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## **ProInCa**

**Promoting the Innovation Capacity of Higher Education in Nursing during  
Health Services' Transition**

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### **D2.3.3**

## **Report of recommended national working programmes for nursing research disciplines in the Republic of Kazakhstan**

**WP2.3 Establish HEI research program and networking in nursing**



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## Summary

Work package 2.3 of the ProInCa project concentrates on providing support for building the capacity for nursing research in medical universities and health facilities. The work has been done in co-operation between the European (JAMK, LAMK, Hanze UAS) and Kazakhstani project partners. This activity included two Master Classes in Kazakhstan for staff members of medical universities, higher medical colleges, medical colleges, and health care facilities. During the first Master Class “**Qualitative research and Development projects in nursing**” in April 2019, educational materials on qualitative nursing research and nursing development projects were created. The created materials were uploaded to the Center of Nursing Excellence (CNE) e-platform in English and Russian.

During the second Master Class "**Piloting the materials on Qualitative research and Development projects in nursing**", participants piloted the educational materials (plan and content of the course, program, handouts for students, list of readings) for bachelor and master students. Feedback was collected from participants after each university had presented their topic area material. Afterwards, the summary of the feedback was discussed with the participants in order to agree on actions for finalizing the materials. After the ProInCa monitoring visit in November 2019 by the project by the National Erasmus+ Office of Kazakhstan, an additional internal and external assessment was organized. Based on the assessment feedback, some corrections to the finalized materials were made.

These training and learning materials are meant to be used at higher medical colleges and universities in applied or academic bachelor and master programs in nursing, as well as in health care facilities in Kazakhstan. The materials were created for the implementation of two courses in the future State Educational Standard on master’s degree level; Research and development projects in nursing, and Methodology and Methods of Scientific Research in Nursing. From the latter, the qualitative research part was developed during the Master Classes. Both disciplines consist of lectures, practices, assignments, and a list of additional materials. All the materials can be found from the CNE Moodle e-platform: <https://course.nursekz.com/>.

## 1 Introduction

Activity 2.3.3 of ProInCa concentrates on building the joint capacity of medical universities and health facilities in nursing research. Since the staff and teacher resources of nursing courses as well as the number of nurses with the highest academic degrees in Medical Universities is limited in Kazakhstan, there is a great challenge in developing academic nursing education that would be based on nursing research. Therefore, developing the education of the present staff who have had mainly medical training is important. First and foremost, the staff need to understand what nursing as a science is and what is the difference between nursing research and medical research.

National working programmes (teaching and training materials) for nursing research disciplines contain competence-based sets of teachers' and students' materials with learning assignments and valid assessment methods for those areas that at present have no materials available in Kazakhstan nor do the teachers have knowledge of those issues. The outcome of this activity is a set of learning, training and teaching materials at least for disciplines on 1) qualitative nursing research and 2) nursing development projects for different levels of training.

As part of the activity, Kazakhstani teachers of nursing education from several educational institutions have prepared teaching materials on nursing research for different levels of nursing education (Bachelor and Master). Coached by their European colleagues, each teacher or teacher pair created a preselected content area to the working programme. The results were later presented, taught, and shared with other project participants and stakeholders.

## 2 Master Class on "Qualitative research and Development projects in Nursing"

The first Master Class **“Qualitative research and Development projects in Nursing”** was held during April 1-5, 2019 in Nazarbayev University School of Medicine (NUSOM). The purpose of the Master Class was to improve the potential of medical institutions and faculties of medical universities and colleges of the Republic of Kazakhstan for nursing research. At the opening, the participants were greeted by the director of the Department of Science and Education of the



University Medical Center, Alma Alibekovna Syzdykova, and Vice-rector for strategic development, science and international cooperation of Karaganda Medical University, Anar Akylbekovna Turmukhambetova.

During the program, a draft of national educational materials was created for two courses in the future State Educational Standard of Master's Degree in Health, educational programme in Nursing: Research and development projects in nursing, and Methodology and Methods of Scientific Research in Nursing. Teachers of higher medical colleges and universities of Kazakhstan, including project partners, associated partners, and other stakeholders, attended the Master Class.

The Master Class was organized as follows: the participants were divided into two course-specific groups, both working with facilitators from European partner institutions and from Karaganda Medical University (KMU). For the group of qualitative research, Methodology and Methods of Scientific Research in Nursing, the facilitators were Hanna Hopia, PhD, Principal lecturer at the JAMK University of Applied Sciences (Finland) and Alberta T. (Bettie) Oosterhoff, PhD, Lecturer and researcher, Cultural Anthropology & Health, Hanze University of Applied Sciences, School of Health Care Studies, Groningen (Netherlands). For the Research and Development Projects in Nursing group, the facilitators were Johanna Heikkilä, PhD, Senior Advisor, School of Health and Social Studies, JAMK University of Applied Sciences (Finland) and Tuija Rinkinen, D.H.Sc (Health Sciences), Senior Lecturer, Lahti University of Applied Sciences (Finland). The organizers and participants from KMU were I. B. Meyermanova, teacher of the department of nursing, A.R. Aytmagambetov, teacher of the department of Public Health, and Zh.M. Kuanysh, master student of the specialty "Public Health".

The participants in both courses were divided into six (6) topic-based subgroups. Each of the subgroups was led by one Kazakhstani medical university: Karaganda Medical University, Astana Medical University, Semey Medical University, West Kazakhstan Medical University named after M. Ospanova, Asfendiyarov Kazakh National Medical University, and South Kazakhstan Medical Academy. This was planned in order to support the Kazakhstani stakeholder's collective ownership and responsibility of the sustainability of the materials. As part of the Master Class, training



materials were developed for lectures, practical exercises, and individual assignments on each topic of the courses.

### 3 Master Class on "Piloting the materials on Qualitative research and Development projects in nursing"

The second Master Class "**Piloting the materials on Qualitative research and Development projects in nursing**" was held during October 7-11, 2019 in Nur-Sultan in Nazarbayev University School of Medicine and facilitated by Karaganda Medical University and JAMK University of Applied Sciences. The organizers and facilitators from the European partners were Johanna Heikkilä, PhD, Senior Advisor and Hanna Hopia, PhD, Principal lecturer from the School of Health and Social Studies, JAMK University of Applied Sciences, (Finland), and Alberta T. (Bettie) Oosterhoff, PhD, Lecturer and researcher, Cultural Anthropology & Health, Hanze University of Applied Sciences, School of Health Care Studies, Groningen (Netherlands). Karaganda Medical University was represented by Director of the department of academic work A.B. Tashetova, Teacher of the Department of Nursing I.B. Meyermanova, and Master student of the specialty "Public Health" Zh.M. Kuanysh.

During the Master Class, materials intended for applied and academic bachelor and master students of nursing specialty were tested, and proposals for improving the prepared teaching materials were collected. The Master Class was attended by teachers and specialists in the academic work of medical universities and higher medical colleges.

