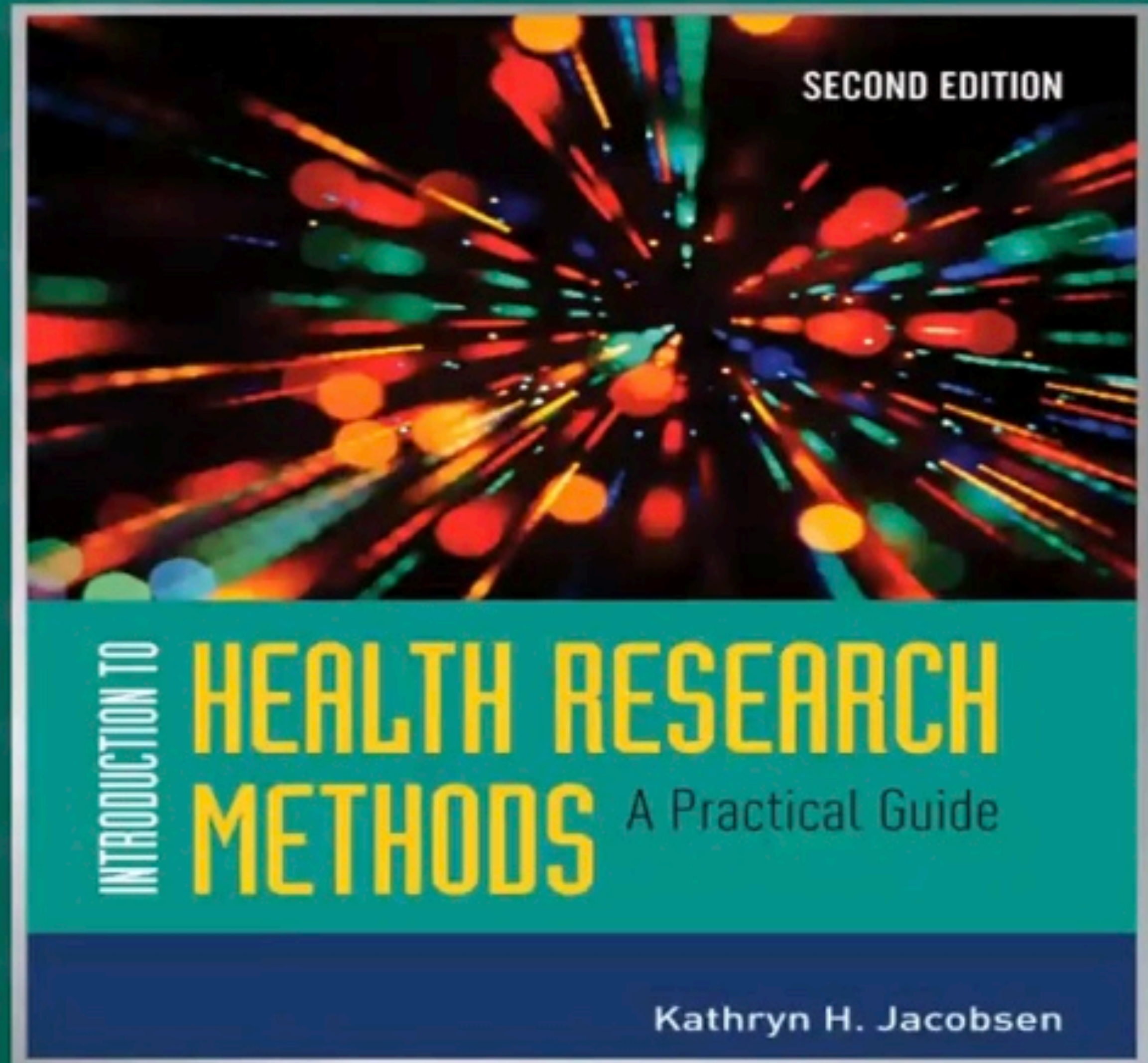


Focusing the Research Question

Chapter 4



4.1 Study Approach

FIGURE 4-1 Primary, Secondary, and Tertiary Research

Research Approach

Study Plan

Primary

Collect and analyze new data

Secondary

Analyze existing data

Tertiary

Review and synthesize the literature

4.1 Study Approach

- **Primary study:** New data, freedom in selecting topic, struggle to recruit participants.
- **Secondary study:** need valid source, select questions based on data.
- **Tertiary study:** need full text of all relevant articles, possible fees.

