Polit & Beck Canadian Essentials of Nursing Research (Canadian) 4th edition Woo Solutions Manual

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Chapter 1, Introduction to Nursing Research in an Evidence-Based Practice Environment

ANSWERS TO THE INTERACTIVE CRITICAL THINKING ACTIVITY (EXAMPLES 1 AND 2 IN CHAPTER 1)

Example 1: Psychological outcomes after a sexual assault video intervention: A randomized trial

1. (#1) Miller and colleagues' (2015) study evaluated how women undergoing a forensic examination after experiencing a sexual assault would benefit psychologically from a supportive educational video intervention. Given the importance of nurses' role in supporting clients, the potentially beneficial effects of the interventions are of direct relevance to nursing practice. By directly comparing two alternative approaches to care, the research team was able to gather information about whether one was superior to the other in reducing anxiety. The study falls within a priority area identified by NINR, namely health promotion.

(#2) The research as reported in this article is quantitative. The effects of the new intervention were assessed by using formal measures of psychological outcomes (e.g., anxiety). The researchers sought to determine whether watching the video would *cause* improvements in the women's outcomes—an aim solidly within a positivist framework.

(#3) The research could be called cause-probing in that the researchers sought to determine if the intervention could *cause* improvements in client outcomes. Prediction and control were undoubtedly a purpose. Based on the findings, we could predict greater decreases in anxiety among sexual assault

victims whose care included the video intervention than among those who got standard care only. This, in turn, allows some control: By instituting the intervention, nurses could partially control anxiety. In terms of EBP-related purposes, this study is clearly an example of therapy/treatment research.

2. a. There are several potential reasons for improved anxiety scores for these women, regardless of which group they were in. With the passage of time, the immediate stressor was removed. Many women undoubtedly received support and assistance from family and friends, and some may have received psychological counseling. Some women may also be less anxious if they had taken legal steps (e.g., receiving an order of protection or having the perpetrator put in jail). Presumably, the greater reduction of anxiety symptoms among those in the intervention group means that these women received important advice on how to cope with the stress of their trauma.

b. This particular study could not have been undertaken as a qualitative study. Miller and her coresearchers were interested in testing whether the intervention had measurable effects on specific quantifiable outcomes. However, the researchers could have studied additional related questions that would lend themselves to qualitative inquiry. For example, they could address questions such as the following: What specific aspect of the video did the women find helpful? What were some of the things the women did to cope with their situation?

Example 2: The pain experience of patients hospitalized with inflammatory bowel disease: A phenomenological study

1. (#1) The pain experiences of hospitalized patients with inflammatory bowel disease (IBD) are very relevant to clinical nursing practice. The ongoing stress of having a chronic disease that is associated with social stigma is an important topic for health care providers. Studies such as this one can help nurses provide appropriate care.

(#2) The constructivist paradigm provided the underpinnings for this research, and the methods used were qualitative. The researchers realized that the experience of living with pain during a hospital stay is complex and poorly understood. To gain insights into the dynamics of these experiences, it was essential to talk to the patients directly and to probe deeply into the emotions, stresses, and concerns associated with their experiences. It was important for the researchers to understand the experience holistically, without imposing any controls or constraints on the research situation.

(#3) Like many qualitative studies, this study can be described as descriptive and exploratory. When a new area is being researched, an exploratory study can provide insights into the full nature and meaning of the phenomenon of interest. An exploratory study can lay the groundwork for more focused research. In terms of EBP purposes, this study clearly concerns the *meaning* of a phenomenon, i.e., the meaning of living with pain associated with IBD during a hospitalization.

2. a. The researchers audiotaped and transcribed their in-depth interviews with study participants so that their data would be of the highest possible accuracy and thoroughness. Verbatim transcripts provided a sound basis for their analysis of the interviews. Interviews in qualitative research tend to be long, complex, and filled with many rich details and examples of the topic under study. It is impossible for a

researcher to remember all the information shared by a participant during an interview, so it is an excellent strategy to audiotape and then later transcribe the interviews in their entirety for analysis.

b. It would not have been appropriate (or even feasible) for the researchers to conduct this study using quantitative methods. The researchers' aims of describing and exploring the meaning of an experience could only be investigated with qualitative methods. The experiences under investigation do not lend themselves to measurement.

