

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



**PROGRAMME** : NURSING DYNAMICS 4: NURSING RESEARCH

**SUBJECT** : MODULE 1: INTRODUCTION TO AND FORMULATION IN  
RESEARCH AND CONCEPTUALISATION  
MODULE 2: RESEARCH DESIGN, COMMUNICATION AND  
EVALUATION OF RESEARCH

**CODE** : VPK4A10

**DATE** : SUPPLEMENTARY EXAMINATION JANUARY 2018

**DURATION** : 3 HOURS

**WEIGHT** : 50:50

**TOTAL MARKS** : 100 MARKS

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**EXAMINER** : DR C DOWNING (UJ)

**MODERATOR** : PROF E DU PLESSIS (NWU)

**NUMBER OF PAGES** : THIS PAPER CONSISTS OF FIVE (5) PAGES

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**INSTRUCTIONS** : PLEASE RETURN THE EXAMINATION PAPER WITH YOUR  
ANSWERED SCRIPT

**REQUIREMENTS** : A CALCULATOR MAY BE USED

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**INSTRUCTIONS TO CANDIDATES:**

PLEASE ANSWER ALL THE QUESTIONS OF THE MODULES THAT YOU HAVE  
REGISTERED FOR.

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**QUESTION 1**

**Read the following problem statement to a study and answer the related questions.**

There is a clear link between professional socialisation and role modelling, thence the development of professionalism in student nurses. This includes the acquisition of skills, knowledge, professional identity, and an understanding of the cultural norms and values that underpin practice (Holland, 1999; Hoskin & Ewens, 1999; Price, 2009). Several studies have identified the importance to the neophyte nurse of nurses working in practice and who appear responsible for supporting the development of professional values (Brown et al., 2012; Melia, 1987). Nursing students can feel vulnerable when starting a new placement and may require social support, reassurance, and acceptance from established members of the community of practice they are confronted with (Cope et al., 2000; Spouse, 2001). Students appear to believe that they need to adapt (Melia, 1987) to the environment in order to learn. In some cases, this can mean emulating poor practice, particularly if this is the norm, and compromising on their idealised concept of care delivery (Henderson, 2002). Henderson (2002) also found that student nurses were 'desensitised' during their professional socialisation and were often faced with discrepancies between the values taught within the educational environment and those witnessed within practice. Role modelling, however, has been identified as an accepted method to facilitate the development of professional values but evidence has suggested they are not demonstrated within practice (Savage, 1998). Students' allegiance to clinical nursing staff serves to emphasise the importance of good role models (Murray and Main, 2005). (Felstead, I.S. & Springett, J. (2016). *title omitted for examination purposes*. Nursing Education Today, (37):2016:66-70.

- 1.1. Formulate one (1) research question relevant to the research study. (2)
- 1.2. Formulate two (2) research objectives. (4)
- 1.3. Describe the research design you would use to conduct this study. (2)
- 1.4. Describe your population and sampling method procedure(s). (5)
- 1.5. Describe your data-collection methods. (5)
- 1.6. Describe your data-analysis procedure. (7)

**\*[25]**

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**QUESTION 2**

- 2.1. Describe the similarities and differences between qualitative and quantitative research. (12)
- 2.2. Describe the following considerations in a research problem:
- 2.2.1. Significance. (4)
  - 2.2.2. Feasibility. (6)
  - 2.2.3. Researchability. (3)
- \*[25]**

**QUESTION 3**

**Read the following problem statement of a study and answer the related questions.**

The renewed emphasis on spiritual care as an inherent facet of holistic care presents nurses with a significant challenge to understand what this care entails. This understanding is necessary in the light of the confusion about the meaning of the concepts 'spirituality' and 'spiritual nursing care' and the practical implications specifically of the latter concept in clinical nursing practice.

The central theoretical question that guided this study was: 'Tell me, what do you [as a professional nurse] mean by spiritual nursing care and how do you provide such care for your patients? An explanation of how spiritual nursing care is applied in clinical nursing practice (Monareng, 2013: doi.org/10.4102/hsag.vl8i1.635).

- 3.1. Describe the ethical considerations of this research study in terms of the following ethical principles:
- 3.1.1. Respect for persons. (4)
  - 3.1.2. Beneficence. (4)
  - 3.1.3. Justice. (5)

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- 3.2. Describe the literature review process you would follow in order to provide a theoretical basis for your study under the following headings:
- 3.2.1. Use the library. (2)
  - 3.2.2. Identify sources. (3)
  - 3.2.3. Critically read sources (3)
- 3.3. Define primary and secondary sources in literature. (4)
- \*[25]**

**QUESTION 4**

- 4.1. The following is an array of scores. Answer the following questions  
1; 2; 2; 2; 3; 3; 3; 4; 5; 5
- 4.1.1. Define and calculate the mode. (2)
  - 4.1.2. Define and calculate the mean. (2)
  - 4.1.3. Define and calculate the median. (2)
- 4.2. Identify the dependent and independent variables in the following hypotheses:
- 4.2.1. Motor activity over all sleep states, as well as within a given state is reduced when a patient is nursed by means of waterbed flotation. (2)
  - 4.2.2. The amount of obligatory infant behaviour is negatively related to ease of role transition, new role acceptance and to the parents' perception of the infant. (4)
- 4.3. Identify the level of measurement:
- 4.3.1. Gender of patients visiting an emergency room on a Friday night. (1)
  - 4.3.2. The daily amount of exercise by patients attending a weight loss programme. (1)
  - 4.3.3. Height above sea levels. (1)
  - 4.3.4. Clinical diagnosis. (1)
  - 4.3.5. Actual age of street children at a shelter in the Western Region of Gauteng. (1)

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4.4. Discuss and apply the following principle of trustworthiness in a qualitative study:

4. 4.1. Credibility strategies.

(8)

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