At this Master Class, the participants were divided into two groups according to the same principle as in the first Master Class. South Kazakhstan Medical Academy did not participate in the piloting of materials but participated in the finalization of materials after the Master Class, as all responsible universities. The work was built on the following principle: the responsible university presents educational materials in the role of "teacher" for the participants in the role of "student". After each material was presented, whether it was lectures, practical exercises or individual assignments, "students" gave their comments and filled out a feedback form. After filling out the feedback forms, the total feedback summarized by the organizers (KMU, JAMK and HUAS) was issued to the responsible teacher for further refinement of the materials. Also, as part of the Master Class,



presentations with instructions for the further adaptation of educational materials at the bachelor level were prepared.

## 4 Finalizing recommended national working programmes for two nursing research disciplines

The finalization process of the training materials in accordance with the feedback that was given and collected from all participants during the second Master Class on each topic area was organized by KMU in October and early November 2019. After the field monitoring visit of the project in October 2019 by the National Erasmus+ Office of Kazakhstan, an additional assessment of the produced learning materials was decided to be conducted by internal experts (of the project) and after that the second assessment was made by independent external experts.

The **internal assessment** was conducted by experts who had not been involved in the work package which they assessed. The internal assessment of WP 2.3 learning materials was carried out by members of other work packages as follows: Sedina Kalender Smajlović, Gaziza Smagulova, and Haye Jukema. The content was assessed in terms of relevance, accuracy, transfer of the context of nursing, and existence of clear examples, explanations, and illustrations. Ease of use was assessed in terms of clarity of the material, its suitability for the level of the target group, and its adaptivity for different target groups. Justification for the use of references, literature, and their updates was also assessed. The Moodle environment was assessed for easy navigation and technical reliability.

Each expert first got acquainted with the materials and assessed the training materials on their own, and after that the team summarized their findings in one assessment report. To evaluate and write the report, one evaluation form including the evaluation of materials in terms of their content, ease of use, and justification was used. Particular attention was paid to issues that needed improvement. In addition, feedback about the Moodle environment and instructions for using Moodle was collected. The assessment report made by the team was sent to the leader of the work package, who in turn sent the summarized assessment to the leader of the Quality Assurance work package, Juha Roslakka. Based on the feedback received, the responsible Kazakhstani university and the Finnish coordinators carried out activities to improve the educational materials.



The second stage was **an external assessment** of the teaching materials by a European expert and a Kazakhstani expert: Dr. Susanna Tella (Saimia University of Applied Sciences, Finland) and Deputy Dean of the Faculty of Nursing Rosa Kenesovna Alekesheva (Kazakh-Russian Medical University). The requirements for evaluating the materials remained the same as for the internal assessment. The overall feedback from the external evaluators was good:

*“The ProInCa project has done systematic and careful work in creating the Nursing education material for facilitating understanding and embedding of the best practices in nursing and healthcare. The materials produced are clear, logical and understandable. In addition, the produced material is of high level scientific knowledge and valuable for enhancing learning from best practices on implementing evidence-based nursing in different contexts. The materials are based on relevant nursing and healthcare research and references are presented. This kind of development of nursing research, education and practice can be assumed to promote the national efficiency and quality of health care.”* Dr. Susanna Tella

The more detailed assessment can be found in Appendix 3. After receiving feedback from experts, the materials were finalized and improved by the experts and updated in the Moodle environment. All the materials can be found from the CNE Moodle e-platform: <https://course.nursekz.com/>.

## 5 Recommended national working programme for course Research and development projects in nursing

The national working programme is in the Moodle online learning environment. It is organized in six (6) topic areas that are described in detail in the implementation plan (Appendix 4). The produced learning material consists of 18 lecture power point presentations, 11 practice exercises, four (4) assignments, and additional materials for teachers to use when teaching the course Research and development projects in nursing (Appendix 5). All the materials are available in English and Russian and are suitable to be used mainly in master’s degree nursing education but can also be adapted to applied and academic bachelor’s degree level. There are also instructions (7 pages) for the usage of the materials in bachelor education.

### Topic 1: Purpose, task, and objectives of a project in health care and nursing science

Purpose, task, objective of development project; Lecture EN, RU, 11 pages  
Nursing research, identifying problems and goals; Lecture EN, RU, 14 pages  
Purpose, task, and objectives of a project in health care and nursing science; Exercise: EN, RU





Purpose, task, and objectives of a project in health care and nursing science, Assignment:  
EN, RU

Additional materials for teacher (listed literature)

## **Topic 2: Design and methods of project**

Design and methods of project: Qualitative research, lecture EN, RU, 19 pages

Design and methods of project: Quantitative research, lecture EN, RU, 21 pages

Design and methods of project: Mixed methods research, lecture EN, Ru, 25 pages

Design and methods of project: Project Design, lecture EN, RU, 37 pages

Design and methods of project, Exercise, EN, RU

Design and methods of project; Assignments EN, RU

Additional materials for teacher (listed literature)

## **Topic 3: Structure of science project**

Structure of a development project: Lecture, EN, RU, 22 pages

Structure of research project: Qualitative plan; Lecture, EN, RU, 16 pages

Structure of research project: Quantitative plan; Lecture, EN, RU, 10 pages

Structure of the science project and description of the stages of scientific projects;  
Exercise EN, RU

Structure of the science project and description of the stages of scientific projects:  
Assignments EN, RU

Additional materials for teacher (listed literature)

## **Topic 4: Data collection and analysis**

Data collection and analysis Introduction; Lecture EN, RU, 10 pages

Data collection – Observation; Lecture EN, RU, 13 pages

Data collection – Questionnaire; Lecture EN, RU, 12 pages

Case study Research; Lecture EN, RU, 8 pages

Data Analysis Planning, ; Lecture EN, RU, 13 pages

Material about data collection and analysis

Data collection and analysis, Practices:

Exercise questionnaire, EN, RU

Exercise data analysis, EN, RU

Exercise observation, EN, RU

## **Topic 5: Ethical questions in projects in nursing**

Ethics of nursing projects; Lectures EN, RU, 18 pages

Ethical committee; Lectures EN, RU, 13 pages

Ethical practices in class, EN, RU

### **Examples of information and cover letters**

Comprehensive Format of Informed Consent in research and Practice.pdf, EN

Example of Statement of consent and authorization.pdf, EN

Information letter to participant.pdf, EN

Informed Consents.pdf, EN  
 Material about ethics  
 Additional material for teacher

### **Topic 6: Project management**

Project management, Lecture part I, EN, RU, 15 pages  
 Project management, Lecture part II, EN, RU, 21 pages  
 Project management; Exercise, EN, RU  
 Project management assignments, EN, RU  
 Additional material for teacher

## **6 Recommended national working programme for course Methodology and Methods of Scientific Research in Nursing**

The national working programme is in the Moodle online learning environment. It is organized in six (6) topic areas that are described in detail in the implementation plan (Appendix 6). The produced learning material consists of six (6) lecture power point presentations, seven (7) practice exercises and instructions, five (5) assignments, and additional materials for teachers to use when teaching the course Methodology and Methods of Science Research in Nursing (Appendix 7). All the materials are available in English and Russian and are suitable to be used mainly in master's degree nursing education but can also be adapted to applied and academic bachelor's degree level. There are also instructions (7 pages) on the usage of the materials in bachelor education.

