



### ADVANCED CLINICAL NURSING AND SCIENTIFIC EVIDENCE

Enrollment year	2021/2022
Academic year	2022/2023
Regulations	DM270
Academic discipline	MED/45 (GENERAL, CLINICAL AND PEDIATRIC NURSING)
Department	DEPARTMENT OF PUBLIC HEALTH, NEUROSCIENCE, EXPERIMENTAL AND FORENSIC MEDICINE
Course	NURSING AND MIDWIFERY SCIENCES
Curriculum	PERCORSO COMUNE
Year of study	2°
Period	(13/03/2023 - 09/06/2023)
ECTS	2
Lesson hours	16 lesson hours
Language	Italian
Activity type	WRITTEN TEST
Teacher	DELLAFIORE FEDERICA - 2 ECTS
Prerequisites	<p>The APPLIED QUALITATIVE NURSING RESEARCH course is preparatory to this course, as it consists of an in-depth study of the advanced level that takes place in the APPLIED QUALITATIVE NURSING RESEARCH course. The beginner part of the program of this course aims to structure a conceptual and language base to standardize basic knowledge.</p>
Learning outcomes	<p>The course intends to present an advanced study of the knowledge and skills to be developed in the field of qualitative research, applied to the nursing / obstetric context, both as a research methodology for cognitive purposes and as a peculiar teaching-learning strategy.</p> <p>Moreover, the course aims to deepen the various qualitative research methodologies and to gain a (small) qualitative research experience.</p>

the course will be developed through exercises and group work that the students will conduct together during the lessons in the classroom. To this end, the attending students will participate in different group exercises that will constitute a moment of guided learning.

#### Course contents

The following course aims to develop advanced knowledge and skills in the field of qualitative research applied to the nursing-obstetric field. During the course, insights will be provided on the methodology used in conducting qualitative research, and through the analysis of scientific articles and the execution of group work, the following aspects will be addressed:

- from the identification of the gap in the literature, to the structuring of the research question
- definition of the objective
- main possible methodologies: similarities and differences
- research design
- data collection procedure
- data analysis and reporting structure

The contents listed above will be addressed in particular through an exploration of the interpretative phenomenological qualitative research methodology, following the indications of Smith and colleagues (Interpretative Phenomenological Analysis: Theory, Method and Research. Jonathan A. Smith, Paul Flowers and Michael Larkin, Sage, 2009)

Ulteriori informazioni su questo testo di originePer avere ulteriori informazioni sulla traduzione è necessario il testo di origine

Invia commenti

Riquadri laterali

#### Teaching methods

Frontal lessons.  
Classroom simulations.  
Exercises  
Guided analysis and discussion.

#### Reccomended or required readings

Lecture notes: they are fundamental and allow a better understanding and contextualization of the research presented in nursing competence

Articles discussed during the lessons

Book:

1. Fare ricerca qualitativa. Prima guida. Lyn Richards, Janice M. Morse
2. Fondamenti di ricerca infermieristica. Denise F. Polit, Cheryl Tatano Beck

additionally:

- a. Luciani, M., Jack, S. M., Campbell, K., Orr, E., Durepos, P., Li, L., ... & Di Mauro, S. (2019). An Introduction to Qualitative Health Research-Un'introduzione alla ricerca sanitaria qualitativa. Professioni infermieristiche, 72(1).
- b. Im, D., Pyo, J., Lee, H., Jung, H., & Ock, M. (2023). Qualitative

Research in Healthcare: Data Analysis. Journal of Preventive Medicine and Public Health, 56(2), 100.

c. Noble, H., & Smith, J. (2015). Issues of validity and reliability in qualitative research. Evidence-based nursing, 18(2), 34-35.

d. Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017).

Thematic analysis: Striving to meet the trustworthiness criteria.

International journal of qualitative methods, 16(1), 1609406917733847.

#### Assessment methods

Exam:

The exam will be divided into 2 parts:

PART 1: written analysis of the qualitative content of a text provided by the teacher, using the methodology of qualitative interpretative phenomenological research, following the indications of Smith and colleagues (Interpretative Phenomenological Analysis: Theory, Method and Research. Jonathan A. Smith, Paul Flowers and Michael Larkin, Sage, 2009), identifying themes and sub-themes. Specifically, it is required to carry out the thematic analysis of the text of the 3 interviews provided by the teacher (request by email to the teacher if not received in the classroom during the last lesson) - following the IPA methodology addressed in the lessons and in the classroom exercise -, in response to the study objective of described. IT IS REQUIRED TO SEND BY EMAIL TO [federica.dellafiore@unipv.it](mailto:federica.dellafiore@unipv.it) within the day of the exam session, a paper describing the themes and sub-themes that emerged from the analysis, with the most significant quotations identified for each sub-theme, in a descriptive format of the results such as the structure of the "results" paragraph of a scientific article.

PART 2: written exam to be carried out in attendance, on the date of the session, with 3 open questions, on the contents expressed by the following scientific articles (sent by email by the teacher):

a. Luciani, M., Jack, S. M., Campbell, K., Orr, E., Durepos, P., Li, L., ... & Di Mauro, S. (2019). An Introduction to Qualitative Health Research-Un'introduzione alla ricerca sanitaria qualitativa. Professioni infermieristiche, 72(1).

b. Im, D., Pyo, J., Lee, H., Jung, H., & Ock, M. (2023). Qualitative Research in Healthcare: Data Analysis. Journal of Preventive Medicine and Public Health, 56(2), 100.

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#### Further information

Attending lessons is fundamental and it allows a better understanding and a good contextualization of didactical strategies and training purposes of the course

#### Sustainable development goals - Agenda 2030

[\\$lbl\\_legenda\\_sviluppo\\_sostenibile](#)