



## INTRODUCTION

**Course description:** This subject introduces students into scientific research in nursing. The aim is for students to acquire theoretic and methodological knowledge that will help them reflect upon the reality of nursing, as well as obtain scientific knowledge and consider its application in nursing, in order to improve professional practice and quality of the care. It will also foster a positive attitude towards research and will educate in skills related to the search and use of scientific evidence, critical reading and asking questions, and research projects.

- **Degree:** Nursing
- **Module in the Degree Program:** Basic Nursing Education, Instrumental Subjects
- **Number of credits:** 3ECTS
- **Year:** 2<sup>o</sup>, second semester
- **Type of course:** Compulsory
- **Instructor:** Dr. María Lavilla Gracia, Dr. Silvia Carlos, Dr. Alfredo Gea, Estefanía Toledo and Dr. Marcia Van Riper
- **Language:** English
- **Lecture schedule:** see Google calendar

## LEARNING OUTCOMES (Competencies)

**CE07.** Using information and communication technologies and systems in healthcare.

**CE22.** Analyzing statistical data from population-based studies to identify the possible causes of health problems.

**CG01.** In the context of nursing, students must be able to provide technical and professional healthcare that fits the health needs of the people they care for, in accordance with their stage in the process of acquisition of academic knowledge and the quality and safety levels established in applicable legal and ethical standards.

**CG06.** Basing nursing interventions on scientific evidence and the resources available.

**CG14.** Establishing assessment mechanisms that take into account scientific, technical and quality aspects.

**CG16.** Being familiar with healthcare information systems.

**CB2.** Students must know how to apply their knowledge to their work or vocation in a professional way and must have the competences that are usually demonstrated by means of preparing and defending arguments and solving problems within their area of study.

**CB3.** Students must have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific and ethical topics.

**CB4.** Students must be able to transmit information, ideas, problems and solutions to specialized and general audiences.

**CB5.** Students must develop the learning skills required to undertake subsequent studies with a high level of independence.

## PROGRAM

### Theoretical program



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Topic 1: Introduction to Nursing Research

Topic 2: Practice based on evidence (PBE)

Topic 3: Types of review of literature

Topic 4: Scientific research process

Topic 5: Research question, aim and hypothesis

Topic 6: Quantitative research: Epidemiology review and Statistics review

Topic 7. Qualitative research

Topic 8. Ethics in research

## **Seminars**

Seminar 1: Bibliographic searches

Seminar 2: Citations and bibliographic referencing

Seminar 3. Instructions report and oral presentation. Work on research question

## **EDUCATIONAL ACTIVITIES**

### **I. Face to face educational activities:**

#### **Theoretical and participatives class** (20 hours; 0.8ECTS):

The most relevant conceptual and theoretical aspects of the course will be explained in the class using audiovisual media. The classes will be participatory working with examples and cases to illustrate the key aspects of the course. The lecturer will indicate to the students the reading and study material for each topic (journal articles; book chapters, pieces of news..). Participation and contribution during the class will be positively valued.

*Students are reminded that the sessions can be transmitted by videoconference and even recorded, and that they are protected by copyright. More information can be obtained on the ADI access page.*

#### **Seminar search strategy** (5 hours; 0.25ECTS):

The objective is to learn the use of Pubmed. Two sessions will be held in the classroom with the personal computer two hours each. The first session will work individually based on three models of research question. Attendance is mandatory.

#### **Seminar: Quotation and Referencing** (2 hours; 0.1 ECTS)

A two-hour session in which students practice, through a variety of exercises, the main methods of quotation and bibliographic referencing in nursing. Attendance is mandatory.

#### **Individual Tutorials** (2 hours; 0.1 ECTS)

Previously scheduled meetings (by appointment via email) between the student and the professor to resolve doubts related to the course content, assignments, and to provide guidance in the learning process.

#### **Evaluation** (2 hours; 0.1 ECTS)

The student will demonstrate the acquisition of the knowledge, attitudes, and skills corresponding to the required competences. The evaluation criteria are detailed in the "Evaluation" section.



## **II. Personal work:**

Students must understand the topics covered early in the course in order to comprehend the information presented later. They will also need to integrate the material learned throughout the course. Therefore, it is important that they do not fall behind and that they set aside regular time outside of class to work on the course material daily.

1. **Reading assignments before lectures (22.5 hours; 0.9 ECTS):** Students must read the assigned materials for each subject before the lecture covering that topic. Being familiar with the topics beforehand will allow them to get the most out of the lectures.
2. **Personal study (35 hours; 1.4 ECTS):** Students should engage in personal study using the professor's notes, their own lecture notes, and recommended books when necessary. This includes study time, reading materials, class preparation, and time required to prepare for the seminar.
3. **Group work: bibliographic search (10 hours; 0.4 ECTS):** Students must prepare a task in pairs consisting of a bibliographic search using the PubMed database. Specifically, they must formulate a clinical practice research question, justify and describe it scientifically, and outline the search strategy used. Additionally, two articles must be selected, and their main findings synthesized in a way that answers the research question. Full details will be provided in class. Clarity of expression/presentation, relevance, and bibliography will be evaluated.