FIGURE 4-2 Key Considerations

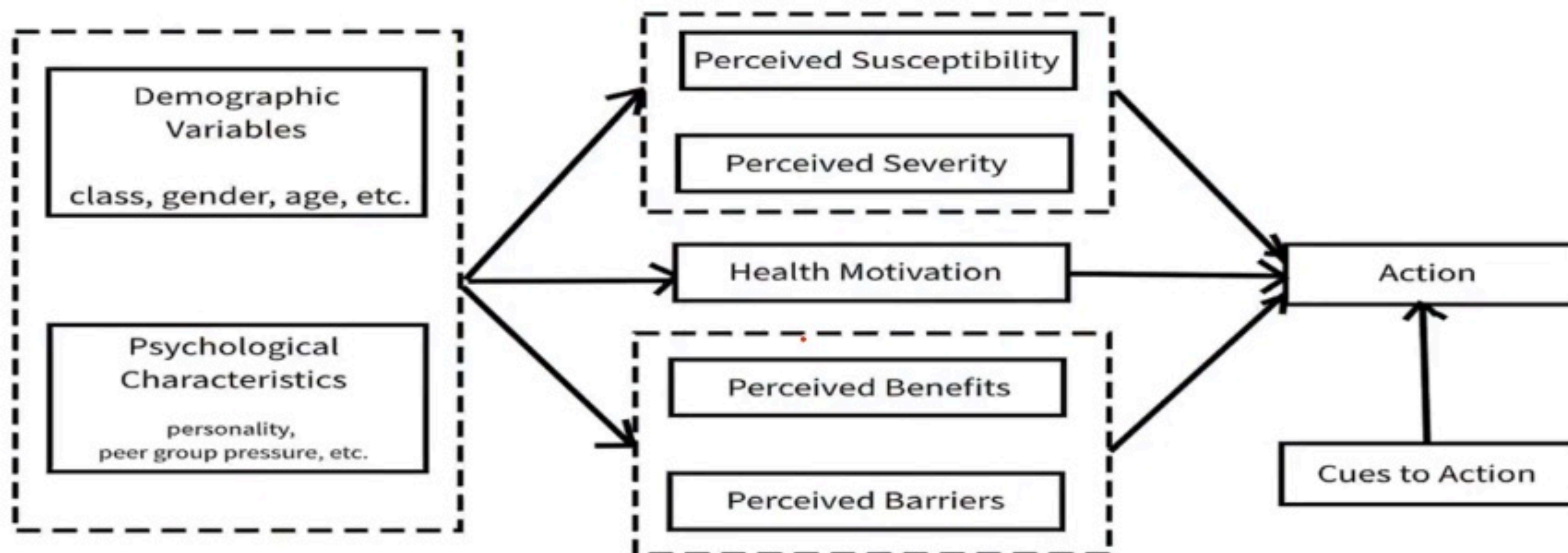
| Study Approach | Key Questions to Ask |
|---|---|
| <ul style="list-style-type: none">• Collection and analysis of new data | <ul style="list-style-type: none">• What are possible source populations?• Will it be possible to recruit enough participants? |
| <ul style="list-style-type: none">• Analysis of existing data | <ul style="list-style-type: none">• What are possible sources of usable data files?• What questions can be explored with the available data? |
| <ul style="list-style-type: none">• Review of the literature | <ul style="list-style-type: none">• Does the researcher have access to adequate library resources?• Can the researcher reasonably expect to acquire <i>all</i> of the needed articles? |

