

Module Description: Research Methodology (21R01130804)

Module designation	Course Module
Semester(s) in which the module is taught	VI
Person responsible for the module	<ol style="list-style-type: none"> 1. Dr. Suni Hariati, S.Kep.,Ns.,M.Kep (SH) (Koordinator) 2. Prof. Dr. Elly L. Sjattar, S.Kp, M.Kes (ELS) 3. Kusrini Kadar, SKp.,MN.,Ph.D (KK) 4. Rini Rachmawaty, S.Kep, Ns, MN, Ph.D (RR) 5. Syahrul, S.Kep, Ns, M.Kes, Ph.D (SS) 6. Dr. Takdir Tahir, S.Kep, Ns, M.Kes (TT) 7. Dr. Erfina, S.Kep, Ns., M.Kep (EF) 8. Andi Masyita Irwan, S.Kep.,Ns.,MN.,Ph.D (AMI) 9. Saldy Yusuf, S.Kep, Ns, MHS, Ph.D (SY)
Language	Bilingual, Bahasa Indonesia and English
Relation to Curriculum	This course is a compulsory course and offered in the 5 th semester.
Teaching Methods	<p>Teaching methods used in this course are:</p> <ul style="list-style-type: none"> - Lecture (i.e., Lecturer, Problem Based Learning, Focus Group Discussion,, case study) - Group Investigation - Practice <p>The class size for lecture is approximately 50 students each class, While for practice is about 5-6 students each group for each lecturer</p>
Workload (incl. contact hours, self-study hours)	<p>Contact hours for lecture is 40 hours, assignments are 48 hours, and practice are 45,33 hours.</p> <p>For this course, students are required to meet a minimum of 181,33 hours in one semester, which consist of:</p> <ul style="list-style-type: none"> - 40 hours (equals with ECTS) for lecture, - 48 hours for structured assignments, - 48 hours for self-study hours, - 45,33 for practice
Credit points	4 credit points (equivalent with 6.04 ECTS)
Required and recommended prerequisites for joining the module	<p>Students must have taken following courses:</p> <ol style="list-style-type: none"> 1.
Module objectives/intended learning outcomes	<p>This course covers the principles of theory and statistical evidence through nursing practice based on accurate and current research and involving critical thinking patterns.</p> <p>Knowledge: CLO 1 : Understanding the basic concepts of research methodology CLO 3 : Able to understand research reports, discussions, and research conclusions.</p>

	<p>Competence: CLO 2: Able to apply research proposal writing: background, literature review, research methods, and research ethics CLO 4: Able to understand scientific article writing: scientific writing techniques and manuscript writing CLO 5: Able to demonstrate the creation of a viable Research Proposal</p>
Content	<p>Students will learn about:</p> <ul style="list-style-type: none"> ● Basic Concepts of Nursing Research ● Introduction to Evidence-Based Practice (EBP) in Nursing ● Procedures for Conducting Research ● Formulating Research Problems ● Proper Literature Search ● Creating Background Information ● Conceptual Framework and Hypothesis Formulation ● Literature Review and Scientific Writing Style ● Selecting Quantitative Research Design ● Population, Sample, and Sampling in Quantitative Research ● Variable Identification, Operational Definitions, and Research Flow ● Research Instruments ● Data Collection in Research ● Introduction to Data Analysis ● Research Ethics ● Qualitative Research ● Presentation of Research Findings (Quantitative, Qualitative, and Literature Review) ● Discussion, Conclusion, Recommendations, and Abstract ● Scientific Writing Techniques (Title, Abstract, Table and Figure Lists, Appendices; Citation; Reference List; Paraphrasing and Summarizing in the Reference List Writing) ● Able to demonstrate the creation of a viable Research Proposal
Examination forms	<p>Written exam: Multiple Choice Questions using Vignettes. Skill examination: Objective Structured Clinical Examination (OSCE)</p>
Study and examination requirements	<ul style="list-style-type: none"> - Students must attend 15 minutes before the class starts. - Students must inform the lecturer if they will not attend the class due to sickness, etc. - Students must submit all class assignments before the deadline. - Students must attend all classes of clinical skill laboratories. - Students must attend the exam to get final grade. - Students must get final mark minimum of 40
Reading list	<ol style="list-style-type: none"> 1. Appil R, Sjattar EL, Yusuf S, Kadir K. Effect of Family Empowerment on HbA1c Levels and Healing of Diabetic Foot Ulcers. Int J Low Extrem Wounds. 2022 Jun;21(2):154-160. 2. Bambi AA, Yusuf S, Irwan AM. Reducing the Incidence and Prevalence of Pressure Injury in Adult ICU Patients with

