODULE 4: THE RESEARCH PROCESS: DETERMINING OUTCOMES AND DISSEMINATION OF FINDINGS
CODE	: RSM0002: PAPER TWO
DATE	: NOVEMBER EXAMINATION 2017
DURATION	: 3 HOURS
WEIGHT	: 50:50
TOTAL MARKS	: 100 MARKS
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EXAMINERS	: DR CHARLENE DOWNING
MODERATOR	: PROF JEANETTE MARITZ (UNISA)
NUMBER OF PAGES	: THIS PAPER CONSISTS OF SIX (6) PAGES
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INSTRUCTIONS	: PLEASE RETURN THE QUESTION PAPER WITH YOUR EXAMINATION SCRIPTS ANSWER ALL QUESTIONS IN YOUR OWN INTEREST, WRITE LEGIBLY A CALCULATOR CAN BE USED
REQUIREMENTS	: NONE

NOVEMBER EXAMINATION 2017

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QUESTION 1

1.1 Study Title: The effects of coping skills training among teens with asthma.

The purpose of the study was to evaluate the effects of a school-based intervention, Coping Skills Training (CST), for teenagers with asthma.

You need to design a questionnaire for the above study:

1.1.1 Provide examples of six (6) questions for the questionnaire to collect socio-demographic data of the study sample. (12)

1.1.2 Define and describe how you will construct examples of the following scaling methods for the above questionnaire. Provide examples of each scale:

a) Likert Scale. (5)

b) Semantic Differential Scale. (4)

c) Visual Analogue Scale. (4)

***[25]**

QUESTION 2

The following numbers represent the scores of averages of semester marks of first year nursing students:

50; 51; 51; 52; 53; 53; 53; 53; 54; 55; 56

2.1 Define and calculate the mean, the mode and the median. (9)

2.2 If results indicate that the distribution is positively skewed. What is your interpretation of a positively skewed distribution? (6)

2.3 You intend to submit an article to a professional journal, in which you wish to present the research you conducted for your Master's degree. Describe how you will go about preparing your article. (10)

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QUESTION 3

3.1 Read the following case study background and answer the relevant question:

Although interest in mobile health tracking apps is increasing, there is limited foundational research on factors that influence motivation to use apps. Sparse research has addressed user's experience with these apps, including users with chronic diseases. Therefore, the purpose of this systematic review is to address the gap in literature by reviewing the available published literature on user's views and experiences with mobile health apps across various chronic disease populations, to identify current knowledge on motivating factors to use apps and suggest direction for future research (Adapted: Birkhoff & Smeltzer, 2017:371-378).

3.1.1 Discuss the steps you would implement as a researcher when conducting the above systematic review. (15)

3.2 Read the following example of a critical ethnography:

Baumbusch and Phinney (2014) conducted a critical ethnography of highly involved families with family members in long-term residential care. The study took over a 2-year period in two Canadian facilities. The main themes were "Hands On", "Hands Off", "Surveillance" and "Interlopers".

3.2.1 Discuss the process of coding as used in a qualitative research design. (10)
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QUESTION 4

4.1 Critically analyse both the strengths and weaknesses of the following data presentations of research findings:

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4.1.2.

Table 5.1 The summary of the results of the model implementation grouped in central theme, categories and sub-categories.

<p>Central theme: <i>The implementation of the model to facilitate effective self-management of aggression was perceived as a success. This success was mainly attributed to the fact that the model was relevant to the needs of the participants and their core of duty. It offered a structured approach in dealing with aggression through the raised awareness of the participants. Tangible results were improved teamwork that led to improved patient care and respect from each other- patients and staff, aggressive incidents decreased and patients recovered quicker than before. The participants in the implementation of the model felt either empowered or frustrated and reacted according to the feelings experienced. Those who felt empowered were eager to share with others their experience with other nurses, while those who felt frustrated were looking for the reasons of not succeeding.</i></p>	
Themes	Categories
5.4.1 The relevance of the model implementation met the psychiatric nurses' expectations.	<p>5.4.1.1 The model answered to the psychiatric nurses' workplace challenges.</p> <p>5.4.1.2 The suggested interventions were part of what psychiatric nurses are supposed to do.</p>
5.4.2 The model implementation increased awareness of the participants.	<p>5.4.2.1 The increased awareness led to teamwork.</p> <p>5.4.2.2 The increased awareness led to improved quality patient care.</p>

(Bimenyimani, 2016)

(5)

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4.1.3

Table 4.2: Frequency of contact with a clinical instructor

Frequency	Junior student nurses	Senior student nurses
Every day and up to three times a week	n = 45 (38%)	n = 46 (27.5%)
Twice a week or once a week	n = 28 (23%)	n = 61 (36.5%)
Less than once a week.	n = 47 (39%)	n = 60 (36%)

(Meyer, 2016:82)

(5)

4.2 The interpretation process involves explaining the meaning of information. The researcher translates the results of analysis into findings and then interprets by attaching meaning to the findings.

4.2.1 Describe the following intellectual activities to be explored within the process of interpretation:

a) Identification of limitations.

(5)

b) Recommendations for further research.

(5)

4.3 Conducting a critical appraisal of a study is a complex mental process that is stimulated by raising questions. Read the data collection method below and answer the relevant question:

A structured self-administered questionnaire consisting of two sections was used as the data collection method. Section 1 of the questionnaire determined the perceptions of the respondents about clinical instructor caring. This section with its 31 closed item statements, using a 6 point Likert scale, was the Nursing Students' Perceptions of Instructor Caring (NSPIC), a tool developed by Wade and Kasper (2006:166). The tool reflects the 10 carative factors embedded in Watson's Theory of Transpersonal Caring. The individual items in the instrument reflect more than one carative factor. Although Watson's perspective on the carative factors has evolved to the caritas processes, she proposed that the carative factors would provide a more stable framework for instrument development (Wade & Kasper, 2006: 164).

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The items are categorized into 5 subscales (Wade & Kasper, 2006:167). Consent was obtained from the authors to use the NSPIC and can be viewed in annexure 2. Section 2 of the questionnaire included items relating to respondent demographic information, frequency and duration of clinical instructor contact.

A pretest was conducted with a small number of the accessible population to test the usability of the instrument, to determine whether the potential respondents understood what needs to be done, and whether the length of time to complete the study questionnaire was sufficient. Data collected during the pretest was not included in the main study (Botma, Greeff, Mulaudzi, & Wright, 2010:275). Respondents were asked to complete a pretest evaluation questionnaire. The researcher administered the questionnaire to the respondents in person in their class groups during scheduled lectures (Meyer, 2016:10-11).

- 4.3.1 Describe the questions you would ask during the critical appraisal of the above data collection method. (5)

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