4.2 Conceptual & Theoretical Frameworks

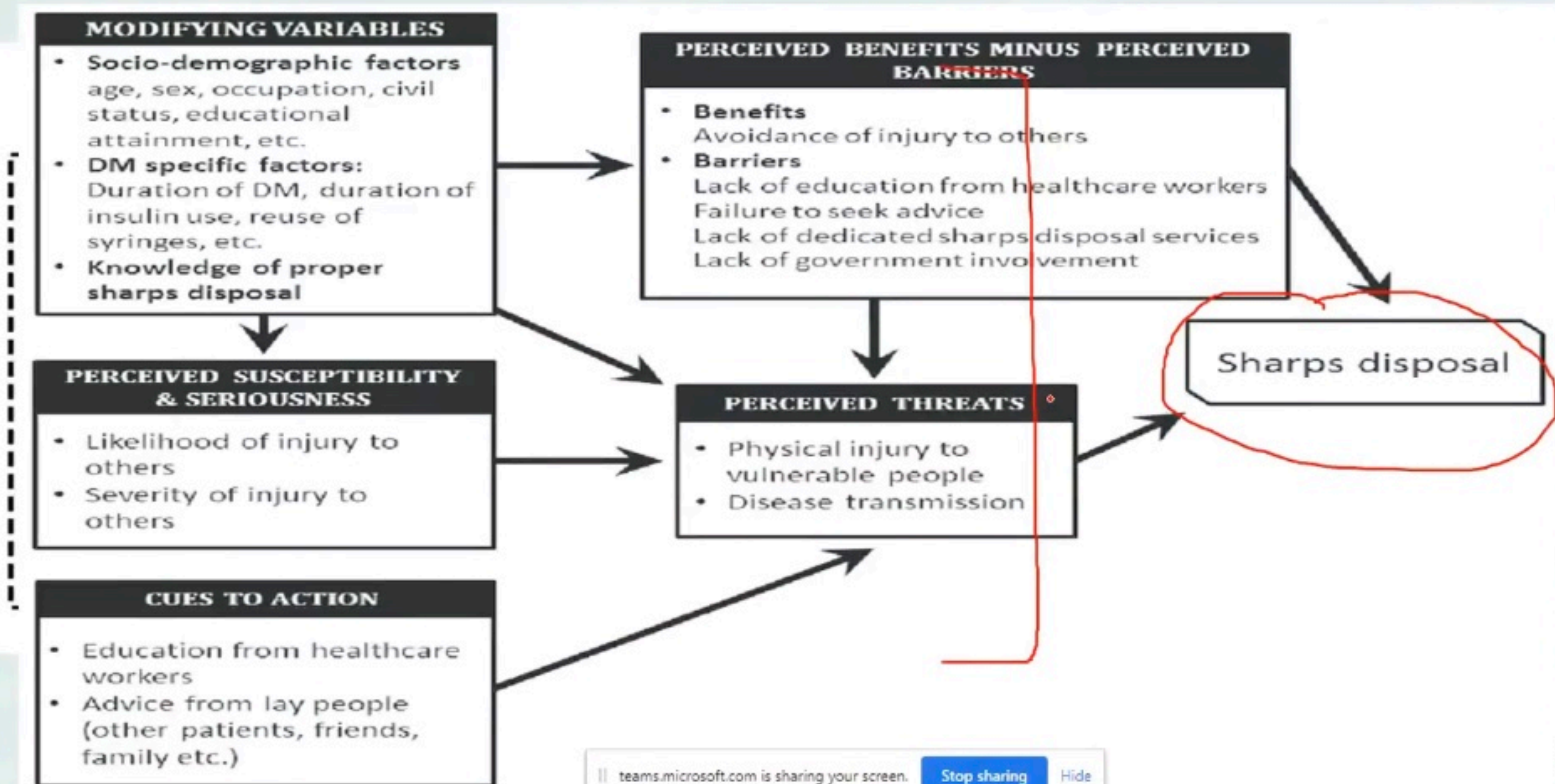
- A ***conceptual framework*** illustrates the key relationships between EDPs that will be evaluated during the study (much more specific in defining a relationship).
- A ***theoretical framework*** draws on existing models in the literature to explain key relationships. describes a broader relationship between things (When stimulus is applied, response is expected).
- Common in nursing, social science, and educational research.

4.2 Conceptual & Theoretical Frameworks

The Health Belief Model



4.2 Conceptual & Theoretical Frameworks



4.3 Study Goal & Specific Objectives

- First, identify ONE clear overall ***study goal*** or study question.
- Then, identify three or more ***specific objectives, aims, or hypotheses*** that represent steps toward answering the main study question.

Example

- **Goal:** To assess the impact of lead poisoning on school performance in kindergarten students in southeast Michigan.