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ANSWERS TO SELECTED CRITICAL THINKING EXERCISES (EXERCISES 3 AND 4 IN CHAPTER 1)

Example 3 (Appendix A): Parents' use of praise and criticism in a sample of young children seeking mental health services

1. (#1) Studies that focus on factors that could affect health or mental health outcomes are of great relevance to nurses. In this study, the researchers were exploring parents' use of praise and criticism with children who were already vulnerable—they were seeking mental health services, and they were also at risk because they were economically disadvantaged. By exploring potential problems in parenting behavior, the researchers hoped to be in a position to offer guidance to nurses regarding appropriate interventions and referrals.

(#2) This research is quantitative. Swenson and colleagues were interested in providing quantitative information about parents' *frequency* of using praise and criticism of their young children—based on both parents' self-perceptions and on their actual behavior. The researchers also were interested in studying relationships among measurable phenomena. For example, the researchers looked at factors that could be associated with *discrepancies* between self-reported and observed praise and criticism. One such factor was parental depression, which the researchers measured with an instrument that yielded numerical values. Statistical analyses were undertaken with the information gathered in this study.

(#3) The primary purpose of the study is description. The researchers stated that they wanted to understand (and describe) the degree to which parents' self-reported use of praise and criticism with their young children accurately reflected their observed behavior in using praise and criticism during a play session. They also wanted to understand whether discrepancies between parent's reports of praise and criticism and their actual behaviors could be *predicted* by the parents' level of depression and their perception of the severity of their children's behavior problems. This second predictive purpose could be viewed as involving Prognosis questions. One such questions is Does parental depression increase the risk that parents' self-reported and observed praise and criticism of their children will be at odds? Stated a different way, are parents with higher levels of depression more likely to misperceive or misrepresent their actual parenting behavior than parents who are not depressed?

2. a. Qualitative methods would not have been appropriate in this study. The concepts in which the researchers were interested were measurable phenomena that could be quantified (e.g., amount of praise, level of depressive symptoms). It would, however, be possible for researchers to conduct qualitative studies that are conceptually related. For example, questions that could be addressed in a qualitative study might be What is it like to parent a child with mental health problems? What types of child behavior are most troubling to parents? What types of behavior are most likely to elicit the parents' praise or criticism? What types of support do parents need in order to deal with their children's behavior problems and mental health issues?

b. According to information on the first page of the report, the data used in this study were gathered as part of a larger study that was supported by a grant from the National Institute of Nursing Research.

Example 4 (Appendix B): Subsequent childbirth after a previous traumatic birth

1. (#1) Investigating birth trauma and subsequent childbearing is relevant to the practice of nursing because there are potentially devastating long-term effects, which can include mother–infant attachment difficulties, parenting problems, and adverse psychological consequences. This research problem is relevant for a number of clinical specialty areas such as obstetrics, psychiatry, and pediatrics.

(#2) Beck and Watson's study of subsequent childbirth following a prior birth trauma is qualitative. Their research emphasized understanding the mothers' experience of coping with a birth after a previous traumatic birth and the study involving the collection and analysis of mothers' detailed stories. The researchers captured the individual and holistic aspects of having a subsequent birth, within the context of the women who had experienced this phenomenon.

(#3) As indicated by Beck and Watson, description was the underlying purpose of this study; the purpose was to *describe* the meaning of the women's experiences of a subsequent childbirth after a previous traumatic birth. This is an appropriate purpose, inasmuch as birth trauma and potentially reexperiencing it with another birth are phenomena about which little is known. Within the set of EBP-related purposes described in the book, the purpose of the study was to elucidate the *meaning* of a health-related phenomenon.

2. a. Beck and Watson's literature review revealed relatively few studies on birth trauma and almost nothing about long-term effects in the form of subsequent childbearing experiences.

b. Beck and Watson's study was conducted within the constructivist/naturalistic paradigm. The voices of the women in their study were key to understanding the experience of childbirth subsequent to a traumatic birth. Beck and Watson sought to identify patterns in the narrative stories written by the mothers. The rich nature of the women's experiences would be difficult to quantify.

Chapter 1

Introduction to Nursing Research in an Evidence-Based Practice Environment

Box 1.1 Questions for a Preliminary Overview of a Research Report

1. How relevant is the research problem to the actual practice of nursing?
2. Was the study quantitative or qualitative?
3. What was the underlying purpose (or purposes) of the study—identification, description, exploration, explanation, or prediction/control? Does the purpose correspond to an EBP focus such as therapy/treatment, diagnosis, prognosis, etiology/harm, or meaning?
4. What might be some clinical implications of this research? To what type of people and settings is the research most relevant? If the findings were accurate, how might I use the results of this study in my clinical work?

