

Course Title Nursing Research 1

Course Code NURSING 1212 NCM111

Course Description This course deals with concepts and principles in the application of the major phases of the research process. It introduces the beginning role of a nurse as a nurse researcher. The learners are expected to develop technically and ethically sound research proposals. Moreover, an independent study will also be incorporated in order to develop the student's quest for self-directed learning in the conceptualization of the research process.

Course Credit 3 units (2 units lecture with independent study, 1 unit RLE)


Independent study 18 hours

Placement 3rd year 1st Semester

Pre-requisites Mathematics in the Modern World (Biostatistics Integrated)

Program Outcomes:

- 1. Apply knowledge of physical, social, natural, and health sciences and humanities in the practice of nursing.
- 2. Perform safe, appropriate, and holistic care to individuals, families, population groups, and communities utilizing the nursing process.
- 3. Apply guidelines and principles of evidence-based practice in the delivery of care in any setting.
- 4. Practice nursing in accordance with existing laws, legal, ethical and moral principles


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5. Communicate effectively in writing, speaking, and presenting using culturally-appropriate language.
6. Document and report on client care accurately and comprehensively.
7. Work effectively in teams, in collaboration with other disciplines and multi-cultural teams.
8. Practice beginning management and leadership skills in the delivery of client care.
9. Conduct research with an experienced researcher.
10. Engage in lifelong learning with a passion for keeping current with national and global developments in general, and nursing and health developments in particular.
11. Demonstrate responsible citizenship and pride in being a Filipino.
12. Design and apply techno-intelligent care systems and processes in healthcare delivery.
13. Adopt the nursing core values in the delivery of nursing care.
14. Apply entrepreneurial skills
15. Demonstrate the core values of FEU (Fortitude, Excellence, and Uprightness) in the practice of the nursing profession.

Level Outcomes:

Given the actual situation, the student will be able to:


1. Describe the basic foundation in Nursing Research.

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2. State steps in writing a research proposal.
3. Explain the major phases in the conduct of research in nursing
4. Develop a technically and ethically sound research proposal.

Course Outcomes:


1. Apply knowledge of physical, social, natural and health sciences and humanities in nursing care management of sick clients across the lifespan with emphasis on life-threatening conditions, acutely ill/multi-organ problems, high acuity, and emergency , acute and chronic situation
2. Utilizing the nursing process in order to provide safe, appropriate and holistic nursing care management for the client (individual, family, population group, and/or community) with emphasis on life-threatening conditions, acutely ill/multi-organ problems, high acuity, and emergency situations, acute and chronic
3. Apply appropriate evidence-based nursing care on a variety of theories and standards relevant to health and healing in clinical practice of care of the client with emphasis on life-threatening conditions, acutely ill/multi-organ problems, high acuity, and emergency situation, acute and chronic
4. Adheres to ethico-legal consideration when providing safe, quality and professional nursing care to a client with an emphasis on life-threatening conditions, acutely ill/multi-organ problems, high acuity and emergency situation, acute and chronic
5. Document client's responses to nursing care services rendered and processes/outcomes of the nurse-client working relationship
6. Work effectively among nursing teams, in collaboration with other health disciplines and multi-cultural teams as nursing students.
7. Practice beginning management and leadership skills in the delivery of client care
8. Engage in lifelong learning with a passion for keeping current with national and global developments in general, and nursing and health developments in particular.

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9. Conduct evidence-based study relevant to the care of clients with acute biological crises complying with the ethical principles in nursing research.
10. Participate in lifelong learning with a passion for keeping current with national and global developments in general, and nursing and health developments in particular.
11. Applies laws of the land being a model Filipino nursing student.
12. Design and apply techno-intelligent care systems and processes in nursing care management.
13. Displays nursing core values in the delivery of nursing care management
14. Apply entrepreneurial skills in conducting seminar/training to provide
15. Demonstrate the core values of FEU (Fortitude, Excellence, and Uprightness) in the practice of the nursing profession.

Learning Plan


Learning Outcomes	Content	Learning Strategies				Assessment
		Classroom	TA	Related Learning Experience (Skills Lecture, Hospital and Community)	TA	
Familiarize oneself with the Academic Policy for both University and the Institute	Orientation CIB IN Policy	Question and Answer	2	Brainstorming of title proposal	3	Non-graded
Integrate relevant principles of social, physical, natural, and health sciences, and humanities in nursing research.	1. Introduction to Nursing Research 2. Significance and purposes A. Methodological foundation	Answering essential questions	2	Critiquing of research paper (qualitative) Critiquing of research title	3	Non-graded

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Learning Outcomes	Content	Learning Strategies				Assessment
	B. Quantitative C. Qualitative 3. Knowledge and method 4. Level of evidence					
Utilize evidence-based research in the delivery of nursing care. Exemplify professionalism, integrity, and excellence in the conduct of nursing research. Demonstrate continued competence and professional growth in nursing research. Manifest professionalism, integrity, and excellence in the conduct of nursing research.	5. Evidence-based nursing Research a. Definition b. Importance Utilization 6. Roles and Responsibilities of a nurse researcher a. Engage in Nursing or health-related research b. Evaluate a research study c. Applies the research process on improving patient care d. Continuing growth in Nursing	Group Dynamics independent study	2	Critiquing of research paper (quantitative) Submission and approval of the proposed research title	3	Rubric

