



INTER AMERICAN UNIVERSITY OF PUERTO RICO  
METROPOLITAN CAMPUS  
FACULTY OF SCIENCES AND TECHNOLOGY  
SCHOOL OF NURSING CARMEN TORRES DE TIBURCIO

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## SYLLABUS

### I. GENERAL INFORMATION

Course Title	:	Introduction to the Nursing Research Process
Number and Code	:	NURS 3115
Credits	:	3 Credits
Academic Term	:	
Professor	:	
Office Telephone	:	(787) 250-1912 ext. 2159, 2202
Office hours	:	
Email	:	

### II. DESCRIPTION

Discussion of the research process and the ethical legal considerations. Application and evaluation of the practice based on the evidence for health problem solving. Research assessment for the development of the best practices in the profession. Corequisites: NURS 3100, 3120.

### III. COURSE COMPETENCIES

#### Knowledge

1. Describe evidence-based practice to include the components of research evidence, clinical expertise and patient/family values
2. Identify efficient and effective search strategies to locate reliable sources of evidence
3. Identify principles that comprise the critical appraisal of research evidence
4. Analyze own strengths, limitations and values as a member of a team

#### Skills

1. Use health research methods and processes, alone or in partnership with scientists, to generate new knowledge for practice
2. Employ efficient and effective search strategies to answer focused clinical questions
3. Critically appraise original research and evidence summaries related to area of practice.
4. Demonstrate awareness of own strengths and limitations as a team member.

## **Attitudes**

1. Value the need for ethical conduct of research and quality improvement.
2. Value development of search skills for locating evidence for best practice
3. Value knowing the evidence base for nursing practice.
4. Acknowledge own contributions to effective or ineffective team functioning.

## **IV STUDENT LEARNING OBJECTIVES**

1. Identifies the PICO components in a well worded clinical question applicable to nursing practice and patient-centered care. (*Knowledge, Critical Thinking*)
2. Use information technology to retrieve hierarchical levels of evidence that addresses clinical questions. (*Informatics & Technology*)
3. Becoming familiar with nursing research background, theoretical and conceptual frameworks, research language, basic design (Quantitative and Qualitative), and statistical concepts (descriptive and inferential). (*Knowledge*)
4. Developing critiquing skills for research literature assessing biases, the soundness of methodological decisions, the credibility of resulting results, and observance of ethical principles. (*Critical Thinking, Safety, Ethics*)
5. Preparing a written review of literature; integrating appraised evidence to clinical practice. (*Communication*)

## **V. CONTENT**

### **1. Nursing Research and Its Role in Evidence-Based Practice**

- 1.1 Introduction to Nursing Research in an Evidence-Based Practice Environment
- 1.2 Fundamentals of evidence-Based Practice
- 1.3 Key Concepts in Quantitative and Qualitative Research
- 1.4 Reading and Critiquing Research Articles
- 1.5 Ethics in Research

### **2. Steps in Research**

- 2.1 Research Problems, Research Questions, and Hypotheses
- 2.2 Finding and Reviewing Research Evidence in the Literature
- 2.3 Theoretical and Conceptual Frameworks

### **3. Quantitative Research**

- 3.1 Quantitative Research Design
- 3.2 Sampling and Data Collection
- 3.3 Measurement and Data Quality
- 3.4 Statistical Analysis
- 3.5 Rigor and Interpretation

#### 4. Qualitative Research

- 4.1 Qualitative Designs and Approaches
- 4.2 Sampling and Data Collection
- 4.3 Analysis of Qualitative Data
- 4.4 Trustworthiness and Integrity