	<p>Support Surface Use: A Systematic Review. <i>Adv Skin Wound Care</i>. 2022 May 1;35(5):263-270.</p> <ol style="list-style-type: none"> 3. Bubun J, Yusuf S, Syam Y, Hidayat W, Majid S. Validity and Reliability Diabetic Foot Check-up as a Simple Screening Test of Diabetic Foot Ulcers in a Community. <i>Int J Low Extrem Wounds</i>. 2023 Jun 7:15347346231178181. doi: 10.1177/15347346231178181. 4. Dahlan, Sofiudin (2016). <i>Langkah-langkah membuat proposal penelitian bidang kedokteran dan kesehatan</i>. Edisi 2. Jakarta: Sagung Seto 5. Dahlan, Sofiudin (2019). <i>Besar sampel dalam penelitian kedokteran dan kesehatan</i>. Edisi 5. Jakarta: Sagung Seto 6. Erfina, E., Widyawati, W., McKenna, L., Reisenhofer, S., & Ismail, D. (2019a). Exploring Indonesian adolescent women's healthcare needs as they transition to motherhood: A qualitative study. <i>Women and Birth</i>, 32(6), 544–551. https://doi.org/10.1016/j.wombi.2019.02.007 7. Erfina, E., Widyawati, W., McKenna, L., Reisenhofer, S., & Ismail, D. (2019b). Adolescent mothers' experiences of the transition to motherhood: an integrative review. <i>International Journal of Nursing Sciences</i>, 6(2), 221–228. https://doi.org/10.1016/j.ijnss.2019.03.013 8. Grove, S.K., Gray J.R., Burns, N. 2014. <i>Understanding Nursing Research: Building an Evidence-Based Practice</i>. 6th edition. Saunders: Elseiver Inc 9. Hariati, S., Febriani, A. D. B., Sutomo, R., Lusmilasari, L., & McKenna, L. (2022). Exploring Indonesian nurses' perspectives on preparing parents of preterm infants for hospital discharge: A qualitative study. <i>Journal of Neonatal Nursing</i>, 28(1), 59–66. https://doi.org/10.1016/j.jnn.2021.07.002 10. Hariati, S., McKenna, L., Lusmilasari, L., Reisenhofer, S., Sutomo, R., Febriani, A. D. B., & Arsyad, D. S. (2020). Translation, adaptation and psychometric validation of the Indonesian version of the Readiness for Hospital Discharge Scale for parents of low birth weight infants. <i>Journal of Pediatric Nursing</i>, 54(2020), e97–e104. https://doi.org/10.1016/j.pedn.2020.05.010 11. Hariati, S., Sutomo, R., McKenna, L., Reisenhofer, S., Lusmilasari, L., & Febriani, A. D. B. (2021). Indonesian mothers' beliefs on caring practices at home for preterm babies after hospital discharge: A qualitative study. <i>Journal for Specialists in Pediatric Nursing</i>, 1–12. https://doi.org/10.1111/jspn.12330 12. Lwanga. S.K, Lemeshow. S., 1991. <i>Sample Size Determination in Health Studies</i>, WHO. Genewa
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	<ol style="list-style-type: none"> 13. Polit. D.F., Beck. C.T., 2010. <i>Nursing Research</i>, 6th edition. Lippincott William and Wilkins 14. Polit. D.F., Beck. C.T., 2010. <i>Essentials of Nursing Research: Appraising Evidence for Nursing Practice</i>, 6th edition. Lippincott William and Wilkins 15. Rachmawaty, R. (2017). Ethical issues in action-oriented research in Indonesia. <i>Nursing Ethics</i>, 24(6), 686–693. https://doi.org/10.1177/0969733016646156 16. Sari Y, Yusuf S, Haryanto H, Sumeru A, Saryono S. The barriers and facilitators of foot care practices in diabetic patients in Indonesia: A qualitative study. <i>Nurs Open</i>. 2022 Nov;9(6):2867-2877. doi: 10.1002/nop2.993. 17. Sari Y, Upoyo AS, Sumeru A, Yusuf S, Haryanto, Nuriya, Taufik A. Nursing students' knowledge and attitude toward diabetic ulcer care and their contributing factors in Indonesia. <i>Int J Nurs Sci</i>. 2022 Sep 29;9(4):496-503.. 18. Sastroasmoro, S. & Ismael, S. (2014). <i>Dasar-dasar Metodologi Penelitian Klinis</i>. Edisi 5. Jakarta: Sagung Seto 19. The International Council of Nurses. 2010. <i>Improving Health Through Nursing Research, 1th. Edition</i>, A. John Wiley & Sons. Ltd. Publication. 20. Tench, M.R., Taylor,B., Kermode, S., Robert, K.,2011. <i>Research in Nursing; Evidence for Best Practice</i>. 4th edition. Cengage Learning. 21. Lwanga. S.K, Lemeshow. S., 1991. <i>Sample Size Determination in Health Studies</i>, WHO. Genewa 22. Cresswell, J, W, (2012). <i>Research Design: qualitative, quantitative and mixed method approach</i>. 23. Afiyanti, Y & Rachmawati,I.M., (2014) <i>Metodologi penelitian kualitatif dalam riset keperawatan</i>. PT Raja Grafindo Persada
Cluster of Competence	Scientific Method
Form of Assessments	<ul style="list-style-type: none"> - Multiple Choice Question (25%) - Class/group participation (40%) - Project based learning (35%)
Date of last amendment made	July 2021