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Learning Outcomes	Content	Learning Strategies				Assessment
	research e. Research interest groups in nursing and other allied health professions f. Career growth and options in nursing 7. Competence of a nurse researcher					
Prepare a research proposal complying with the ethical principles in nursing research and institutional standards.	8. Writing a Research Proposal A. Format and style B. Gantt chart C. Budget Proposal	Question and answer	1	Writing of the Ethical Consideration, Research Protocol, and Informed Consent	3	On-line quiz via Canvas Rubric
Adhere to ethico-legal considerations in conducting nursing research. Protects client's rights based on Patients' Bill of Rights and Obligations." Implement strategies/ policies related to informed consent as it applies to nursing research.	9. Ethics in Nursing Research A. Universal ethical principles 10. Elements of the research ethics A. The informed consent B. Vulnerability of research	Check for transfer Independent Study	3	Given a journal (The moral competence in enhancing work engagement among nurses), provide the elements of research ethics	6	Rubric

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Learning Outcomes	Content	Learning Strategies				Assessment
research purpose, problems, and hypothesis.	4. Use of software 5. Proper citation (APA 7 th edition) 6. Copyright and publication 7. Observation and experiences 8. Significance of the study ii. Identifying the framework to be used in the study 1. Theoretical 2. Conceptual iii. Defining the variables iv. Stating the Hypothesis					

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Learning Outcomes	Content	Learning Strategies				Assessment
<p>Synthesize relevant literature and studies.</p> <p>Determine the appropriate research design.</p>	<p>B. Designing and Planning Phase</p> <p>i. Research Designs</p> <ol style="list-style-type: none"> 1. Etymology and definition of methods and research design 2. <i>Major differences between qualitative and quantitative intellectual inquiry</i> 3. <i>Quantitative Design</i> 4. <i>Qualitative Design</i> 5. Mixed-Method Design 	Group Dynamics	4	<p>Group Dynamics</p> <p>Writing of the Chapter 2 and its content</p> <p>Writing of the synthesis of RRL and its matrix</p> <p>Topical Presentation of RRL</p> <p>Synthesis</p>	6	Rubric

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Learning Outcomes	Content	Learning Strategies				Assessment
Identifying the appropriate sampling plan for your research proposal Identify appropriate framework, state hypothesis correctly and define terms appropriately	ii. Identifying the population to be studied	Doodle it with Independent Study via Video conferencing	4	Write it down Writing of the Framework, Hypothesis, and Definition of Terms	3	Rubric Quiz# 3
Evaluate appropriate research instruments for your study. Formulate research Design in your study Identify research locale Write down appropriate sampling size and technique	iii. Specific methods to measure, gather, analyze, and assess variables and data iv. Locale v. Developing research instrument	Write it Down Independent Study via Video Conferencing	2	Write it down Writing of Chapter 3 and its content Research Design Population and Sampling Locale	6	Rubric
1. Dimensions of data collection approaches 2. Steps in developing a data	vi. Data gathering protocol	Check for Transfer with Independent Study via Video	6	Write it Down Instrument	6	Rubric Quiz#4

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Learning Outcomes	Content	Learning Strategies				Assessment
collection plan	vii. Statistical treatment	Conferencing		Data gathering Statistic treatment		
Present an ethically and technically sound research proposal	Presenting research proposal	Presentation via video conferencing	2	Research Proposal Presentation	3	Proposal Defense Rubric
Present an ethically and technically sound research proposals	Presenting research proposal	Presentation via video conferencing	2	Research Proposal Presentation	3	Proposal Defense Rubric

Learning Environment:


a. Lecture (2 units = 36 hours and 1 unit RLE = 51 hours)

i. Online Classroom

1. Online Classroom

This learning space is where an educator and group of students virtually meet. Through video conference it elicits the critical thinking strategies as well as their independent learning skills..

2. Interactive Online Classroom

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This course integrates didactic and hybrid virtual instructional spaces that utilize technological pedagogies anchored on self-directed and adult learning philosophical and theoretical underpinnings guiding the students to assimilate and acquire relevant competencies in the conceptualization, design and planning of a timely, research-based, and evidence-based capstone for the benefits of knowledge development and knowledge management. The students are provided with multimodal approaches to learning to build, enhance, and sustain their level of proficiency and expertise vis-à-vis nursing research.

3. Independent Studies – Learning management mode via online Canvas through Reflective Journal

ii. Learning Management System through Canvas


This course utilizes a learning management system such as Canvas to deliver a boundaryless learning environment that emulsifies active learning, student engagement through hybrid course design, video presentation and course podcasting. In so doing, it values time, commitment and effort of the students where cognitive, affective, and psychomotor development in terms of learning are ensured.

b. Resources:

Research Text Book & Reference Books
 CHED Research Policies and Guidelines
 University Policies and Manuals
 University Research Center Manual

PowerPoint Slides
 Internet Information
 Paper and pen
 Learning Management System (Canvas)

c. Course Requirements:


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Research Proposal

d. Grading Requirements:

Formative Assessment	Summative Assessment
<ul style="list-style-type: none">• Pretest• Presentation• Collaborative Learning Rubric• Group dynamics Rubric• Quiz	<ul style="list-style-type: none">• Long Quiz• Portfolio• Midterm Examination• Final Examination

Category	Lecture 2 "units"	RLE 1 "unit"	Grading System Students		
% breakdown	60	40	Written Grade	Quality Point	Numerical Equivalent
Formative Assessment <ul style="list-style-type: none">- Group activity- Video reporting- Quizzes- Peer Evaluation	60%	40%	A	4.00	100-92
			B+	3.50	85-91
			B	3.00	78-84
			C+	2.50	71-77
			C	2.00	64-70
			D+	1.50	57-63
Summative Assessment <ul style="list-style-type: none">- Portfolio- Periodical Exam- Research	60%	40%	D	1.00	50-56
			F	0.00	BELOW 50

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Proposal					
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