The deadline will be announced in advance at the beginning of the course.

## **ASSESSMENT**

<b>Activities</b>	<b>Percentage</b>
Proactive participation and handing in short activities	10%
Oral presentation	20%
Writing Inform	20%
Exam	50%
<b>Total</b>	<b>100%</b>

Attendance in class is viewed positively, especially when students come prepared with the required materials and actively participate in class activities. The lecturer will also assess students' knowledge through their responses to questions related to content taught in previous sessions.

**Unjustified absence from seminars or oral presentations** will result in a **deduction of two points** from the final course grade.

The final exam will consist of multiple-choice questions, and points will be deducted for incorrect answers. Specifically, one correct answer will be subtracted for every four incorrect ones. Exam questions will be based directly on lectures, class discussions, and seminar content.



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### **Evaluation in the ordinary call**

The final grade for the course will be the result of the grades obtained in the assessable training activities. To pass the course, it will be required to have achieved a minimum qualification of 5.0 in the final exam and 5.0 at oral presentation and 5.0 in the report. The non-presentation of the work or exam supposes the failure of the subject. The grade of the approved evaluation components will be kept until the extraordinary evaluation.

Students whose final mark is 5.0 points or more will pass the course.

Students whose final mark is below 5.0 will not pass the course and will be graded as *Suspense*.

Students who do not take the final exam will not pass the course and will be graded as *No presentado*.

### **Evaluation in the extraordinary call**

For those who do not pass the course in May or did not take the exam (*Suspense* or *No presentado*) there will be an extraordinary call in June. The student will be evaluated for the failed part in the ordinary evaluation. The final grade will be the result of the grades obtained in each of the activities described.

Final grade of the course: in accordance with the article 5.0 of the Royal Decree 1125/2003, the results obtained by the student will be graded according to the following numerical scale from 0 to 10, with a decimal expression, its corresponding qualitative qualification may be added:

0-4.9: Failed (Suspense)

5.0-6.9: Passed (Aprobado)

7.0-8.9: Good (Notable)

9.0-10: Merit (Sobresaliente)

### **Exams review:**

The students will be able to review the exams and assessable works in an interview with the professor, after the publication of the grades, in a day and place that will be notified.

### **Students with special learning needs:**

Accommodation will be provided for students with special learning needs, either regarding the methodology and/or evaluation of the course, but they will be expected to fulfill all course objectives.

**Students with special educational needs** must first contact the Office of Academic Affairs at the Faculty of Nursing to obtain the corresponding authorization for adaptations. This authorization must then be submitted by the student to the course instructor. It is recommended that this process be carried out at the beginning of the semester.

## **OFFICE HOURS**

**Dra. María Lavilla Gracia** ([mlavilla@unav.es](mailto:mlavilla@unav.es))

Office S090. Los Castaños Building. Floor -1

Office hours: 9:00-17:00h.



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Students should contact the professor via email before attending her office hours.

## **BIBLIOGRAPHY AND RESOURCES**

### **BASIC**

Handbook of Theory and Methods in Applied Health Research: Questions, Methods and Choices. Catherine Walshe, Srah Brearley. United Kingdom, Edward Elgar Publishing Ltd. 2020. [Find this book in the library](#)

How to perform a systematic literature review: a guide for health care researchers, practitioners and students. Edward Purssell, Niall McCrae. Cham: Springer International Publishing. 2020. [Find this book in the library](#) (Versión electrónica)

A post-graduate's guide to doing a literature review in health and social care. Helen Aveyard, Sheila Payne, Nancy Preston. Maidenhead\_ Open University Press. 2016. [Find this book in the library](#)

A step-by-step guide to conducting an integrative review. Coleen E. Toronto, Ruth Remington. Cham: Springer International Publishing. 2020. [Find this book in the library](#) (Versión electrónica)

The Oxford handbook of qualitative research. Patricia Leavy. Oxford, New York: Oxford University Press. 2014 [Find this book in the library](#)

The Research Process in Nursing. 6th edition. Gerrish K, Lacey A. 2010 [Find this book in the library](#)

The practice of nursing research: conduct, critique & utilization Nancy Burns, Susan K. Grove. 2001 [Find this book in the library](#)

Nursing research: generating and assessing evidence for nursing practice Denise F. Polit, Cheryl Tatano Beck. 2008 [Find this book in the library](#)

Nursing research: principles and methods. Denise F. Polit, Cheryl Tatano Beck. 2004 [Find this book in the library](#)

Nursing research: principles, process and issues. Kader Parahoo. 2006 [Find this book in the library](#)

### **OTHER**

For translation and pronunciation of words and short sentences: <http://translate.google.com/#en/es>

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