COURSE OUTLINE

I. GENERAL INFORMATION

COURSE: Principles of Research in Health and Nursing
CODE: NURS 3505
CREDITS: Three (3)
CONTACT HOURS: Theory 30
Laboratory 30
PRE-REQUISITES: NURS 3503, NURS 3504, STAT 3103
CO-REQUISITES: N/A

II. DESCRIPTION:

This course offers the student the opportunity to value changes in the health and nursing practice that emerge from research, introducing evidence-based practice. The course describes different designs and statistical analyses that the researcher can use when conducting a study. Nursing research that promotes knowledge and practice of the discipline will be analyzed conducting a research project at the end of the course, focusing on the ethical considerations of the patient and the researcher. This course is offered presentional and non-presentational. It requires the use of a laboratory presentational.

III. JUSTIFICATION:

Technological changes in modern society require the constant search for new knowledge for the nursing practice. Nursing personnel needs to understand the research process to incorporate in their practice research findings. The evidence base provides new and constant findings which are incorporated in our practice. Nursing is at the forefront, being the health professional who works day by day in patient care, and therefore, it is a profession that contributes to constant changes in health care. This is a challenge for nursing personnel.
Research should be an integral aspect of education in a baccalaureate in nursing program. At this level, the student should have critical assessment skills in the research process, since he/she is a consumer of every research project.

IV. LEARNING OUTCOMES/COMPETENCIES

At the end of the course, the student will demonstrate ability to:

1. Use the nursing process as a technique in problem solving to develop critical thinking and research results and other evidences to design and implement safe, multidimensional, high-quality, and cost-effective care when intervening with individuals, family, groups, communities, and populations to meet basic needs through the continuum in health care environments.

   A. Describe the health and nursing research process and offer when offering examples of each phase of the process.
   B. Use the scientific method to apply acquired skills in new situations that arise when providing care to the human being.
   C. Discern the information obtained as part of the research process to understand the structure of the information generated after examining its parts.
   D. Formulate a research problem with the potential to create, integrate, combine ideas, plan, and propose other ways of doing things.

2. Utilize communication skills and establish interpersonal relationships between health care professionals when intervening and collaborating with individuals, families, groups, communities, populations, and the interdisciplinary team to offer client care.

   A. Value the message communicated when utilizing research findings in effective interventions with the human being in different structured and unstructured settings.
   B. Promote effective communication and interpersonal relationships with the work team and professor during the planning stage of evidence-based interventions.
   C. Apply therapeutic techniques of interpersonal relationships related to the research proposal of the human being’s state of health in different structured and unstructured settings.

3. Demonstrate knowledge and skills in the leadership role as agent of change when coordinating and managing effectively direct care and considering the necessary improvement of quality and patient safety, to provide health care within the client’s cultural diversity as well as the family, groups, communities, and populations.

   A. Demonstrate leadership roles and styles as care administrator when collaborating with the work team for planning the evidence-based care of the human being.
B. Demonstrate sensibility and respect when carrying out the role of leader and administrator of care with his/her classmates during the research process.
C. Demonstrate acceptance of the collaboration of his/her classmates and professor when considering problems presented in the health/nursing research with the human being.
D. Participate actively helping his/her classmates to develop basic research skills as a member of the work team.

4. Demonstrate skills in the use of technology and information management that provide support in decision making to improve the client’s health and the systems to offer them.
   A. Consider the utilization of technology and information management when selecting research findings and identifying health problems in diverse structured and unstructured settings.

5. Demonstrate sensibility and humanism when applying ethical-legal values when performing his/her functions through continuous life-long learning when assuming responsibility for the results of care for the client, family, groups, communities, and populations.
   A. Demonstrate ethical-legal values in the development of its functions through continuous life-long learning when using research and identifying the human being’s health problems in diverse structured and unstructured settings.

6. Demonstrate knowledge of general education, nursing, and related sciences to apply nursing activities geared toward the continuous improvement and effectiveness of the practice with clients, family, groups, communities, and populations in diverse health settings.
   A. Utilize knowledge of general education, nursing, and related sciences when using research findings and identifying the human being’s health problems in a variety of structured and unstructured health settings.

V. LEARNING OBJECTIVES

KNOWLEDGE: During the course, the student will be able to:
1. Analyze the importance of research through historical processes and the practice for the nursing profession.
2. Review the elements of quantitative and qualitative research methodology applied to the nursing practice.
3. Differentiate between the problem, purpose, hypothesis, and theoretical frameworks that formalize the basis of evidence for the clinical nursing practice.
4. Analyze research designs and its measurement and data collection elements that are provided as the basis of evidence for the clinical nursing practice.

AFFECTIVE: During the course, the student will be able to:
5. Discuss the events that impact the health of individuals and where problems
arise for developing the research in nursing.
6. Value the importance of evidence-based research that demonstrates the protection of human rights for a safe and quality nursing practice.

**PSYCHOMOTOR: During the course, the student will be able to:**
7. Generate a reliable and validated review of literature to integrate it to the nursing research.
8. Examine the results of the nursing research that will be used in the changes generated in health and nursing practices.