### **Topic 1: Philosophical background**

Phil. background, Lecture, EN, RU, 15 pages  
 Exercise, EN, RU  
 Phil. background, EN, RU

### **Topic 2: Data collection**

Data collection, Lecture, EN, RU, 26 pages  
 Data collection exercise, collecting data from qualitative nursing research EN, RU  
 Data collection exercise, EN, RU  
 Additional material, Focus group examples, EN  
 Additional material, data collection methods, EN  
 Data collection assignment, EN, RU

### **Topic 3: Data analysis**

Data analysis, Lecture, EN, RU, 13 pages



Data analysis, practical exercise, EN, RU  
 Data analysis, instructions for exercises, EN, RU  
 Data analysis, instructions for teachers, EN, RU  
 Data analysis, Assignments, EN, RU

#### **Topic 4: Documentation/reporting Qualitative Research**

Documentation (report) QR, Lectures, EN, RU, 19 pages  
 Documentation (report) QR, exercise, EN, RU  
 Documentation (report) QR, assignment, EN, RU  
 Documentation (report) QR, Instructions for teachers, EN, RU

#### **Topic 5: Trustworthiness**

Trustworthiness QR, Lecture, EN, RU, 18 pages  
 Trustworthiness QR, exercise, EN, RU  
 Trustworthiness QR, assignments, EN, RU  
 Trustworthiness QR, Instructions for teacher, EN, RU

#### **Topic 6: Research ethics of Qualitative Research**

Ethics in QR, lectures, EN, RU, 18 pages  
 Ethics in QR, exercise, EN, RU  
 Ethics in QR, assignments, EN, RU  
 Ethics in QR, instructions for teachers, EN, RU



## Appendices

### Appendix 1. Master Class Program April 1-5, 2019.

#### MASTER CLASS PROGRAMME

“Qualitative research and Development projects in nursing”

April, 1<sup>th</sup> - 5<sup>th</sup>, 2019

Note. Two additional hours of individual work are planned for each day of the Master Class from 17.30 until 19.30.

SUNDAY 31. 3. 2019: TRAVELLING DAY		
MONDAY 1. 4. 2019		
Time	Subject	Lecturer/Presenter
9.30 – 10.00	Registration	KGMU
10.00 – 10.20	Welcome: gathering and greetings	Turmuhambetova Anar A. & Johanna Heikkilä
10.20 – 10.40	Introduction and program of the workshop	Tuija Rinkinen, Bettie Oosterhoff, Hanna Hopia
10.40 – 11.00	Short summary of current ProInCa activities	Johanna Heikkilä
11.00 – 11.30	Nursing research	Hanna Hopia
11.30 – 13.00	Nursing research and project competences and studies on different levels educational standards in the Republic of Kazakhstan	Johanna Heikkilä
13.00 – 14.00	Lunch time	
14.00 – 15.50	Work division and group leaders; Agreement on common structures of the materials	Johanna Heikkilä, Tuija Rinkinen, Bettie Oosterhoff, and Hanna Hopia
	Discussion and results of pre task: Qualitative nursing research	Discussion and results of pre task: Development projects in nursing
	Bettie Oosterhoff Hanna Hopia	Johanna Heikkilä Tuija Rinkinen
15.50 – 16.10	Coffee break	
16.10 – 17.30	Instruction of group work for Tuesday, Wednesday and Thursday: Qualitative nursing research	Instruction of group work for Tuesday, Wednesday and Thursday: Development projects in nursing
	Bettie Oosterhoff Hanna Hopia	Johanna Heikkilä Tuija Rinkinen
TUESDAY 2. 4. 2019		
Time	Subject: Qualitative nursing research	Subject: Nursing development projects
9.00 – 10.40	Introduction of qualitative research in nursing (Bettie and Hanna)	Introduction of Development projects in nursing (Johanna and Tuija)



10.40 – 11.00	Coffee break	
11.00 – 12.00	Group work: 1 Philosophical grounds of qualitative approaches in nursing research (Bettie) 2 Data collection methods (Bettie) 3 Data analysis methods (Bettie) 4 Documentation of qualitative research report (Hanna) 5 Trustworthiness of qualitative research (Hanna) 6 Research ethics in qualitative research(Hanna)	Group work: 1 Purpose, tasks, and objects of a project in health care and in nursing science (Tuija) 2 Design and methods of project (Tuija)
12.00 – 13.00	Work continues in the groups	Work continues in the groups
13.00 – 14.00	Lunch time	
14.00 – 15.50	Work continues in the groups	Work continues in the groups
15.50 – 16.10	Coffee break	
16.10 – 17.30	Checking the results of day's work and steps for the next day (Bettie and Hanna)	Checking the results of day's work and steps for the next day (Johanna and Tuija)
<b>WEDNESDAY 3. 4. 2019</b>		
Time	Subject: Qualitative nursing research	Subject: Nursing development projects
9.00 – 10.40	Work continues in the groups	3 Structure of the scientific project, description of the stages of the scientific project (Tuija) 4 Data collection and analysis (Johanna)
10.40 – 11.00	Coffee break	
11.00 – 13.00	Work continues in the groups	Work continues in the groups
13.00 – 14.00	Lunch time	
14.00 – 15.50	Work continues in the groups	Work continues in the groups
15.50 – 16.10	Coffee break	
16.10 – 17.30	Checking the results of two days' work and steps for the next day (Bettie and Hanna)	Checking the results of two days' work and steps for the next day (Johanna and Tuija)
<b>THURSDAY 4. 4. 2019</b>		
Time	Subject: Qualitative nursing research	Subject: Nursing development projects
9.00 – 10.40	Work continues in the groups	5 Ethical questions in projects in nursing science (Johanna) 6 Project management (Tuija)
10.40 – 11.00	Coffee break	
11.00 – 13.00	Work continues in the groups	Work continues in the groups
13.00 – 14.00	Lunch time	
14.00 – 15.50	Check-up: Presenting the results to others. Feedback on the results. Work continues in the groups.	Work continues in the groups
15.50 – 16.10	Coffee break	
16.10 – 17.30	Correcting the results based on feedback. Work continues in the groups.	Check-up: Presenting the results to others. Feedback on the



		results. Work continues in the groups.
17.30 – 20.00	Dinner	
<b>FRIDAY 5. 4. 2019</b>		
Time	Subject: Qualitative nursing research	Subject: Nursing development projects
9.00 – 10.40	Presentation of the groups' results and giving feedback	Correcting the results based on feedback. Work continues in the groups.
10.40 – 11.00	Coffee break	
11.00 – 12.40	Presentation of the groups' results and giving feedback	
12.40 – 13.00	Consensus for the study material for BA and MA courses Suggestions for the CNE website and Moodle	
13.00 – 14.00	Lunch time	
14.00 – 15.40	Finalizing the study material for BA and MA courses. Planning the pilots in October 2019	
15.40 – 16.00	Closure of the Master Class, Certificates	



## Appendix 2. Master Class Program October 7 -11, 2019

**MASTER CLASS PROGRAMME**

“Qualitative research and Development projects in nursing”  
October 7 - 11, 2019

Note. Two additional hours of individual work are planned for each day of the Master Class from 17.30 until 19.30.