#### 5. Special topics in Research

- 5.1 Mixed Methods
- 5.2 Systematic Reviews: Meta-Analysis and Metasynthesis

### VII. TEACHING- LEARNING ACTIVITIES

- A. Conference or Lecture
- B. Cooperative, collaborative group work (Team STEPPS)
- C. Special group assignments and classroom written exercises (Assessment)
- D. Journal articles appraisal (Critical Thinking)
- E. Group discussion
- F. Web sites (Informatics and Technology)
- G. Independent study
- H. Oral presentation
- I. Blackboard: Research Resources, Examples of Assignments, Assignment Rubrics
- J. CAI

### VIII. EVALUATION

CRITERIA	POINTS	PERCENTAGE OF FINAL GRADE
3 Partial Exams (200 points each)	600 points	60%
Literature Review Project	350 points	35%
Reading Research Literature Quantitative & Qualitative	40 points	4%
Attendance	10 points	1%
<b>TOTAL</b>	<b>1000 points</b>	<b>100%</b>

- There will be a 5% point deduction for each day an assignment is late up to 3 days. No assignments will be accepted after 3 days from its due date.
- There are no make-up exams
- Literature Review assignment #3 must be submitted to SafeAssign; Originality report greater than 10% will not be accepted.

### IX. SPECIAL NOTES

#### A. Supportive Services or Special Needs

Students requiring additional services or special assistance must request these at the beginning of the course or as soon as they learn that they need them, through the appropriate4 register in the office of M. Jose Rodrigues, at the University Orientation Program located at the first floor of Harris Building.

**B. Honesty, Fraud, and Plagiarism**

The lack of honesty, fraud, plagiarism, and any other inadequate behavior in relation to academic work constitutes major infractions sanctioned by General Student Regulations. Major infractions, according to General Student Regulation, may result in suspension from the University for a definite period of time greater than one year or the permanent expulsion from the University, among other sanctions.

**C. Use of electronic devices:**

Cellular (mobile) telephones, IPODS, and any other electronic device that could interrupt the teaching-learning process or disrupt a milieu favorable for academic excellence will be deactivated. Critical situations will be dealt with in an appropriate manner. The use of electronic devices that permit accessing, storing or sending data during tests or examinations is prohibited.

**D. Compliance with the provisions of Title IX**

The Federal Higher Education Act, as amended, prohibits sex discrimination in any academic, educational, extracurricular, athletic, or any other program or employment, sponsored or controlled by an institution of higher education regardless of whether it is conducted Inside or outside the institution's premises, if the institution receives federal funds.

As provided by current federal regulations, our Academic Unit has designated an Assistant Title IX Coordinator who will provide assistance and guidance regarding any alleged incidents of discrimination based on sex or gender, sexual harassment or sexual assault . You can contact the Assistant Coordinator, George Rivera, Security Director, at 787-250-1912, extension 2147, or email [grivera@metro.inter.edu](mailto:grivera@metro.inter.edu).

The Normative Document entitled Standards and Procedures for Responding to Alleged Violations of Title IX Provisions is the document that contains the institutional rules for channeling any complaint that is based on this type of allegation. This document is available on the website of the Inter-American University of Puerto Rico ([www.inter.edu](http://www.inter.edu)).

**E. Special Requirements of Practice and Internship Centers (N/A)**

Some academic programs of the University require students to complete a practice or internship in a real work scenario as part of the degree requirements. These external centers may be state and federal agencies, hospitals, and nongovernmental organizations, among others. It is the student's responsibility to comply with the external practice center, these requirements may be doping tests, HIV tests, an immunization certificate against hepatitis, a health certificate, a negative criminal record, or any other requirement that the institution or practice center may stipulate. If students

refuse or are not able to meet any of the requirements, they will be unable to complete their practice or internship and, therefore will not pass the practice or internship course or meet the graduation requirements of their academic program.

## **XI. EDUCATIONAL RESOURCES**

### **Text Book**

Polit, D. & Tatano-Beck, C. (2014). Essentials of nursing research: appraising evidence for nursing practice. Philadelphia, PA: Lippincott.

