



UNIVERSITAT D'ANDORRA

## Seminar Guide

<b>Seminar Guide</b>	Bachelor's Degree in Nursing
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<b>Module</b>	M12: Nursing Research
<b>Seminar</b>	Nursing Research
<b>Academic Year</b>	2025-2026
<b>Semester</b>	1
<b>Professors</b>	Mercè Avellanet - <a href="mailto:mavellanet@uda.ad">mavellanet@uda.ad</a> Anna Boada - <a href="mailto:aboada@uda.ad">aboada@uda.ad</a>
<b>Format</b>	Presential
<b>Language of instruction</b>	English
<b>Support language</b>	Catalan

### 1. Course description

The purpose of this seminar is to introduce students to the fundamental principles and practices of scientific inquiry in nursing. The seminar focuses on developing critical thinking and analytical skills that are essential for:

- Integrating evidence into clinical decision-making.
- Designing and conducting nursing research.
- Effectively transferring knowledge into healthcare practice.

Students will explore the foundations of evidence-based nursing, learn how to critically appraise scientific literature, and understand the methodologies used in nursing

research. Additionally, they will gain insight into how research findings can be applied to real-world clinical settings.

The seminar combines theoretical instruction, case analysis, and guided reflection to prepare students to become informed practitioners who contribute to healthcare quality through research and innovation.

## **2. Learning Outcomes**

By the end of this seminar, students will be able to:

1. Define the principles of evidence-based nursing
2. Critically appraise scientific literature
3. Design a basic nursing research protocol
4. Identify strategies for effective knowledge transfer
5. Recognize ethical considerations in research

## **6. Seminar Contents**

### **1. Evidence-Based Practice**

- 1.1. Definitions and principles of Evidence-Based Nursing
- 1.2. Types and levels of evidence
- 1.3. Critical appraisal of research
- 1.4. Implementation of evidence into practice

### **2. Designing Nursing Research Strategies**

- 2.1. Identifying a research problem
- 2.2. Formulating objectives and research questions
- 2.3. Research methodologies
- 2.4. Developing a research protocol

### **3. Knowledge transfer**

- 3.1. Objectives of research

- 3.2. Ethics in research
- 3.3. Strategies for knowledge transfer
- 3.4. Barriers and facilitators to knowledge transfer

## 7. Methodology

- Classroom activities: active student participation
- Tutored activities: case seminars and guided exercises
- Individual work: completion of assessment tasks and required readings

A virtual learning environment will support teaching and communication.

## 8. Assessment

### 8.1. Continuous assessment

Continuous assessment includes participation in scheduled activities, completion of assigned tasks and a multiple choice exam.

**BINFE-E007** Ability to Engage in the Development of the Nursing Profession

**BINFE-E007-05** Designs strategies for the development of the profession based on analyzed data.

Indicators	Evidence of Learning	Weight
IA1. Recognizes methods and procedures for developing research projects	Multiple choice exam	70%
IA2. Critically appraises research studies	Participation in scheduled activities	30%

### 8.2. Final assessment

Students who do not meet the minimum attendance requirement of 50% or who fail continuous assessment will take the **final exam**.

The **final exam** will cover the same competencies and content as the continuous assessment and will determine 100% of the final grade.

Indicators	Evidence of Learning	Weight
IA1. Recognizes methods and procedures for developing research projects	Multiple choice exam	70%
IA2. Critically appraises research studies	Oral exam	30%

All grades will be expressed on a 0–10 numerical scale (with one decimal).

#### **Additional Considerations**

The teaching staff reserves the right to conduct an **oral examination** to validate the authenticity of any submission (in both continuous and final assessment).

Late submissions will not be accepted.

All work must be submitted through the UdA Virtual Campus in the required format.

## **9. Resources**

**Materials provided by professors:** presentations, readings, seminar notes and teaching capsules.

### **Bibliography (required)**

- Tappen R. (2023). Advanced Nursing Research: From Theory to Practice. Burlington, Massachussets. **Jones & Bartlett Learning**. 3rd edition
- Fregni, F., Illigens, BMW. (2018). Critical Thinking in Clinical Research: Applied Theory and Practice Using Case Studies. Oxford University Press
- Vives Network of Universities. (2017). Interuniversity style manual, for writing institutional texts in English. 3rd edition. Castellón de la Plana: Vives Network of Universities
- Tuthill, E. L., Maltby, A. E., DiClemente, K., & Pellowski, J. A. (2020). Longitudinal Qualitative Methods in Health Behavior and Nursing Research: Assumptions, Design, Analysis and Lessons Learned. International Journal of Qualitative Methods, 19. <https://doi.org/10.1177/1609406920965799>

## **10. Seminar notes**

- Late submissions will not be accepted.

- All assessable submissions must be made through the UdA virtual campus and must be submitted in the format indicated in the activity instructions.
- The teaching staff reserves the right to make an oral test about any delivery to validate the final mark, both in continuous evaluation and final evaluation.



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