VI. **COURSE CONTENT**

**Unit I. Research in Nursing**
A. Nursing research  
B. The nursing role in research in nursing  
C. The participation of nursing in research: past to present  
D. Acquisition of knowledge through research in nursing  
E. The nursing process, the scientific method, and research in nursing  
F. Quantitative research  
   1. Problem solving and the nursing process: the basis for understanding quantitative research  
   2. Steps for quantitative research  
   3. Reading of quantitative research reports  
G. Qualitative research  
   1. Contribution of qualitative research to the evidence base  
   2. Philosophical vision of qualitative research  
   3. Qualitative research approaches and methodology

**Unit II. Development of evidence-based practice**
A. Utilization of research in evidence-based practice  
B. Historical perspective of the utilization of research in nursing  
C. Development of an evidence-based nursing practice  
D. Utilization of the evidence-based guidelines for facilitating an evidence-based practice  
E. Models for implementing the guidelines for evidence-based practice

**Unit III. Ethics in research in nursing**
A. Historical events in the development of codes of ethics and regulations  
B. Protection of human rights  
C. Informed consent  
D. Institutional review process (IRB)  
E. Bad scientific conduct

**Unit IV. Problem, Purpose, and Hypothesis in Research**
A. Concepts: problem and purpose  
B. Identifying the problem and purpose of research projects
C. Importance of the study’s problem and purpose
D. Viability of the problem and purpose
E. Objectives, questions, and hypothesis in research reports
F. Study variables

Unit V. Review of Literature
A. Review of literature in published studies
B. Evaluation process in the review of literature
C. Using the library and virtual resources
D. Identifying validated resources
E. Documenting the review of literature
F. Copyright and plagiarism

Unit VI. Theories, Frameworks, and Designs in Research
A. Theory
B. Elements of theory
C. Frameworks
D. Concepts: causality, probability, bias, control, manipulation
E. Descriptive designs
F. Correlational designs
G. Quasi-experimental designs
H. Experimental designs
I. Replication studies

Unit VII. Universe and Sample
A. Sampling
B. Representation
C. Sampling in qualitative studies
D. Research settings

Unit VIII. Measurement and Data Collection
A. Measurement concepts
B. Precision and accuracy of physiological measurements
C. Measurement strategies in nursing
D. Data collection processes

Unit IX. Research Results
A. Theoretical basis of results
B. Results and nursing practice
C. Methodologies for study results
D. Research strategies for study results
E. Disseminate findings of research results

Unit X. Evaluation of nursing practice research
A. Elements of evaluation in an intellectual research
B. The role of nursing in conducting a research evaluation
C. Evaluation process in quantitative research
D. Evaluation process in qualitative research

VII. EVALUATION METHODOLOGY:

1. Strategies
   Presential modality
   Conferences, cooperative learning, study guides, learning-based problems, brainstorming, portfolio, role playing, illustrations, readings in professional journals.
   Non-presential modality
   Virtual forum, chat, blog, study guides, situation analysis, debates, flowcharts, videos, readings

2. Assessment
   Presential modality
   Quick response, reflexive diary, concept map, situation analysis, study guides, minute paper, portfolio
   Non-presential modality
   Immediate response, reflexive diary, concept map, situation analysis, study guides, minute paper, virtual forum, chat, blog

3. Resources
   Presential modality
   Professor, course outline, blackboard, videos, text, journals, Internet, conferences, invitees, newspapers, reference books, audiovisual media,
   Non-presential modality
   Professor, virtual classroom, videos, Internet, virtual forum, chat, blog

4. Evaluation

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<thead>
<tr>
<th>Theory (presential)</th>
<th>50%</th>
<th>Theory (non-presential)</th>
<th>50%</th>
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<tbody>
<tr>
<td>Partial tests</td>
<td>(2) 20%</td>
<td>Written work</td>
<td>(5) 25%</td>
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<tr>
<td>Final evaluation</td>
<td>(1) 10%</td>
<td>Forums (3)</td>
<td>15%</td>
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<tr>
<td>Written work</td>
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<td>Assessment</td>
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<tr>
<td>Participation</td>
<td>10%</td>
<td>Participation</td>
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Laboratory 50%
- Research proposal 20%
- Study guides 10%
- Research article critique 10%
- Participation 10%
Curve
For evaluation of tests and cumulative grade
100 – 90
89 – 80
79 – 70
69 – 60
59 – 0

For course grade
4.00 – 3.50
3.49 – 2.50
2.49 – 1.60
1.59 – 0.80
0.79 – 0.00

VIII. BIBLIOGRAPHY:

Books


Journals

The Journal of Nursing Education
RN (monthly)
Nursing Research (bimonthly)
Nursing Management Women’s Health (monthly)
American Journal of Nursing (AJN) (monthly)
Nursing (monthly)
Electronic addresses


Databases


IX. REVISION:

Recommended by : María de los Ángeles Rivera, MSN
Date : January 2016
Approved by : Ángela E. Ortiz, MSN
BSN Coordinator – Caguas

Luis F. Mercado, MSN
BSN Coordinator - Yauco

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