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Useful Websites for This Chapter

Agency for Healthcare Research and Quality (U.S.)	www.ahrq.gov
American Nurses Association (U.S.)	www.nursingworld.org
American Nurses Credentialing Center—Magnet Recognition (U.S.)	http://nursecredentialing.org/magnet/
American Nurses Foundation (U.S.)	http://anfonline.org/
Canadian Association for Nursing Research (Canada)	www.canr.ca
Canadian Health Services Research Foundation (Canada)	http://www.chsrf.ca/
Cochrane Collaboration (United Kingdom)	www.cochrane.org
Florence Nightingale site	www.countryjoe.com/nightingale/index.html
Joanna Briggs Institute (Australia)	http://joannabriggs.org/
Lippincott Nursing Center	www.nursingcenter.com
National Institute of Nursing Research (U.S.)	http://www.ninr.nih.gov/
Sigma Theta Tau International	www.nursingsociety.org

Note: The websites were active at the time of publication.

Links to Relevant Open-Access Journal Articles for This Chapter

Aiken, L. H., & Poghosyan, L. (2009). Evaluation of magnet journey to nursing excellence program in Russia and Armenia. *Journal of Nursing Scholarship*, *41*, 166–174.	http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2700955/
**Brooten, D., Kaye, J., Poutasse, S., Nixon-Jensen, A., McLean, H., Brooks, L., . . . Youngblut, J. (1998). Frequency, timing, and diagnoses of antenatal hospitalizations in women	http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3694424/

Aiken, L. H., & Poghosyan, L. (2009). Evaluation of magnet journey to nursing excellence program in Russia and Armenia. *Journal of Nursing Scholarship*, *41*, 166–174.	http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2700955/
with high-risk pregnancies. *Journal of Perinatology*, *18*, 372–376.	
**Brooten, D., Roncoli, M., Finkler, S., Arnold, L., Cohen, A., & Mennuti, M. (1994). A randomized trial of early hospital discharge and home follow-up of women having cesarean birth. *Obstetrics and Gynecology*, *84*, 832–838.	http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3694422/
*Campbell-Yeo, M., Johnston, C., Benoit, B., Latimer, M., Vincer, M., Walker, C . . . Caddell, K. (2013). Trial of repeated analgesia with kangaroo mother care (TRAKC trial). *BMC Pediatrics*, *13*, 182.	http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3828622/
*Cong, X., Ludington-Hoe, S., McCain, G., & Fu, P. (2009). Kangaroo care modifies preterm infant heart rate variability in response to heel stick pain: Pilot study. *Early Human Development*, *85*, 561–567.	http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2742959/
*Gilbert, R., Salanti, G., Harden, M., & See, S. (2005). Infant sleeping position and the sudden infant death syndrome: Systematic review of observational studies and historical review of recommendations from 1940 to 2002. *International Journal of Epidemiology*, *34*, 874–887.	http://ije.oxfordjournals.org/content/34/4/874.long
*Holditch-Davis, D., White-Traut, R., Levy, J., O'Shea, T., Geraldo, V., & David, R. (2014). Maternally administered interventions for preterm infants in the NICU: Effects on maternal psychological distress and mother-infant relationship. *Infant Behavior & Development*, *37*, 695–710.	http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4262690/pdf/nihms-630226.pdf