1. To measure the prevalence of high blood lead levels in a random sample of kindergarten students in southeast Michigan
2. To determine whether children in that sample with high blood lead levels have lower scores on academic tests than children with lower blood lead levels
3. To estimate the total impact of high blood lead levels on kindergarten performance in southeast Michigan by applying the rates in the sample population to the total population of the region

FIGURE 4-3 Examples of Study Goals

- To describe the incidence or prevalence of a particular exposure or disease in one well-defined population
- To assess the perceived health-related needs of a community
- To compare the levels of exposure or disease in two or more populations
- To identify possible risk factors for a particular disease in a population
- To test the effectiveness of a new preventive intervention, diagnostic test, assessment method, therapy, or treatment
- To evaluate whether an intervention shown to be successful in one population is equally successful in a second population
- To examine the impact of a program or policy
- To synthesize or integrate existing knowledge

4.4 Checklist for Success

- Good research projects are described by the acronym “**FINER**”:
 - *Feasible*
 - *Interesting*
 - *Novel*
 - *Ethical*
 - *Relevant*

FIGURE 4-4 Questions Essential to the Success of the Project

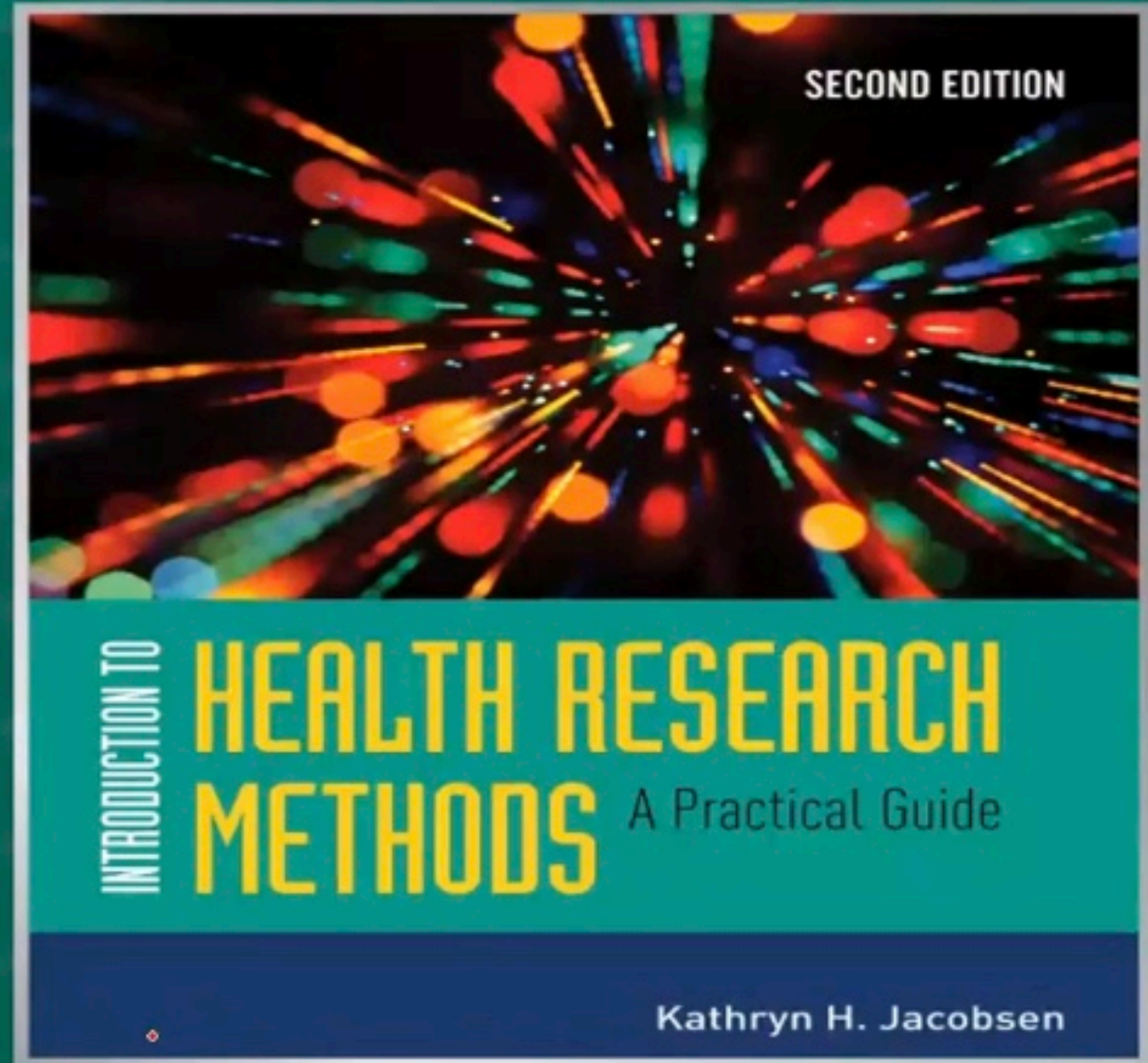
| Area | Questions |
|--------------------------|--|
| Purpose and significance | <ul style="list-style-type: none">• What will the study contribute?• What will be new and noteworthy about the study?• Can the importance and necessity of this project be justified?• How will the study enhance the body of knowledge in its discipline?• Who will benefit from the study besides the researcher?• How will the study help individuals and/or communities live healthier lives?• How might the study contribute to improving health practices and/or policies? |
| Scope and feasibility | <ul style="list-style-type: none">• Is the scope of the intended project reasonable and manageable—neither too broad nor too narrow?• Can the proposed study question actually be answered?• Can the researcher answer the proposed study question? |