<b>SUNDAY 6.9.2019: TRAVELLING DAY</b>		
<b>MONDAY 7.9. 2019</b>		
Time	Subject	Lecturer/Presenter
9.30 – 10.00	Registration	KG MU
10.00 – 10.20	Welcome: gathering and greetings	Turmuhambetova Anar A. & Johanna Heikkilä
10.20 – 10.40	Introduction and program of the workshop	Hannele Tiittanen, Bettie Oosterhoff, Hanna Hopia
10.40 – 11.00	Short summary of current ProInCa activities	Johanna Heikkilä
11.00 – 11.30	Nursing research	Hanna Hopia
11.30 – 13.00	Nursing research and project competences and studies on different levels educational standards in the Republic of Kazakhstan	Johanna Heikkilä
13.00 – 14.00	Lunch time	
	Piloting the materials for Qualitative Research	Development projects in nursing
	Bettie Oosterhoff Hanna Hopia	Johanna Heikkilä Hannele Tiittanen
15.50 – 16.10	Coffee break	
16.10 – 17.30	Instruction of group work for Tuesday, Wednesday and Thursday: Qualitative nursing research	Instruction of group work for Tuesday, Wednesday and Thursday: Development projects in nursing
	Bettie Oosterhoff Hanna Hopia	Johanna Heikkilä Hannele Tiittanen
<b>TUESDAY 8.9. 2019</b>		
Time	Subject: Qualitative nursing research	Subject: Nursing development projects
9.00 – 10.40	Introduction of qualitative research in nursing (Bettie and Hanna)	Introduction of Development projects in nursing (Johanna and Hannele)
10.40 – 11.00	Coffee break	
11.00 – 12.00	Group work: 1 Philosophical grounds of qualitative approaches in nursing research (Bettie) 2 Data collection methods (Bettie) 3 Data analysis methods (Bettie) 4 Documentation of qualitative research report (Hanna) 5 Trustworthiness of qualitative research (Hanna) 6 Research ethics in qualitative research (Hanna)	Group work: 1 Purpose, tasks, and objects of a project in health care and in nursing science (Hannele) 2 Design and methods of project (Hannele)



12.00 – 13.00	Work continues in the groups	Work continues in the groups
13.00 – 14.00	Lunch time	
14.00 – 15.50	Work continues in the groups	Work continues in the groups
15.50 – 16.10	Coffee break	
16.10 – 17.30	Checking the results of day's work and steps for the next day (Bettie and Hanna)	Checking the results of day's work and steps for the next day (Johanna and Hannele)
<b>WEDNESDAY 9.9. 2019</b>		
Time	Subject: Qualitative nursing research	Subject: Nursing development projects
9.00 – 10.40	Work continues in the groups	3 Structure of the scientific project, description of the stages of the scientific project (Hannele) 4 Data collection and analysis (Hannele)
10.40 – 11.00	Coffee break	
11.00 – 13.00	Work continues in the groups	Work continues in the groups
13.00 – 14.00	Lunch time	
14.00 – 15.50	Work continues in the groups	Work continues in the groups
15.50 – 16.10	Coffee break	
16.10 – 17.30	Checking the results of two days' work and steps for the next day (Bettie and Hanna)	Checking the results of two days' work and steps for the next day (Johanna and Hannele)
<b>THURSDAY 10.9. 2019</b>		
Time	Subject: Qualitative nursing research	Subject: Nursing development projects
9.00 – 10.40	Work continues in the groups	5 Ethical questions in projects in nursing science (Johanna) 6 Project management (Hannele)
10.40 – 11.00	Coffee break	
11.00 – 13.00	Work continues in the groups	Work continues in the groups
13.00 – 14.00	Lunch time	
14.00 – 15.50	Check-up: Presenting the results to others. Feedback on the results. Work continues in the groups.	Work continues in the groups
15.50 – 16.10	Coffee break	
16.10 – 17.30	Correcting the results based on feedback. Work continues in the groups.	Check-up: Presenting the results to others. Feedback on the results. Work continues in the groups.
17.30 – 20.00	Dinner	
<b>FRIDAY 11.9. 2019</b>		
Time	Subject: Qualitative nursing research	Subject: Nursing development projects
9.00 – 10.40	Presentation of the groups' results and giving feedback	Correcting the results based on feedback. Work continues in the groups.
10.40 – 11.00	Coffee break	
11.00 – 12.40	Presentation of the groups' results and giving feedback	
12.40 – 13.00	Consensus for the study material for BA and MA courses Suggestions for the CNE website and Moodle	





13.00 – 14.00	Lunch time
14.00 – 15.40	Finalizing the study material for BA and MA courses. Planning the pilots in October 2019
15.40 – 16.00	Closure of the Master Class, Certificates



## Appendix 3. External feedbacks

### ProInCa

#### The quality assurance of the learning/training materials European partner External evaluation 1.

*Name and title of the evaluator: Dr Susanna Tella*

*Organization: Saimaa University of Applied Sciences*

*Evaluation done (date): 17.12.2019\_Update 7.2.2020*

In ProInCa project, the work packages have produced different kind of learning materials to the Moodle environment. Learning materials include lecture materials (Powerpoint presentations), exercises, assignments, additional reading materials and videos that support learning and can be used in contact classroom teaching. Exercises and assignments are materials that are used in practice teaching as well as in students' independent work.

**Your task is to assess and give written feedback about all the learning materials. Write your comments of the learning materials in terms of content, ease of use and justification. Pay attention to especially issues which needs improvement. In addition, we ask you to give your feedback of Moodle environment and the instructions concerning the use of Moodle.**

**CONTENT** (Good learning material is for example current, relevant, and accurate, it provides accurate nursing context to suit current and future work environment, provide clear examples, explanations and illustrations, objectives are clearly stated): In my opinion, the ProInCa project has done systematic and careful work in creating the Nursing education material for facilitating understanding and embedding of the best practices in nursing and healthcare. The materials produced are clear, logical and understandable. In addition, the produced material is of high level scientific knowledge and valuable for enhancing learning from best practices on implementing evidence-based nursing in different contexts. The materials are based on relevant nursing and healthcare research and references are presented. This kind of development of nursing research, education and practice can be assumed to promote the national efficiency and quality of health care.