Aiken, L. H., & Poghosyan, L. (2009). Evaluation of magnet journey to nursing excellence program in Russia and Armenia. *Journal of Nursing Scholarship*, *41*, 166–174.	http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2700955/
Institute of Medicine. (2010). *The future of nursing: Leading change, advancing health.* Washington, DC: The National Academies Press.	http://www.nationalacademies.org/hmd/Reports/2010/The-Future-of-Nursing-Leading-Change-Advancing-Health.aspx
Kelly, L. A., McHugh, M. D., & Aiken, L. H. (2011). Nurse outcomes in Magnet and non-magnet hospitals. *Journal of Nursing Administration*, *41*, 428–433.	http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3201819/
*Lowson, K., Offer, C., Watson, J., McGuire, B., & Renfrew, M. (2015). The economic benefits of increasing kangaroo skin-to-skin care and breastfeeding in neonatal units: Analysis of a pragmatic intervention in clinical practice. *International Breastfeeding Journal*, *10*, 11.	http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4440268/pdf/13006_2015_Article_35.pdf
McHugh, M. D., Kelly, L. A., Smith, H. L., Wu, E. S., Vanak, J., & Aiken, L. H. (2013). Lower mortality in Magnet hospitals. *Medical Care*, *51*, 38–2388.	http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3568449/
*Moore, E., Anderson. G., Bergman, N., & Dowswell, T. (2012). Early skin-to-skin contact for mothers and their health newborn infants. *Cochrane Database of Systematic Reviews*, (5), CD0003519.	http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3979156/
Needleman, J., & Hassmiller, S. (2009). The role of nurses in improving hospital quality and efficiency: Real-world results. *Health Affairs*, *28*, 625–633.	http://content.healthaffairs.org/content/28/4/w625.long

*Article was cited in Chapter 1 of the textbook.
**Article was cited in the Supplement to Chapter 1 on ThePoint website.

Learning Objectives, Chapter 1, Introduction to Nursing Research in an Evidence-Based Practice Environment

- Understand why research is important in nursing
- Discuss the need for evidence-based practice
- Describe broad historical trends and future directions in nursing research
- Identify alternative sources of evidence for nursing practice
- Describe major characteristics of the positivist and constructivist paradigm
- Compare the traditional scientific method (quantitative research) with constructivist methods (qualitative research)
- Identify several purposes of quantitative and qualitative research
- Define new terms in the chapter

Chapter 1

Introduction to Nursing Research in an Evidence-Based Practice Environment

Statement of Intent

A fundamental goal of this introductory chapter is *to show students that nursing research has relevance to them*. We want students to appreciate that nursing research is not just for an academic audience; it is for any nurse who wants to solve problems or answer questions in a systematic way, and it is also for practicing nurses who evaluate whether study results should be used in their clinical practice. The evidence-based practice (EBP) movement in nursing is squarely emphasized in this and subsequent chapters. We try to illustrate that best-practice nursing entails an exciting adventure of lifelong learning, involving ongoing changes and improvements as new evidence about better practices emerges.

This introductory chapter establishes a foundation for understanding the role of disciplined research in nursing. This chapter provides a very brief history of nursing research and discusses the types of problem that nurse researchers have attempted to solve. Chapter 1 also discusses future directions of nursing research based on emerging trends. (For those who want their students to read a bit more about the history of nursing research, supplementary material is available on the book's website, ThePoint).

This chapter further sets the stage for the remainder of the book by presenting an overview of the two paradigms (positivism and constructivism) within which most nursing studies are conducted. However, the emphasis is not so much on paradigms (which may be a term that is intimidating to students) but on differences between qualitative and quantitative research—a distinction that is easier to grasp. We firmly believe that both quantitative and qualitative research have important roles to play in nursing.

Finally, this introductory chapter describes major purposes of nursing research. In addition to the traditional array of purposes on the description–explanation continuum, we have included purposes that are associated with EBP. We don't think that the classification systems are critically important in and of themselves. However, describing them offers an opportunity to highlight the vast range of interests of nurse researchers—and to suggest possibilities that might ignite the students' interest and curiosity.

Special Class Projects

1. Here is an icebreaker[1] that you can use on the first day of class. It involves asking students to complete a short "questionnaire" about their feelings about research. We refer to this as the **"How Do You Feel?" Icebreaker**, and in several chapters, we suggest ways in which this icebreaking exercise can be used to illustrate key research concepts. The point of this icebreaker

[1] An alternative icebreaker is suggested in Chapter 3.

is to (1) help relax students at the beginning of the course and let them express *their* concerns, (2) offer opportunities for a class discussion, and (3) have a springboard for teaching research concepts using a device that has relevance for the students. (In subsequent chapters, we identify related class projects with this acronym: **HDYF** for the "How Do You Feel?" Icebreaker).