Course Learning Outcome Assessment of Learning Outcomes for Course Modules

Course Module Name : Research Methodology
Code : 21R01130804
Semester : VI
Person responsible for the module : Dr. Suni Hariati, S.Kep., Ns., M.Kep
Lecturers : 1. Prof. Dr. Elly L. Sjattar, S.Kp, M.Kes (ELS)
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Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
Knowledge (K): Mastering nursing science, health information systems and technology to provide evidence-based nursing care based on the nursing process approach.	Knowledge: CLO1: Understanding the basic concepts of research methodology	Written exam: Multiple Choice Questions using Vignettes. <ul style="list-style-type: none"> ● Basic Concepts of Nursing Research ● Introduction to Evidence-Based Practice (EBP) in Nursing ● Procedures for Conducting Research 	Rubric for Multiple Choice Questions <ul style="list-style-type: none"> - Scored 1, if the answer is correct. - Scored 0, if the answer is wrong. - Final grade= Total corrected items divided by total items multiply 100.

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
	CLO 3: Able to understand research reports, discussions, and research conclusions.	<p>Written exam: Multiple Choice Questions using Vignettes.</p> <ul style="list-style-type: none"> ● Presentation of Quantitative Research Findings ● Presentation of Qualitative Research Findings ● Presentation of Literature Review ● Discussion, Conclusion, Recommendations, and Abstract 	
<p>Competence (C1):</p> <p>Able to communicate thoughts/arguments or innovative works orally and in writing that are useful for the development of the nursing profession at national and international levels that can be scientifically and ethically accountable.</p>	<p>Competence:</p> <p>CLO 2: Able to apply research proposal writing: background, literature review, research methods, and research ethics</p>	<p>Assignment 1:</p> <ol style="list-style-type: none"> 1. Students are asked to finding journal article in five databases for individual task 2. Students are asked to compose three paragraphs of introduction in research proposal for individual task <p>Assignment 2:</p> <p>Students are asked to compose research problem in research proposal for individual task</p> <p>Assignment 3:</p> <p>Students are divided into groups of 5-6 and tasked with creating a conceptual framework for the given research topic</p> <p>Assignment 4:</p>	<p>Rubric for paper</p> <p>Rubric for class participation</p>