FIGURE 4-4 (continued)

| Area | Questions |
|----------------------------|--|
| Capacity and collaborators | <ul style="list-style-type: none">• Does the researcher have the knowledge and skills needed to conduct the study?• Does the researcher have access to collaborators who have the expertise needed for the project? (See Chapter 5 for information on assembling a support team.) |
| Money and materials | <ul style="list-style-type: none">• Are there adequate financial resources to conduct the study?• Does the researcher have access to equipment, space, and other physical requirements?• Given the resources available, can the researcher reasonably expect to conduct a scientifically rigorous and valid study? |
| Time | <ul style="list-style-type: none">• Does the researcher have the time to conduct this study?• Does the researcher have the time to make this an excellent study that does not waste health resources? |
| Population or data | <ul style="list-style-type: none">• If the plan is to collect new data from individuals, does the researcher have access to a reasonable source population and an adequate number of participants?• If the plan is to analyze existing data or to write a review paper, does the researcher have access to a reasonable existing data set and/or to an extensive library collection? |
| Ethics | <ul style="list-style-type: none">• Will the researcher be making good use of the resources available?• Has the researcher considered the relevant ethical issues, especially those related to the collection and use of individual-level data? (See Chapter 21 for the ethical issues that should be considered.)• Is the researcher prepared to conduct culturally appropriate and scientifically rigorous research? |
| Target audience | <ul style="list-style-type: none">• Who is likely to be interested in the findings?• Is the resulting paper likely to be publishable? |

Collaboration & Mentorship

Chapter 5



5.1 Collaborators & Consultants

- Scientific research is rarely completed by one person working alone.
- New investigators benefit from mentorship by several experienced researchers with different areas of expertise.
- Decide about coauthorship vs. acknowledgment
- It is helpful to assemble a team for a research project that is:
 - ✓ Scientifically valid
 - ✓ Ethical & Culturally appropriate
 - ✓ Time- and cost-effective

Patients' satisfaction with nursing care in Jordan

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Keywords

Patients care, Nurses, Teaching,
Hospitals, Jordan

Abstract

This exploratory study investigated patients' satisfaction with nursing care at a major teaching hospital in Jordan. A total of 266 in-patients participated in the study. Patients were recruited from the medical, surgical, and gynecological wards. Pearson correlation, one-way analysis of variance, and logistic regression analyses were used. The findings showed that patients in surgical wards had lower levels of satisfaction than patients in medical or gynecological wards. Gender, educational level, and having other diseases were significant predictors for patients' satisfaction with nursing care. Methodological challenges, implications to nursing practice, and recommendations to nursing research are discussed.

Introduction

There has been increasing interest in patients' satisfaction with nursing care in the past few decades (Comley and DeMeyer, 2001; Shikiar *et al.*, 1999). Patient satisfaction with nursing care is considered an important factor in explaining patients' perceptions of service quality. Satisfaction is the psychological state that results from confirmation or disconfirmation of expectations with reality (Jackson *et al.*, 2001; Weingarten, 1996). Consequently, a dissatisfied patient is not considered psychologically or socially well and thus the goal of nursing has not been attained (Dufrene, 2000; Ottoson *et al.*, 1997). It is important for nurses to let patients express their views of care and incorporate these views in the provided care (Petersen, 1988). Health care providers in developing countries seem to be ignoring the importance of patients' perceptions regarding health services (Andaleeb, 2001). Thus, a scarcity of literature made it difficult to find research examining patients' satisfaction with nursing care in developing countries.