The "How Do You Feel?" questionnaire (an example of which is included at the end of this instructor's manual section as Form 1-1 and is available as part of this manual as a separate file at thepoint.lww.com/politessentials9e) asks students several short questions. The first two are about their feelings toward research, one in open-ended form in which students are asked to write a sentence or two about their feelings and the other as a rating on an 11-point (0 to 10) rating scale, from *Extremely negative* to *Extremely positive*. The questionnaire also has some demographic and personal questions, which you might want to modify or supplement to make them more relevant to your students. (You might want to have your students fill out an informed consent form before they complete this questionnaire, so that elements of the form can be discussed when you get to the chapter on ethics. For an example, see the "Special Class Projects" section of Chapter 5).

When students have completed the questionnaire, ask how many wrote a sentence describing negative feelings/positive feelings in response to the first question and ask for some volunteers to read their answers. Encourage students to express candidly what is on their minds and what their worries and hopes are for the course. (If they are honest, many students are likely to write a sentence with a "negative" adjective.) You can also ask, "How many of you gave a rating of less than 4 (or greater than 7) on Question 2? (Or use any cutoff value you choose).

The first two questions can also be used to engage students in a conversation about qualitative data (Question 1) and quantitative data (Question 2), topics that are covered briefly in the first chapter.

You can also ask students to consider this issue: If a researcher were asking Question 1 as part of a study, what might the purpose of such a study be (e.g., qualitative description; meaning/process in the EBP classification of purposes)? Similarly, what type of study purpose might a researcher have to include Question 2 (e.g., quantitative description)?

Make sure students keep this questionnaire and bring it to class regularly, so that it can be used in subsequent discussions. (Or, ask students to select a 4- to 6-digit "password." Then, collect the questionnaires, photocopy them, and return a copy to the students, using the password).

Note: An SPSS data file has been set up for data entry for the "How Do You Feel?" questionnaire. Thus, if you choose, questionnaire data from each

student can be entered into the file. The SPSS file would, of course, need to be adapted if you modify the questionnaire. The SPSS data file is available for download from ThePoint.

2. Form two teams of students to engage in a "philosophical debate." One team will defend the constructivist paradigm, and the other will defend the positivist paradigm. (Some students could act as "judges" to evaluate how persuasive the teams were.) Here are some readings that each team can consult in developing their arguments:

   Guba, E. G. (Ed.). (1990). *The paradigm dialog*. Newbury Park, CA: Sage Publications.

   Haase, J. E., & Myers, S. T. (1988). Reconciling paradigm assumptions of qualitative and quantitative research. *Western Journal of Nursing Research*, *10*, 128–137.

3. Have students identify a "fact" that they have learned in their clinical coursework. Ask them to try to track back to identify the source of that fact. Was it tradition ("this is the way it's always been done"), authority ("Dr. So-and-so said so"), or systematic research ("an empirical study discovered this to be the case")? Then, use what the students learned about the source as a basis for a classroom discussion about the quality of evidence for the "fact."

4. Have students look at the table of contents of a recent issue of *Nursing Research* (available at www.nursingcenter.com/library) or some other research journal. Ask them to guess, based on what they learned in this chapter, whether the studies listed in the table of contents are qualitative or quantitative. Use this as a basis for a classroom discussion about differences between qualitative and quantitative research.

5. There are some interesting video lectures or discussions about qualitative versus quantitative research available on the Internet that you could share with your class. Most of those that we found are by scholars in disciplines other than nursing. Here is a link for one possibility, and you can use this link to search for other similar ones:

   ☐ http://www.youtube.com/watch?v=TkRz5YYmgTY&feature=related

6. Students often express concerns about a course in research methods. In lieu of the "How Do You Feel?" Icebreaker (Exercise 1), have students complete the following sentences (in writing), conveying as honestly as possible their own feelings about research. Use these essays as a basis for a classroom discussion.

   a. I (am/am not) looking forward to this class on nursing research because:

   b. I (do/do not) feel ready to take this course in research methods because:

c. I think that a class in nursing research (will/will not) improve my
effectiveness as a nurse because:

7. Use the "Self-Test" PowerPoint slides for Chapter 1 as a class activity to give students an opportunity to apply what they have learned about qualitative and quantitative research to some actual research questions. These slides are not intended to be used to evaluate student performance but rather to reinforce learning and provide an opportunity for discussion if there is any confusion.

Form 1-1: Sample Student Questionnaire for the "How Do You Feel?" Icebreaker

This questionnaire is designed to let you express your feelings about research and will be used to illustrate research concepts throughout this course.