#### **Research and development projects in nursing (Masters)**

The learning materials of Research and development projects in nursing (Masters) seem logical, relevant and quite extensive. The learning outcomes and content are clearly described. On the other hand, it might be good to add research methods in the learning outcomes. Items of assessment are shortly described and seem a bit unclear to me. The materials are provided in Russian and in English, but some only in English for e.g. Assignment research plan. The course structure in Moodle is clear, but quite long. There are tables in the beginning of each module. I would recommend removing the references into a file, so that the tables and the whole course structure would be shorter. The objectives of the Purpose, task, objectives of project are quite clear. However, this "Get knowledge about Purpose, task, and objectives of project in the nursing research and development projects" is a bit hard to understand. Lectures, practices and individual assignments are relevant and clear. The objectives of the lectures of Design and methods of project are clearly stated. The materials are relevant and provide clear examples, and the explanations are accurate. The practices and individual assignments are relevant and logical. The objectives of the Structure of the science project and description of the stages of scientific projects are quite clear. The lecture materials are quite relevant and clear. Examples of qualitative and quantitative research plans could be provided. The practices and individual assignments are interesting and clear. The objectives of Data collection and analysis are



clearly stated. The learning materials are relevant and accurate. Articles are provided in the materials file. One article “Using a practice development projects did not exist. Practices are briefly described. The objectives of Ethical questions in projects in nursing are clearly stated. The lecture materials, practices and examples are relevant and accurate. More description of data management and privacy policy (General data protection regulation) could be considered to add in the learning materials. The objectives of Project management are clear. The materials, lectures, practices and individual are relevant and suits well for learning about project management. Overall, the Moodle materials of Research and development projects in nursing (Masters) provide evidence based education materials. The materials suit well for research and development of current and future work environment.

**EASE OF USE** (Good learning material is for example understandable, attractive, appropriate for the level of the target group, adaptive for different target groups): The EBN educational material is quite extensive, requiring careful orientating from the users. It might help the implementation, if there was a short summary about the Powerpoint materials. I would recommend to clarify the structure of the Powerpoint presentations for example including content page for each material and sharing the contents in smaller ensembles and vizualising for example with colours. Also it might help the users of the educational materials, if some of the powerpoint presentations were shorter. This might help to adapt the material for education and practice.

**JUSTIFICATION** (Good learning material informs for example the author of the material, references used, and updates): In the learning material there are names of the authors, citations can be found in the slides and reference list from the last page. I didn’t notice if there were any updates yet done. I understood that the materials are quite new, so maybe there were no need for updates so far.

#### **MOODLE ENVIRONMENT:**

The Moodle environment that I have access to, is quite different from the Moodle I am using in my work. I am not sure, if the application is not running correctly to me. Navigating in the Moodle is a bit difficult. Maybe because of the There are English and Russian versions in the environment. Also the logic is a bit difficult to understand.

## **ProInCa**

### **The quality assurance of the learning/training materials Kazakhstan partner External evaluation 2.**

WP 2.3 learning materials (Nursing research): assessed by Alekesheva Rosa Kenesovna

The teaching materials on nursing research created by the ProInCa project contain two courses: 1) Research and development projects in nursing (Masters), 2) Methodology and Methods of Scientific Research in Nursing (Masters).

Each course contains 6 blocks, which include lectures, practical exercises and individual tasks. In content, both courses are understandable, relevant. Using examples in lectures helps to understand the topic being explained. In each lecture, goals and objectives are clearly defined. The tables and figures attached to the lectures are appropriate, but in some tables the English text is not translated into Russian. For example: in lecture No. 5 “Data Analysis”, on slide 8 an example is presented in the form of a picture, which is only in English. Developers should review lectures and check out such small translation problems. The training materials are convenient to use, they have instructions when entering the Moodle environment, which describes the goals, the number of hours of classes, and also provides links to information. Unfortunately, this instruction is only in English, and it would be more convenient if, when switching from the English language of the page in Moodle to Russian, this instruction table was automatically translated.



References and literature presented in the lectures are relevant, the depth of the search are made according the requirements for the master's level in Kazakhstan.

**Moodle environment:**

The materials of the two courses are presented in slightly different structures. Methodology and Methods of Scientific Research in Nursing are represented by one archive inside in folders.

“Research and Development projects in nursing” are presented in the structure of individual folders, such as: “Topic”, “Instruction table”, “Training materials”. The second option is more convenient to use.



## Appendix 4. Implementation plan for course Research and development projects in nursing (Masters)

### Purpose, task, and objects of a project in health care and nursing science

Theory part (Lecture)	Purpose, task, objectives of project	Nursing Research: Identifying Problems and Goals
Objective	Get knowledge about Purpose, task, and objectives of project in the nursing research and development projects.	To be familiar with the Nursing Research: Identifying Problems and Goals in the nursing research and development projects.
Duration	2 hours	2 hours
Suggested teaching method (Lecture type)	Formal	Formal

Practical part	The purpose, task and objects of the project in the field of healthcare and nursing
Duration	2
Suggested teaching method	Case study
Instructions	<p><b>Instruct the students prior to the presenting the case or hand the form with following points</b></p> <p><b>Read and examine the case thoroughly:</b> Take notes, highlight relevant facts, underline key problems.</p> <p><b>Focus your analysis</b></p> <p>Identify two to five key problems</p> <p>Why do they exist?</p> <p>How do they impact the people involved in to research?</p> <p>Who is responsible for them?</p> <p><b>Uncover possible solutions</b></p> <p>Discuss and give the life examples or present the suggested solution</p> <p><b>Select the best solution</b></p> <p>Consider strong supporting evidence, pros, and cons?</p>

#### Independent work:

Assignment	
Parts of main assignment what should be covered	Nursing research: identifying problems and goals.



## Design and methods of project

Theory part (Lecture)	Qualitative research	Quantitative research	Mixed methods research	Project Design
Objective	To introduce students to the definition of Qualitative research. To familiarize the advantages and disadvantages and differences of qualitative researches	To introduce students to the definition of Quantitative research. To familiarize with Quantitative Research Design and Types of Quantitative Research	To familiarize students with the design of mixed methods research. To make a difference between quantitative and qualitative research methods	To introduce students to bases of project design. To make the choice and to be able to distinguish the types of project design.
Duration	2 hours	2 hours	2 hours	4 hours
Suggested teaching method (Lecture type)	Formal	Formal		

Practical part	Design and methods of research
Duration	6
Suggested teaching method	TBL
Instructions	Prepare a focus study research scenario for students

### Independent work:

Assignment	Design and methods of research
Parts of main assignment what should be covered	Design of Qualitative Research, Quantitative Research, Mixed methods research, Project Design

## Structure of the science project

Theory part (Lecture)	Structure of development project	Plan quantitative research	Plan qualitative research
Objective	To instill the skills of the project structuring process: What exactly should the project result (characteristics of the project result) look like? What conditions should be taken into account when implementing the project (requirements and limitations)?	To familiarize students with the plan of quantitative research. To instill skills in the preparation and development of the plan.	The purpose of planning is to identify the steps and ways to effectively collect data.
Duration	3 hours	3 hours	3 hours
Suggested teaching method (Lecture type)	Formal	Formal	Formal

Practical part	Structure of development project, Plan quantitative and qualitative research
Duration	6 hours



Suggested teaching method	Personalized Learning
Instructions	<b>The teacher should</b> evaluate the student's plans for quantitative and qualitative research. In order to consolidate the material highlighted in the lecture with examples. To the third task to prepare a project for review by students.