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
		<p>Students are divided into groups of 5-6 and tasked with creating a research design, population and sample for the given research topic</p> <p>Assignment 5:</p> <p>Students are divided into groups of 5-6 and tasked to identification variable, instruments and data analysis for the given research topic</p> <p>Assignment 5:</p> <p>Students are divided into groups of 5-6 and tasked to creating a qualitative research method for the given research topic</p> <p>Written exam: Multiple Choice Questions using Vignettes.</p> <ol style="list-style-type: none"> 3. Formulating Research Problems 4. Proper Literature Search 5. Creating Background Information 6. Conceptual Framework and Hypothesis Formulation 7. Literature Review and Scientific Writing Style 8. Selecting Quantitative Research Design 	<p>Rubric for Multiple Choice Questions</p> <ul style="list-style-type: none"> - Scored 1, if the answer is correct. - Scored 0, if the answer is wrong. - Final grade= Total corrected items divided by total items multiply 100.

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
	<p>CLO 4: Able to understand scientific article writing: scientific writing techniques and manuscript writing</p> <p>CLO 5: Able to demonstrate the creation of a viable Research Proposal</p>	<p>9. Population, Sample, and Sampling in Quantitative Research</p> <p>10. Variable Identification, Operational Definitions, and Research Flow</p> <p>11. Research Instruments</p> <p>12. Data Collection in Research</p> <p>13. Introduction to Data Analysis</p> <p>14. Research Ethics</p> <p>15. Qualitative Research</p> <p>Assignment 6:</p> <p>Students are divided into groups of 5-6 and tasked to review an article</p> <p>Final Assignment</p> <p>Students are divided into groups of 5-6 and tasked to create a complete research proposal for an interesting topic</p>	<p>Rubric for review article</p> <p>Rubric for class participation</p> <p>Rubric for research proposal paper</p> <p>Rubric for research proposal desimination</p>

Proportion of assessment aspects according to the course learning outcomes.

CPL dibebankan MK	CPMK	Sub-CPMK	Learning Method	Bentuk Assesmen			Proporsi
				Participatory Analysis	Project based learning	Final test	
K1	CLO 1	Sub-CLO 1	Lectures, discussions, case method			Final test: MCQ 5%	5%
	CLO 3	Sub- CLO 5	Lectures, discussions, case method			Final test: MCQ 5%	5%
C1	CLO 2	Sub- CLO 2	Discussion, case method	Assigment 1(8%) Finding literature and compose introduction in research proposal Assigment 2 (8%) Compose research problem		Final test: MCQ 5%	13%
		Sub- CLO 3	Lectures, discussions, group presentation	Assigment 3 (Compose Conseptual framework Assigment 4(8%) Compose research design, population, sample and sampling Assigment 5 (8%) Compose variable identification, operational definition, instruments and data analysis		Final test: MCQ 5%	19%
	Sub- CLO 4	Lectures, discussions,	Assigment 6 (8%) Qualitative research		Final test: MCQ 5%	13%	

			group presentation				
	CLO 4	Sub- CLO 6	SGD, group presentation	Assigment 7 (8%) Article review			23%
	CLO 5	Sub- CLO 7	Team-based project		Assigment 8 (20%) create an complete research proposal		25%
TOTAL				56%	20%	24%	100%

Example of Written Test Exam

1. Effectiveness of behavioral and psychosocial interventions for continuous positive airway pressure adherence among patients with obstructive sleep apnea: A systematic review and meta-analysis (**CLO-2**)
 - A. airway pressure adherence
 - B. Systematic review and meta-analysis
 - C. Behavioral and psychosocial
 - D. Obstructive sleep apnea
 - E. Continuous positive

2. Researcher wants to find articles related to decubitus ulcers and their prevalence. The appropriate Boolean operator to use is (**CLO-2**)
 - a. Decubitus NOT prevalence
 - b. Decubitus WITH prevalence
 - c. Decubitus AND prevalence
 - d. Decubitus OR prevalence

3. What is meant by Evidence-Based Practice (EBP) in nursing? (**CLO-1**)
 - A. Practice based on personal experience and intuition.
 - B. Practice based on knowledge supported by the best scientific evidence.
 - C. Practice based on personal beliefs without the need to refer to scientific literature.
 - D. Practice based on commonly used research methods.
 - E. Practice based on assumptions and opinions of nursing experts.