1. How do you feel about nursing research? Write 1 or 2 sentences about your feelings, and please be totally honest. There are no right or wrong answers, and your answers are totally anonymous. Maybe some of these adjectives will suggest how to describe what you feel:

Positive Feelings ☺		**Negative Feelings ☹**	
admiring	excited	anxious	*negative*
appreciative	fascinated	bored	*nervous*
confident	intrigued	confused	*overwhelmed*
curious	open-minded	dismayed	*panicky*
delighted	positive	dubious	*threatened*
eager	prepared	fearful	*uninterested*
enthusiastic	*thrilled*	*indifferent*	*worried*

This is how I feel about nursing research:

I feel _____ (adjective) because

_____

_____

_____

_____

_____

_____

2. Please rate how positive or negative you feel overall about nursing research. (Please **circle a number** from 0 to 10): **0 1 2 3 4 5 6 7 8 9 10**

Extremely positive Neither Extremely negative negative nor positive

3. What is your age? _____ years

4. Are you male or female? 1. Male 2. Female

5. What is your grade point average? _____

6. How likely do you think it is that you will get an advanced degree (e.g., master's, doctorate)?

1. Extremely likely
2. Somewhat likely
3. Not very likely
4. Totally unlikely

7. How many siblings do you have? _____ Number of brothers _____ Number of sisters

8. Do you consider yourself to be:
    1. more proficient with words (verbal skills)
    2. more proficient with numbers (quantitative skills), or
    3. equally proficient with words and numbers?
9. In general, how would you rate your health?
    1. Excellent 2. Very good 3. Good 4. Fair 5. Poor

TEST QUESTIONS AND ANSWERS FOR EVALUATING STUDENT LEARNING

True/False Questions

1. Nurses have fully achieved an evidence-based practice in that decisions are almost always based on solid research findings. (False)
2. Journal clubs involve meetings among clinicians to discuss and evaluate studies. (True)
3. Most people agree that nursing research began with Florence Nightingale. (True)
4. The federal agency in the United States that currently offers support for nursing research is Sigma Theta Tau International. (False)
5. Nurse researchers work almost exclusively in universities and schools of nursing. (False)
6. The annual NINR budget currently exceeds $100 million. (True)
7. The trial-and-error approach to developing knowledge is an empirical one. (True)
8. A paradigm is a general perspective on the nature of the real world. (True)
9. According to the positivist paradigm, there is an objective reality that can be understood by researchers. (True)
10. The constructivist paradigm is associated with structured, quantitative research. (False)
11. Constructivist researchers attempt to understand rather than control the context of the phenomena being studied. (True)
12. The scientific method assumes that all phenomena have antecedent causes. (True)
13. Quantitative researchers are more likely than qualitative researchers to pursue research with prediction and control as a purpose. (True)
14. Quantitative researchers tend to emphasize the dynamic and holistic aspects of human experience. (False)
15. The question "How prevalent is this phenomenon?" would be asked in a quantitative descriptive study. (True)
16. The question "What is the meaning of this phenomenon?" would be asked by qualitative researchers. (True)

Application Questions

1. The following is a list of titles for studies. For each one, indicate whether the study is likely to be qualitative or quantitative:
    1. "The lived experience of parental caregiving to a dying child" (Qualitative)
    2. "The prevalence of depression in public nursing homes" (Quantitative)
    3. "The effect of exercise on measures of cardiovascular functioning" (Quantitative)
    4. "Predictors of length of stay in hospital among maternity patients" (Quantitative)
    5. "Struggling through: The process of adapting to widowhood" (Qualitative)
    6. "The meaning of hope in patients waiting for a donor organ" (Qualitative)
    7. "Demographic factors that contribute to risk-taking behaviors in low-income adolescents" (Quantitative)
    8. "Surviving SARS: Insiders' perspectives" (Qualitative)

9. "Meanings of menopause to rural Appalachian women" (Qualitative)
10. "The effect of oral support measures on growth patterns of very-low-birth weight infants" (Quantitative)

2. Below is a summary of a nursing study. Read the summary and then answer the questions that follow:

This study tested the relative effectiveness of alternative types of messages in encouraging the elderly to come forward for a flu vaccination. All members of a senior citizens' center in a middle-sized community (a total of 348 elderly men and women) were sent a letter advising them that a flu epidemic was anticipated and that the elderly were especially likely to benefit from an immunization. Half the members were sent a letter stressing the benefits of getting a flu shot (the benefit letter group). The other half were sent a letter stressing the potential dangers of not getting a flu shot (the danger letter group). To avoid any biases, a lottery-type system was used to determine which elders got which of the two letters. All study participants were told in the letters that free immunizations would be available at a community health clinic over a 1-week period and that free transportation would also be made available to them. Rates of coming forward for a flu shot among the two groups of elders were monitored to assess whether one approach of encouragement was more persuasive than the other. It was found that a higher percentage of elderly in the "benefit letter" group obtained a flu shot than was true for elders in the "danger letter" group.