**Independent work:**

<b>Assignment</b>	<b>Structure of development project, Plan quantitative and qualitative research</b>
Parts of main assignment what should be covered	Concepts of the structure and description of development project, quantitative and qualitative research plan

**Data collection and analysis**

Theory part (Lecture)	1. Introductory lecture on surveys, data collection and analysis	2. Observation	3. Questionnaire	4. Case study Research	5. Planning
Objective	Knows the structures and types of research and development projects Defines the design of a nursing research or development project Plans and justifies data collection and data analysis	To be familiar with the Observation, Observation in nursing Aims of observation research Weaknesses and strengthens of observation	Know what is: What is an Questionnaire? Weaknesses and strengthens of questionnaire Types of questionnaire Steps and principles for planning questionnaire Ethical issues of questionnaire Reliability and Validity	Be able to develop cases	Have research planning skills
Duration	2 hours	2 hours	2 hours	2 hours	2 hours
Suggested teaching method (Lecture type)	Formal	Formal	Formal	Formal	Formal

Practical part	Observation	Questionnaire	Planning
Duration	2	2	2
Suggested teaching method	TBL	TBL	TBL
Instructions	The teacher should prepare several studies using the observation method (if possible, nursing studies). In order to reinforce the material covered in the lecture with examples. Also pre-prepare places for observation for students.	First you need to familiarize students with the lecture, to give an understanding of the differences in questionnaires / questionnaires. To familiarize students with the following material in the literature how to create a questionnaire / questionnaires:	First you need to familiarize students with the lecture, give an understanding of the analysis Give the necessary amount of literature for self-study



		<b>Assess the work of students in compliance with the rules for the creation of profiles / questionnaires:</b> <ul style="list-style-type: none"> <li>• Steps and principles of planning a questionnaire</li> <li>• Ethical Questionnaire</li> <li>• Reliability and reliability</li> </ul>	
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## Ethical questions in projects in nursing

Theory part (Lecture)	1.Ethics in nursing research and development projects	2.Ethical committee
Objective	To be familiar with the ethical principals in the nursing research and development projects.	To gain knowledge about requirements of ethical committee
Duration	2 hours	2 hours
Suggested teaching method (Lecture type)	Formal	Formal

Practical part	Ethics in nursing research and development projects
Duration	2
Suggested teaching method	<b>Case study</b>
Instructions	<p><b>Instruct the students prior to the presenting the case or hand the form with following points</b></p> <p><b>Read and examine the case thoroughly:</b> Take notes, highlight relevant facts, underline key problems</p> <p><b>Focus your analysis:</b> Identify two to five key problems  Why do they exist?  How do they impact the people involved in to research?  Who is responsible for them?</p> <p><b>Uncover possible solutions:</b> Discuss and give the life examples or present the suggested solution</p> <p><b>Select the best solution:</b> Consider strong supporting evidence, pros, and cons?</p>

### Independent work:

Assignment	
Parts of main assignment what should be covered	Gender, age, ethnicity Vulnerable groups Data saving and confidentiality Risk level Potential risk Protection Benefits Alternatives Recruiting methods Informed consent





## Project Management

<b>Theory part (Lecture)</b>	<b>1. Project management 1 part</b>	<b>2. Project management 2 part</b>
Objective	The purpose of the lecture: To give an understanding of "what is project management".	The purpose of the lecture: To familiarize with the processes of project management.
Duration	2 hours	4 hours
Suggested teaching method(Lecture type)	Formal	Formal

<b>Practical part</b>	<b>Project management</b>
Duration	6 hours
Suggested teaching method	<b>Personalized Learning</b>
Instructions	Prepare a Gantt chart template for presentation to students. Evaluate student scheduling, give feedback on this work.

### Independent work:

<b>Assignment</b>	<b>Project management</b>
Parts of main assignment what should be covered	What is a project management plan, how to draw it up.



## Appendix 5. Course description “Research and development projects in nursing” (Masters)

<b>Course Unit Title</b>	<b>6 RESEARCH AND DEVELOPMENT PROJECTS IN NURSING</b>
<b>Course Unit Code</b>	
<b>Target group/Level of Course Unit</b>	Master degree Semester 2
<b>Number of ECTS Credits</b>	5
<b>WHAT IS GOING TO BE LEARNED / STUDIED</b>	
<b>Learning Outcomes</b>	<p>Master student:</p> <ul style="list-style-type: none"> <li>- Knows the structures and the types of research and development projects PC 2.4, PC 4.3 (6.1)</li> <li>- Determines the design of a research or development project in nursing PC 2.1 (6.2)</li> <li>- Plans and justifies data collection and data analysis PC 2.1 (6.3)</li> <li>- Implements and manages research and development projects in health care organizations PC 2.1 (6.4)</li> </ul>
<b>Competences</b>	GC 1, PC 2, PC 4
<b>Course Contents</b>	<ul style="list-style-type: none"> <li>– Purpose, tasks, and objects of a project in health care and in nursing science</li> <li>– Design and methods of project</li> <li>– Structure of the scientific project, description of the stages of the scientific project.</li> <li>– Data collection and analysis</li> <li>– Ethical questions in projects in nursing science</li> <li>– Project management</li> </ul>
<b>Course Material</b>	<p>Aycock Beardsmore, C. 2013. How to Do Your Research Project: A Guide for Students in Medicine and The Health Sciences. Wiley-Blackwell.</p> <p>Методические рекомендации по подготовке протокола – Издательство «Медтран», 2015 г. <a href="http://www.medtran.ru/rus/books/protomechanics_rus/ch1_rus.htm">http://www.medtran.ru/rus/books/protomechanics_rus/ch1_rus.htm</a></p> <p>(Methodological recommendations for the preparation of the protocol - Medtran Publishing House, 2015 <a href="http://www.medtran.ru/rus/books/protomechanics_eng/ch1_eng.htm">http://www.medtran.ru/rus/books/protomechanics_eng/ch1_eng.htm</a>)</p>
<b>Additional material / Recommended Reading Material</b>	<p>Протокол клинического исследования (образец).- Пенза, 2014 г. <a href="http://piuv.ru/media/fckeditor_storage/Приложение4.pdf">http://piuv.ru/media/fckeditor_storage/Приложение4.pdf</a></p> <p>(Protocol of clinical research (sample) .- Penza, 2014</p> <p>Порядок представления документов для этической экспертизы клинического исследования.</p> <p><a href="http://tgmu.ru/system/file_storage/5557d4c074676d3de6961500/5586.rtf?143181945">tgmu.ru/system/file_storage/5557d4c074676d3de6961500/5586.rtf?143181945</a></p> <p>Procedure for submitting documents for ethical examination of clinical research.)</p> <p>Vabo G., Slettebø A. &amp; Fossum M. 2016 Participants’ perceptions of an intervention implemented in an Action Research Nursing Documentation Project. Journal of Clinical Nursing, 26, 983–993, doi: 10.1111/jocn.13389</p>

<b>Items of Assessment</b>	Current control Mid-term control Final control
<b>Student Workload in Hours</b>	150 hours, including: <ul style="list-style-type: none"> <li>– 50 hours of contact hours</li> <li>– 50 hours of independent work,</li> <li>– 50 hours of work under the guidance of the teacher</li> </ul>
<b>HOW LEARNING WILL BE ASSESSED</b>	
<b>Methods and criteria for evaluation</b>	
	F-A; 0-4.0; 0-100