Publication Manual of the American Psychological Association. (2011). Washington DC: American Psychological Association

### **Reference Books**

Ling Pan, M. (2008). Preparing literature reviews: qualitative and quantitative approaches. Glendale, CA: Pyczak Publishing.

Polit, D & Tatano-Beck, C. (2012). Nursing research: generating and assessing evidence for nursing practice. Philadelphia, PA: Lippincott.

Rebar, C.R., Gersch, C.J., Macnee, C.L. & McCabe, S. (2011). Understanding nursing research: using research in evidence-based practice. Philadelphia, PA: Lippincott.

### **Electronic resources:**

Clinical Evidence

[www.clinicalevidence.com](http://www.clinicalevidence.com)

Evidence-Based Mental Health

<http://ebmh.bmjournals.com/>

Evidenced-Based Nursing

[www.evidencebasednursing.com](http://www.evidencebasednursing.com)

PubMed Clinical Queries

[www.pubmed.gov](http://www.pubmed.gov)

CINAHL

[www.cinahl.com](http://www.cinahl.com)

MEDLINE

[www.pubmed.gov](http://www.pubmed.gov)

National Guidelines Clearinghouse

[www.guideline.gov](http://www.guideline.gov)

RNAO Best Practice Guidelines

[www.rnao.org](http://www.rnao.org)

Center for evidence-based Nursing (York,UK)

[www.york.ac.uk/healthsciences/centres/evidence/cebn.htm](http://www.york.ac.uk/healthsciences/centres/evidence/cebn.htm)

EBM Toolkit

[www.med.ualberta.ca/ebm/ebm.htm](http://www.med.ualberta.ca/ebm/ebm.htm)

Joanna Briggs Institute

[www.joannabriggs.edu.au](http://www.joannabriggs.edu.au)

SchARR Netting the Evidence

[www.shef.ac.uk/scharr/ir/netting](http://www.shef.ac.uk/scharr/ir/netting)

American Public health association (APHA);

<http://www.apha.org>

Center for disease control and prevention (CDC)

<http://www.cdc.gov>

National Institutes of Health (NIH):

<http://os.dhhs.gov>

U.S. Department of Health and Human Services

<http://os.dhhs.gov>

World Health Organization

<http://www.who.ch>

Center for International Health Information

<http://www.cihi.com>

Health Literacy Initiative (NIH):

[http://www.nih.gov/icd/od/ocpl/resorces/  
improvinghealthliteracyl.htm](http://www.nih.gov/icd/od/ocpl/resorces/improvinghealthliteracyl.htm)

National Center for Health Education:

<http://www.nche.org/>

Cultural Competence Compendium:

<http://www.ama-aassn.org>

Culture and Diversity:

<http://www.amsa.org>

National Institute of Nursing research:

<http://www.nih.gov/ninr>

Online Journal of Nursing Informatics:

<http://www.eaa-knowledge.com/ojni/>

National Center for Health Statistics:

<http://www.cdc.gov/nchs>

The Cochrane Collaboration

[www.cochrane.org](http://www.cochrane.org)

National Guideline Clearinghouse

[www.guidelines.gov](http://www.guidelines.gov)

U, S, Department of Health & Human Services

Office of Minority Health

Program of Culturally Competent Nursing Care-Cornerstone of Caring

[www.thinkculturallhealth.org](http://www.thinkculturallhealth.org)

U.S. Department of Health & Human Services

Agency for Healthcare Research & Quality

<http://teamstepps.ahrq.gov/>

The Joint Commission-National Patient Safety Goals

<http://www.jointcommission.org/PatientSafety/NationalPatientSafetyGoals/>

National Council of State Boards of Nursing (NCSBN)

<https://www.ncsbn.org/index.htm>

Owl Purdue University

<https://owl.english.purdue.edu/owl/resource/560/01/>

Son of Citation Machine

<http://www.citationmachine.net/>

Lincoln & Guba Evaluative Criteria

<http://www.qualres.org/HomeLinc-3684.html>