Short-Answer Questions

a. Is this a qualitative or quantitative study? (Quantitative)
b. Were empirical observations made? (Yes)
c. What, if anything, was *measured* or *counted* in this study? (Each group's rate of coming forward for a flu shot.)
d. Is one of the purposes of this study likely to be identification? (No, the concepts are already identified.)
e. Is one of the purposes of this study likely to be prediction? (Yes, it could be predicted, based on the study, that a positive message is more encouraging than a negative one in getting elders to come forward for a flu shot.)

Essay Questions

a. Discuss whether, and how, this study addresses a research purpose linked to EBP.
b. Think of ways that the researcher could have enhanced this study by also including an in-depth component.

3. Below is a summary of a nursing study. Read the summary and then answer the factual questions that follow:

The present study was designed to explore and describe the meaning of the risk experience among middle-aged men and women whose parents had died of colon cancer and who, therefore, were at elevated risk for colon cancer themselves. A sample of 15 people whose parents had died within the previous 24 months was recruited for the study. In-depth interviews, lasting between 1 and 2 hours, were conducted in participants' homes. The conversations were tape-recorded and later transcribed. The interviews examined such issues as perceptions of risk, efforts made to

reduce risk, and coping strategies. It was found that most people had experienced a heightened sense of risk in the first few months after the death of their parent, but that over time they tended to block out their fears and therefore tended not to take preventive steps or to schedule appropriate screening tests.

Short-Answer Questions

a. Is this a qualitative or quantitative study? (Qualitative)
b. What, if anything, was *measured* or *counted* in this study? (Nothing was formally measured; e.g., perceptions about risk were not quantified.)
c. Is one of the purposes of this study likely to be identification? (No, the concepts were already identified.)
d. Is of the purposes of this study likely to be prediction? (No, the study did not intend to make formal predictions about people's fears and behaviors.)

Essay Questions

a. Discuss whether, and how, this study addresses a research purpose linked to EBP.
b. Discuss whether, and how, this study is consistent with a current priority area for nursing research. How might such a study be significant to nursing?

Form 1-1: Sample Student Questionnaire for the "How Do You Feel?" Icebreaker

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1. How do you feel about nursing research? Write 1 or 2 sentences about your feelings, and please be totally honest. There are no right or wrong answers, and your answers are totally anonymous. Maybe some of these adjectives will suggest how to describe what you feel:

Positive Feelings ☺		**Negative Feelings** ☹	
admiring	excited	anxious	*negative*
appreciative	fascinated	bored	*nervous*
confident	intrigued	confused	*overwhelmed*
curious	open-minded	dismayed	*panicky*
delighted	positive	dubious	*threatened*
eager	prepared	fearful	*uninterested*
enthusiastic	*thrilled*	*indifferent*	*worried*

This is how I feel about nursing research:

I feel _____ (adjective) because

_____

_____

_____

_____

_____

_____

2. Please rate how positive or negative you feel overall about nursing research. (Please **circle a number** from 0 to 10):

0 1 2 3 4 5 6 7 8 9 10

Extremely positive Neither Extremely negative negative nor positive

3. What is your age? _____ years

4. Are you male or female? 1. Male 2. Female

5. What is your grade point average? _____

6. How likely do you think it is that you will get an advanced degree (e.g., master's, doctorate)?

1. Extremely likely
2. Somewhat likely
3. Not very likely
4. Totally unlikely

7. How many siblings do you have? _____ Number of brothers _____ Number of sisters

8. Do you consider yourself to be:
    1. more proficient with words (verbal skills)
    2. more proficient with numbers (quantitative skills), or
    3. equally proficient with words and numbers?
9. In general, how would you rate your health?
    1. Excellent 2. Very good 3. Good 4. Fair 5. Poor