## Appendix 6 Implementation plan for course Qualitative Research (Masters)

### Qualitative research; Philosophical background

<b>Theory part (Lecture)</b>	<b>1. The philosophical foundations of qualitative approaches in nursing research</b>
Objective	The aim of the lecture is explaining a paradigm of QR and showing differences between 2 types of research
Duration	2 hours
Suggested teaching method(Lecture type)	Formal
Additional materials for teacher (listed literature)	“Qualitative Research in Nursing and Healthcare” Immy Holloway and Kathleen Galvin, 4th edition, 2017, Wiley Blackwell. The Paradigm Debate: The plase of Qualitative Research, 2, 21-30

<b>Practical part</b>	<b>Observation</b>
Duration	2
Suggested teaching method	TBL
Instructions	<b>The aim</b> of the practical exercises is to understand differences between 2 types researches and practice to create qualitative research questions

#### Independent work:

<b>Assignment</b>	
Parts of main assignment what should be covered	The aim of the assignment is applying the knowledge gained on the context to understand the results of qualitative research

### Qualitative research; Data collection

<b>Theory part (Lecture)</b>	<b>1. Data collection methods</b>
Objective	The aim of the lecture is to introduce the students to Methods of collecting information in qualitative nursing researches and the features of these methods
Duration	2 hours
Suggested teaching method(Lecture type)	Formal
Additional materials for teacher (listed literature)	Barbara DiCicco-Bloom & Benjamin F Crabtree «The qualitative research interview»_ Blackwell Publishing Ltd 2006. MEDICAL EDUCATION 2006; 40: 314–321 Patricia I. Fusch and Lawrence R. Ness «Are We There Yet? Data Saturation in Qualitative Research» Walden University, Minneapolis, Minnesota, USA The Qualitative Report 2015 Volume 20, Number 9, How To Article 1, 1408-1416 <a href="http://www.nova.edu/ssss/QR/QR20/9/fusch1.pdf">http://www.nova.edu/ssss/QR/QR20/9/fusch1.pdf</a> P. Gill,1 K. Stewart,2 E. Treasure3 and B. Chadwick4 «Methods of data collection in qualitative research: interviews and focus groups» BRITISH DENTAL JOURNAL VOLUME 204 NO. 6 MAR 22 2008 Gorbatov D.S. Workshop on psychological research / D.S. Hunchback. - Samara: Bahrah-M, 2003 / <a href="https://konspekta.net/lek-7380.html">https://konspekta.net/lek-7380.html</a>



Practical part	Data collection methods
Duration	6
Suggested teaching method	TBL
Instructions	<b>The aim</b> of the practical exercises is to develop skills of working with methods for collecting data from qualitative nursing research. Assess teamwork skills, scripting skills of various interviews and understanding.

**Independent work:**

Assignment	Data collection methods
Parts of main assignment what should be covered	The aim of the assignment is applying the knowledge of working with methods for collecting data

**Qualitative research; Data analyses**

Theory part (Lecture)	Data analyses
Objective	The aim of the lecture is explain paradigm of QR and show differences between 2 types of research
Duration	2 hours
Suggested teaching method(Lecture type)	Formal
Additional materials for teacher (listed literature)	<ul style="list-style-type: none"> <li>•Qualitative Research in nursing and Healthcare.- Fourth edition//Immy Hollowa and Kathleen Galvin.- Wiley Blackwell,Chapter 17 , pages 287-301.</li> <li>•Bryman A. Social Research Methods. N. Y.: Oxford University Press, 2004. P. 318-345.</li> <li>•Strauss A., Corbin J. Basics of Qualitative Research: Grounded Theory Procedures and Techniques / Translated from English Vasilieva T. – M: Editorial URSS, 2001. – 256p. <a href="http://social-orthodox.info/materials/5_3_strauskorbin.pdf">http://social-orthodox.info/materials/5_3_strauskorbin.pdf</a></li> <li>•Empirical political science analysis: research methods in political science. - M.: The World, 1997.</li> <li>•Alan., Bryman (2011). Business research methods. Bell, Emma, 1968- (3rd ed.). Cambridge: Oxford University Press. ISBN 9780199583409. OCLC 746155102</li> <li>•Krippendorff, Klaus (2004). Content Analysis: An Introduction to Its Methodology (2nd ed.). Thousand Oaks, CA: Sage. p. 413.</li> <li>•Guest, Greg; MacQueen, Kathleen; Namey, Emily (2012). Applied thematic analysis. Thousand Oaks, California: SAGE Publications. p. 11.</li> <li>•Braun, Virginia; Clarke, Victoria (2019). "Thematic analysis". Handbook of Research Methods in Health Social Sciences. Hoboken, New Jersey: Springer: 843–860.</li> <li>•Developing and Using a Codebook for the Analysis of Interview Data: An Example from a Professional Development Research Project/ Article (PDF Available) in Field Methods May 2011// 23(2):136-155 ·</li> </ul>

Practical part	Data analyses
Duration	6
Suggested teaching method	TBL, individually



Instructions	•The aim of the practical exercises is to understand the process of coding (codes-super-codes-category-theme) in qualitative researches
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**Independent work:**

Assignment	Data analyses
Parts of main assignment what should be covered	•The aim of the assignment is applying the knowledge of coding on the real examples

**Qualitative research; Documentation/reporting QR**

Theory part (Lecture)	1. Documentation of qualitative research report
Objective	To understand what qualitative research is. To inculcate skills in the compilation of a qualitative research: teach proper structuring, familiarize with research methods.
Duration	2 hours
Suggested teaching method(Lecture type)	Formal
Additional materials for teacher (listed literature)	<ul style="list-style-type: none"> <li>• [Free electronic resource] <a href="https://lsf.hse.ru/method">https://lsf.hse.ru/method</a></li> <li>• [Free electronic resource] <a href="https://www.thebalancesmb.com/establishing-trustworthiness-in-qualitative-research-2297042">https://www.thebalancesmb.com/establishing-trustworthiness-in-qualitative-research-2297042</a></li> <li>• Burnard P (2004) “Writing a qualitative research report” , Accident and Emergency Nursing (2004) 12, 176–181 <a href="https://www.ncbi.nlm.nih.gov/pubmed/15234716">https://www.ncbi.nlm.nih.gov/pubmed/15234716</a></li> <li>• O'Brien BC, Harris IB, Beckman TJ, Reed DA, Cook DA. (2014) “Standards for reporting qualitative research: a synthesis of recommendations” <i>Acad Med.</i> 2014 Sep;89(9):1245-51. doi: 10.1097/ACM.0000000000000388. <a href="https://www.ncbi.nlm.nih.gov/pubmed/24979285">https://www.ncbi.nlm.nih.gov/pubmed/24979285</a></li> <li>• Hopia H, Heino-Tolonen T (2019) Families in Paediatric Oncology Nursing: Critical Incidents From the Nurses' Perspective, <i>J Pediatr Nurs.</i> 2019 Jan – Feb, 44:e28-e35. doi:10.1016/j.pedn.2018.10.013. Epub 2018 Oct 24 <a href="https://www.ncbi.nlm.nih.gov/pubmed/30528181">https://www.ncbi.nlm.nih.gov/pubmed/30528181</a></li> <li>• Coleman S et al. (2012) “Patient risk factors for pressure ulcer development: Systematic review” <i>International Journal of Nursing Studies</i> Volume 50, Issue 7, July 2013, Pages 974-1003 <a href="https://doi.org/10.1016/j.ijnurstu.2012.11.019">https://doi.org/10.1016/j.ijnurstu.2012.11.019</a></li> <li>• Oosterhoff A, Hutter I, Haisma H (2014) "It takes a mother to practise breastfeeding: Women's perceptions of breastfeeding during the period of intention" <i>Women and Birth</i> 27 (2014) e43–e50 <a href="https://www.ncbi.nlm.nih.gov/pubmed/25199453">https://www.ncbi.nlm.nih.gov/pubmed/25199453</a></li> </ul>

