

I. Infusing Undergraduate Research in Health Sciences/Nursing _ Nursing Research

- a. Meeker, M. A., Jones, J. M., & Flanagan, N. A. (2008). Teaching undergraduate nursing research from an evidence-based practice perspective. *The Journal of nursing education*, 47(8), 376–379. <https://doi.org/10.3928/01484834-20080801-06> This article restructures the nursing research course utilizing the evidence-based practice (EBP) framework to enhance students' interests in research and inquiry. It builds on students' experience and previous knowledge as they answer clinical research questions that may improve nursing practice.
- b. Ali, S. (2018). How to teach research to millennial nursing students using effective teaching strategies. *SM Journal of Nursing*, 4(1), 1019 This article presented innovative strategies that could stimulate millennial students' interest in research that are fun and effective, with an emphasis on active learning.
- c. Phillips R. M. (2014). Creative classroom strategies for teaching nursing research. *Nurse educator*, 39(4), 199–201. <https://doi.org/10.1097/NNE.0000000000000052> This article deals with effective strategies for teaching nursing research content that utilizes interactive games, puzzles, or any creative activities focused on capturing students' interests in research.

II. Research-Based Course Activities

- a. Group activity- comparing a quantitative and qualitative study- provide examples and how they are applied in nursing practice.
- b. How to formulate good PICO questions- identifying target population, nursing intervention, comparing variables, outcomes (health outcomes such as medication adverse effects, patient's length of hospital stay, even death)

Note: In large classes of more than 40 students, the faculty can divide the students into groups of 5-8 students as the faculty deemed appropriate for the activity. A teaching assistant (with a background in research) could help lessen the faculty load in this activity.

III. Assessing Undergraduate Research and Inquiry Activities

- a. To assess the student's learning, a short quiz about the topic (based on the topical outline) can be administered after the activity. Students can work in groups but need to submit the quiz or assignment individually for grading.
- b. A paper such as a literature review can also help prepare the students for a poster presentation (focus on a scholarly product at the end of the course). A grading rubric on literature review, systematic review, or scoping review is ideal to prevent confusion or guide students about the assignment expectations for grading/scoring.

IV. Additional Resources

a. Faculty Resources

- i. Meeker, M. A., Jones, J. M., & Flanagan, N. A. (2008). Teaching undergraduate nursing research from an evidence-based practice perspective. *The Journal of nursing education*, 47(8), 376–379. <https://doi.org/10.3928/01484834-20080801-06>
- ii. Phillips R. M. (2014). Creative classroom strategies for teaching nursing research. *Nurse educator*, 39(4), 199–201. <https://doi.org/10.1097/NNE.0000000000000052>

b. Student Resources. Poster presentation; samples of abstract for poster presentation; protocol for conducting a literature review, systematic review, 2020 PRISMA Guidelines, manuscript writing

i. Use of selected YouTube educational videos about nursing research:

1. Conducting a literature review: <https://www.youtube.com/watch?v=WUErib-fXV0&t=65s>
2. Nursing: Types of Research: <https://www.youtube.com/watch?v=yq83epCgVyQ>
3. Basic of Research for Nursing Students: <https://www.youtube.com/watch?v=yq83epCgVyQ>

V. Contact Dr. Armiel Suriaga (asuriaga2016@health.fau.edu) for additional information about this course/discipline area.