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	:	SUPPLEMENTARY EXAMINATION JANUARY 2018
DURATION	:	3 HOURS
WEIGHT	:	50:50
TOTAL MARKS	:	100 MARKS

EXAMINERS	:	DR CHARLENE DOWNING
MODERATOR	:	PROF JEANETTE MARITZ (UNISA)
NUMBER OF PAGES	:	THIS PAPER CONSISTS OF FOUR (4) PAGES

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

INSTRUCTIONS TO CANDIDATES:
ANSWER ALL QUESTIONS.
IN YOUR OWN INTEREST, WRITE LEGIBLY.

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QUESTION 1

The overall goal of this study was to investigate and determine use of mobile phone applications for lifestyle and health behaviour within the context of the lives of young adults with chronic illness in South Africa.

Questions 1.1 must be answered in relation to the above scenario.

1.1   Describe how you would develop a questionnaire for the above study under the following headings:

      1.1.1   Appropriate formulation style.   (15)

      1.1.2   Provide examples of five (5) questions for the questionnaire to collect socio-demographic data of the study sample.   (10)

***[25]**

QUESTION 2

The following data represent ages of patients attending a primary health clinic:

    45   26   59   51   42   28   26   32   31   55

    43   47   67   39   52   48   36   42   61   57

2.1   Construct a frequency distribution for this data by showing

      2.1.1   Frequencies (Absolute frequencies).   (5)

      2.1.2   Percentage (Relative frequencies).   (5)

      2.1.3   Cumulative percentages (Cumulative relative frequencies).   (5)

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

A two-part questionnaire consisting of forty questions using a Likert scale, with options ranging from *strongly disagree, disagree, undecided, agree to strongly agree* was used. Section A consists of a cover letter which explains the purpose of the questionnaire, identifies the researcher and supervisors involved and indicated the affiliated university for the study. Section B had guidelines and explanations on how to complete the questionnaire. This consisted of two parts.

Part 1 consists of biographical questions which were closed and therefore no option was given to write comments. Part 2 consists of 17 questions on autonomy, competence and relatedness. These questions were derived from the Work-Related Basic Need Satisfaction Scale as developed by Van den Broeck, Vansteenkiste, De Witte, Soenens, and Lens (2010:991).

Four questions on support derived from the Perceived Organisational Support Survey were included, developed by Rhoades, Eisenberger and Armeli (2001:828). Three questions on a motivation, three questions on extrinsic regulation - social, three questions on extrinsic regulation - material, four questions on introjected regulation, three questions on identified regulation and three questions on intrinsic motivation were included. These questions originated from the Multidimensional Work Motivation Scale, developed by Gagne, Vansteenkiste, Crevier – Braud, Van den Broeck, Aspeli, Bellerose, Benabou, Chemolli, Güntert, Halvari, Indiyastuti, Johnson, Molstad, Naudin, Ndau, Olafsen, Roussel, Wang and Westbye (2014:19) (Breed, 2017:in progress).

2.2.1 Describe the questions you would ask during the critical appraisal of the above data collection procedure. (10)

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QUESTION 3

3.1   Describe how you would use focus groups to collect data from adolescents re their views of using mobile phones as part of sharing health education.   (10)

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

Table 4.3   Duration of clinical instructor contact

Duration of contact sessions	Junior student nurses	Senior student nurses
The duration of contact sessions varies	n = 58 (49%)	n = 83 (50%)
Contact sessions of less than 30 minutes	n = 30 (26%)	n = 47 (29%)
Contact sessions between 30 minutes and an hour	n = 22 (19%)	n = 12 (7%)
Contact sessions between one hour and two hours or more than two hours	n = 7 (6%)	n = 23 (14%)

(Meyer, 2016:83)

(5)

3.3   You have to do a poster presentation at an international nursing congress. Describe how you will design your poster.   (10)

*[25]

QUESTION 4

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.

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

4.1.1   Examining evidence from the data analysis process.   (10)

4.1.2   Exploring the significance of findings:

        a) Forming of conclusions.   (5)

        b) Generalising of findings.   (5)

        c) Considering of implications.   (5)

*[25]

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