Practical part	Observation
Duration	5
Suggested teaching method	TBL, individually
Instructions	The purpose of practical exercises is to teach students to evaluate scientific articles on qualitative research in nursing.

**Independent work:**

Assignment	
Parts of main assignment what should be covered	The purpose of the assignment is to provide students with the opportunity to independently interpret the results.



## Qualitative research; Trustworthiness

Theory part (Lecture)	5. Trustworthiness in qualitative research
Objective	The aim of the lecture is traininh the methodology for assessing trustworthiness in qualitative research.
Duration	2 hours
Suggested teaching method(Lecture type)	Formal
Additional materials for teacher (listed literature)	<ul style="list-style-type: none"> <li>•<a href="https://www.researchgate.net/publication/51767963">https://www.researchgate.net/publication/51767963</a> Trust and trustworthiness in nursing An argument-based literature review</li> <li>•ImmyHolloway and Kathleen Galvin, 4th edition, 2017, Wiley Blackwell. Establishing Quality: Trustworthiness and Validity, 18, 303-319</li> <li>•Lincoln, YS. &amp; Guba, EG. (1985). Naturalistic Inquiry. Newbury Park, CA: Sage Publications.</li> <li>•Finlay, L. and Gouch, B. (2003) Reflexivity: A Practical Guide for Researchers in Health and Social Sciences. Oxford: Blackwell.</li> </ul>

Practical part	Trustworthiness
Duration	6
Suggested teaching method	TBL
Instructions	<b>The aim</b> of the practical exercises is to teach you how to work with the checklists of the Joanna Briggs Institute and CASP

### Independent work:

Assignment	
Parts of main assignment what should be covered	The aim of the assignment is to train the analysis of qualitative research on trustworthiness.

## Qualitative research; Research ethics of QR

Theory part (Lecture)	1. Research ethics of QR
Objective	The purpose of the lecture is to familiarize students with ethical norms and rules in qualitative research. Familiarize yourself with ethical laws.
Duration	2 hours
Suggested teaching method (Lecture type)	Formal
Additional materials for teacher (listed literature)	Royal College of Nursing Guidance. Research Ethics. March 2009, Third Edition. Available at <a href="https://www.yorks.ac.uk/media/content-assets/research/documents/RCN-Research-ethics.pdf">https://www.yorks.ac.uk/media/content-assets/research/documents/RCN-Research-ethics.pdf</a> Elsevier Ethics in research and publication brochure 2017. Available at <a href="https://www.elsevier.com/authors/journal-authors/policies-and-ethics">https://www.elsevier.com/authors/journal-authors/policies-and-ethics</a>

Practical part	Research ethics of QR
Duration	4
Suggested teaching method	TBL
Instructions	<b>Aim:</b> to instill practical skills in analyzing cases with ethical problems.



	<p><b>Instructions for teachers:</b> all students are given this case. In small groups, they should discuss it within 20 minutes and solve task 1. The results of small groups are discussed in a large group. Then each small group should solve the task 2.</p> <p>In each university / medical college, teachers can provide local / national Ethics Committee standards / regulations as handouts.</p>
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**Independent work:**

Assignment	Research ethics of QR
Parts of main assignment what should be covered	<p><b>Part 1.</b> To teach to compare different templates of IC for qualitative researches</p> <p><b>Part 2.</b> To teach to apply IC template for certain research</p>





Appendix 7 Course description “Methodology and methods of scientific research in nursing (Masters)

<b>Course Unit Title</b>	<b>3 METHODOLOGY AND METHODS OF SCIENTIFIC RESEARCH IN NURSING</b>
<b>Course Unit Code</b>	
<b>Target group/Level of Course Unit</b>	Master degree Semester 1
<b>Number of ECTS Credits</b>	5
<b>WHAT IS GOING TO BE LEARNED / STUDIED</b>	
<b>Learning Outcomes</b>	<p>Master student:</p> <ul style="list-style-type: none"> <li>– Demonstrates the skills of conducting a systematic search and critical analysis of scientific information on current issues in nursing science PC 1.2, PC 1.3, PC 2.2 (3.1)</li> <li>– Has extensive knowledge of quantitative and qualitative research methods in nursing PC 1.3 PC 2.1 (3.2)</li> <li>– Demonstrates the skills of planning and implementing scientific research in nursing science, based on modern methodology PC 2.1, PC 2.2 (3.3)</li> <li>– Examines the correctness of the application of various research methods in nursing science. PC 2.1, PC 2.2 (3.4)</li> </ul>
<b>Competences</b>	GC 1, PC 1, PC 2
<b>Course Contents</b>	<ul style="list-style-type: none"> <li>– Methodological foundations of nursing science.</li> <li>– Basic principles of organizing and conducting nursing research.</li> <li>– Research process in nursing science</li> <li>– Quantitative and qualitative scientific research methods.</li> <li>– Qualitative and quantitative data analysis in nursing research</li> <li>– Validity and reliability</li> <li>– Research ethics in nursing science</li> <li>– Research report</li> </ul>
<b>Course Material</b>	Polit, D. & Beck, C.T. 2014. Essentials of nursing research: appraising evidence for nursing practice. Wolters Kluwer Health/Lippincott Williams & Wilkins cop. (Obligatory chapters will be defined at the beginning of the course).
<b>Additional material / Recommended Reading Material</b>	Holloway, I & Wheeler S. 2015. Qualitative Research in Nursing and Healthcare. 3rd ed. Wiley-Blackwell.
<b>Items of Assessment</b>	<p>Current control</p> <p>Mid-term control</p> <p>Final control</p>
<b>Student Workload in Hours</b>	<p>150 hours, including:</p> <ul style="list-style-type: none"> <li>– 50 hours of contact hours</li> <li>– 50 hours of independent work,</li> <li>– 50 hours of work under the guidance of the teacher</li> </ul>
<b>HOW LEARNING WILL BE ASSESSED</b>	



<b>Methods and criteria for evaluation</b>	Report
<b>Evaluation scale</b>	F-A; 0-4.0; 0-100