Quality of health care in developing countries usually is defined by health care providers from technical perspective. Recent literature however, emphasizes the importance of patient's perspective in assessing quality of health care (Andaleeb, 2001). According to O'Connor *et al.* (1994, p. 32):

It's the
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study, probably, is the first patient-centered study that identifies the satisfaction factors that are important to patients in Jordan.

Despite the enormous number of studies in Western countries over the past decade on patient satisfaction, it seems that consensus on its definition remains a matter of stipulation (Wallin *et al.*, 2000). Patient satisfaction is a term that can be interpreted differently by patients and its meaning can also differ for one patient at different times (Larson *et al.*, 1996; Shikiar *et al.*, 1999). The multidimensionality of patients' satisfaction forms an obscurity in examining this concept. Through the extensive research that has been done in the medical care dimensions, many concepts have been used to examine patients satisfaction. It has been interpreted as art of care, technical quality of care, accessibility and convenience, efficacy of outcomes of care, cost of care, physical environment, and availability and continuity of care (Fakhoury, 1998). Furthermore, Patients' satisfaction has been used as an indicator to measure the quality of health care provided by nurses (Lledo *et al.*, 1999; Niedz, 1998). More specifically, the assessment of quality of health care from patient's perspective has been operationalized as patient satisfaction (Dufrene, 2000). In this study, patient's satisfaction with nursing care is defined as the patient's opinion of the care received from nursing staff and is acknowledged as an outcome indicator of the quality of nursing

Acknowledgment

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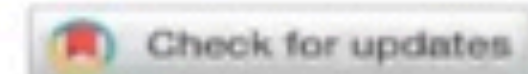
Lead researcher, senior researchers, and other researchers

SUBSTANCE USE & MISUSE
<https://doi.org/10.1080/10826084.2019.1645177>



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ORIGINAL ARTICLE



Waterpipe Tobacco Smoking among University Students in Three Eastern Mediterranean Countries: Patterns, Place, and Price

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ABSTRACT

Background: The objective of this study was to examine waterpipe tobacco smoking patterns, places of smoking, and prices paid among university students in the Eastern Mediterranean Region. **Methods:** A cross-sectional online survey was administered to a convenience sample of university students in three countries. Participants were young adults (18–29 years) who were ever waterpipe smokers, from Egypt ($n = 728$), Jordan ($n = 790$), and

KEYWORDS

Hookah; waterpipe; shisha; smoking; Eastern Mediterranean

5.2 Finding Research Mentors

- **Research Mentorship:** formal/informal relationship in which an experienced mentor offers professional development advice and guidance to a less experienced mentee.
- A mentor is different according to the status of the new researcher (student, new researcher).
- Ask colleagues, classmates, and others about who might be a helpful mentor.
- Search the profiles of researchers at one's own institution to see who is publishing on relevant topics.
- E-mail potential mentors and ask to meet to discuss possible collaborations.

5.3 The Mentor–Mentee Relationship (1 of 2)

What mentees need to **KNOW**:

- How much time does the mentor have for mentorship?
- How does the mentor communicate?
- What roles does the mentor agree to take on?
- What resources does the mentor agree to provide?
- What expectations does the mentor have of the mentee?

5.3 The Mentor–Mentee Relationship (2 of 2)

What mentees need to **DO**:

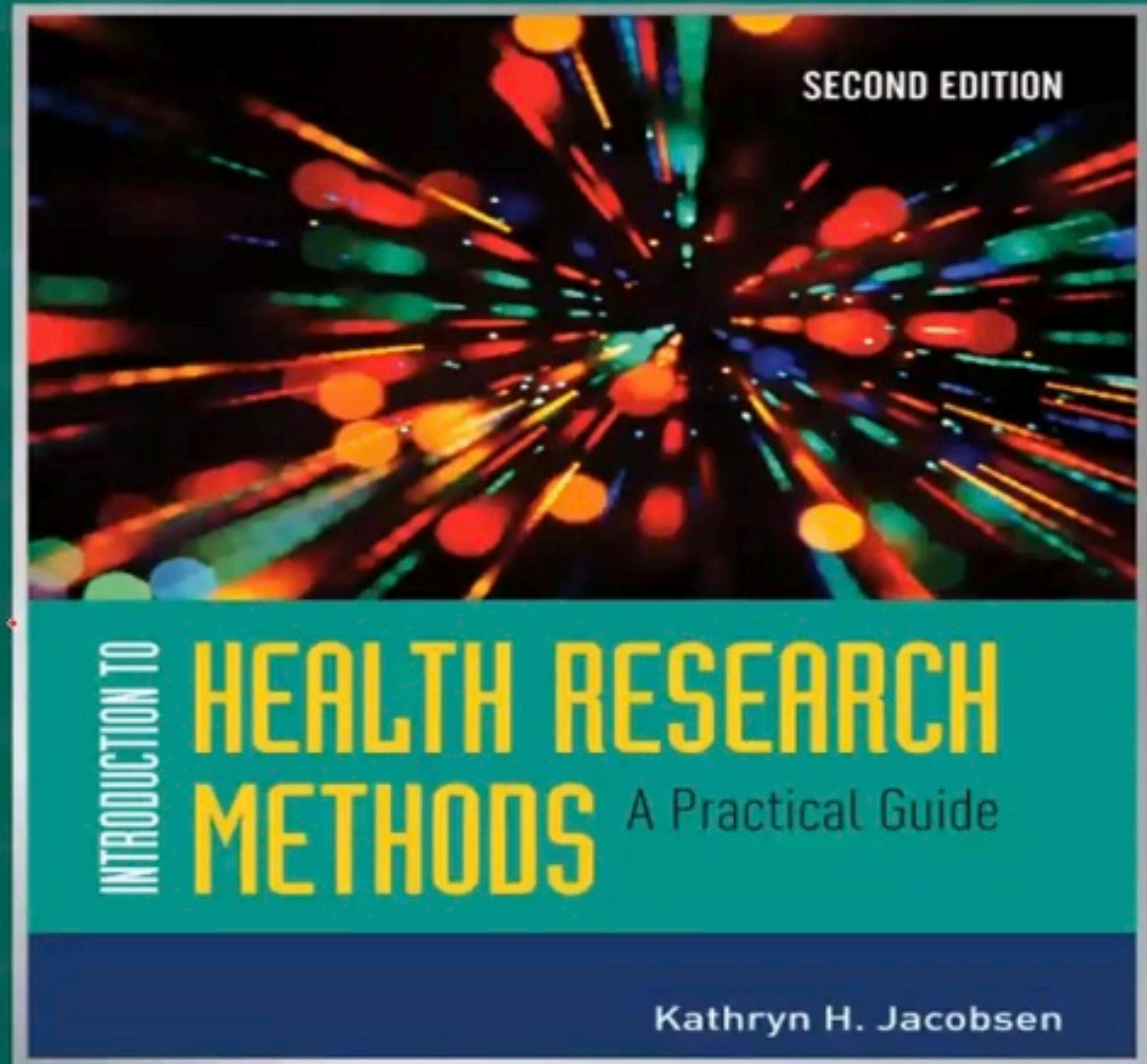
- Communicate often
- Ask questions
- Complete assigned tasks on time
- Be honest
- Maintain meticulous records
- Express gratitude

5.4 Professional Development

- Do not rely on one person to provide professional development and mentoring.
- Participate in journal clubs.
- Become active in professional organizations.
- Attend and present at research conferences.
- Enroll in training programs.

Coauthoring

Chapter 6



6.1 Coauthorship

- Most researchers start as “middle authors” before becoming a lead (first) author for the first time.
- Coauthors should adhere to standards, pay attention to details, ask questions, provide valuable feedback,...
- Decisions about who qualifies for coauthorship should be transparent.

6.2 Authorship Criteria

- ICMJE (International Committee of Medical Journal Editors) criteria for authorship in the health sciences
- All FOUR criteria must be met:
 1. Substantial contributions to the conception and design of the study and/or data collection, analysis, or interpretation
 2. Drafting and/or critically revising the intellectual content of the manuscript
 3. Approve the final version of the manuscript to be submitted
 4. Accept responsibility for the integrity of the paper
- **No gift authorships, No ghost authors**