



SECRETARÍA JUNTA ADMINISTRATIVA

2020-21  
Certificación Número 65

YO, **RAÚL RIVERA GONZÁLEZ**, Secretario Ejecutivo de la Junta Administrativa del Recinto de Ciencias Médicas de la Universidad de Puerto Rico, **CERTIFICO**:

Que la Junta Administrativa en reunión ordinaria celebrada el **martes, 20 de abril de 2021**, tuvo ante su consideración la **propuesta de cambio de nombre del Programa de DNS a PhD de la Escuela de Enfermería**, presentado por el Decanato de Asuntos Académicos. Luego de amplia discusión de rigor, la Junta Administrativa, **ACORDÓ**:

**ENDOSAR el cambio de nombre del Programa de DNS a PhD de la Escuela de Enfermería, según presentado por el Decanato de Asuntos Académicos del Recinto de Ciencias Médicas.**

**COPIA de la propuesta presentada se hace formar parte de esta certificación.**

Y para que así conste, para conocimiento del personal y de las autoridades universitarias que corresponde, expido esta Certificación bajo el sello del Recinto de Ciencias Médicas de la Universidad de Puerto Rico, hoy veintiuno de abril del año dos mil veintiuno.

Raúl Rivera González, DrPH, MS, MT  
Secretario Ejecutivo

Vo. Bo.:

Segundo Rodríguez Quilichini, MD, FACS, FASCRS  
Rector

RRG:SRQ:ynr





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RECINTO DE CIENCIAS MÉDICAS • MEDICAL SCIENCES CAMPUS  
DECANATO DE ASUNTOS ACADÉMICOS • DEANSHIP FOR ACADEMIC AFFAIRS

7 de abril de 2021

Dr. Raúl Rivera González  
Secretario Ejecutivo  
Junta Administrativa  
Recinto de Ciencias Médicas

Estimado doctor Rivera:

En conformidad con el Artículo 7. A. 2 de la Certificación JG #32, 2020-2021, **Reglamento para la creación de programas académicos nuevos de la Universidad de Puerto Rico**, accedo el trámite del documento de propuesta para el establecimiento del nuevo programa académico de **Doctor en Filosofía en Enfermería**. El grado para ofrecer será el de **Doctor en Filosofía en Enfermería**. Este programa representa una transición del programa existente y acreditado de Doctor en Ciencias de Enfermería (DNS) a un doctorado en filosofía en enfermería a tenor con las tendencias en la disciplina.

De acuerdo con el análisis efectuado en el Decanato de Asuntos Académicos (DAA) bajo la nueva Certificación 32, el documento cumple con las normas establecidas en este reglamento y los requisitos de licencia y acreditación. Por tal razón, el DAA endosó la propuesta y accede su envío al Senado Académico para su correspondiente análisis, a la misma vez que accede su envío a la Junta Administrativa.

El Artículo 7. A. 4. de la Certificación 64 (p. 4), dispone que:

“La Junta Administrativa verificará la petición presupuestaria de la propuesta con atención a su impacto fiscal e identificará los recursos necesarios propios de su recinto o unidad. La Junta Administrativa emitirá sus recomendaciones favorablemente o no a la propuesta mediante Certificación a esos fines, dentro de los **treinta (30) días naturales o consecutivos**, contados a partir de la fecha de recibo de la propuesta. Pasado los treinta (30) días naturales o consecutivos sin haber ningún tipo de acción de parte de la Junta Administrativa, se entenderá como un endoso.”

Agradeceré el análisis de rigor para continuar con el debido trámite a la Administración Central.

Cordialmente,

  
José Hawayek Alemañy, MD  
Decano

JHA/BPP/sncf

c Dra. Leyra Figueroa

Anejo

USB/BPP/Cartas/2019



OFICINA DE PRESUPUESTO  
BUDGET OFFICE

4 de mayo de 2021

Dr. Raúl Rivera González  
Secretario Ejecutivo  
Junta Administrativa

Estimado doctor Rivera:

La Oficina de Presupuesto recibió para análisis la Propuesta para cambio de nombre del Programa Doctoral de Enfermería de DNS a PhD, según Certificación 067, 2020-2021, del Senado Académico del Recinto de Ciencias Médicas.

Luego del análisis correspondiente, determinamos que dicha propuesta es autofinanciable.

Se acompaña informe de presupuesto para la acción correspondiente.

Atentamente,

Mildred Martínez Rivera, MBA  
Directora

MMR/joc

Anejos

**OFICINA DE PRESUPUESTO**

**PRESUPUESTO DE PROPUESTAS DE PROGRAMAS ACADEMICOS  
PROGRAMA DOCTOR EN FILOSOFIA EN ENFERMERIA**

**PARTE I. NARRATIVA**

**a. Título del Programa**

Programa de Doctor en Filosofía en Enfermería

**b. Decanato y Departamento al cual o estará adscrito el programa**

Enfermería Departamento Graduado

**c. Director**

Carmen Mabel Arroyo Novoa, RN, PhD, MSN

**d. Descripción breve del programa**

El doctorado en filosofía es un programa enfocado en la investigación diseñado para preparar científicos en enfermería con habilidades de investigación. El graduado será capaz de desarrollar y ampliar el cuerpo de conocimientos de enfermería, y podrá construir y utilizar modelos teóricos y prácticos en la prestación de servicios de salud, para influir en el estado de salud de las personas, mejorar los resultados y la calidad de vida y promover las políticas públicas para abordar los problemas de salud en el sistema de salud en Puerto Rico.

**e. Grado que confiere o conferirá el programa**

Doctorado

**f. Certificación del Senado Académico que aprueba el programa**

Certificación Núm. 067 (2020-2021)

**g. Matrícula proyectada durante los primeros cinco años**

Primer Año (admisiones)	+ 1 ( admisiones )	+ 2 ( admisiones )	+ 3 ( admisiones )	+ 4 ( admisiones )
10	20	30	40	40

UNIVERSIDAD DE PUERTO RICO  
RECINTO DE CIENCIAS MEDICAS

**IMPACTO PRESUPUESTARIO**

**PERSONAL DOCENTE**

Programa de Doctor en Filosofía en Enfermería

PUESTO	CANT. FACULTATIVOS	TOTAL
Director	1	\$96,600
Facultativos	6	\$571,900

Total \$ 668,500

UNIVERSIDAD DE PUERTO RICO  
 RECINTO DE CIENCIAS MEDICAS

**INGRESOS PROYECTADOS**  
**PROGRAMA DE DOCTOR EN FILOSOFIA EN ENFERMERIA**

	FY 21	FY 22	FY 23	FY 24
TOTAL Matrícula	\$ 75,000	\$ 150,000	\$ 225,000	\$ 300,000
ESTUDIANTES MATRICULADOS	10	20	30	40
Cuotas Académicas	\$ 5,000	\$ 10,000	\$ 15,000	\$ 20,000
Cuota Institucionales				
Cuota de Laboratorio				

TOTAL \$ 80,000 \$ 160,000 \$ 240,000 \$ 320,000

UNIVERSIDAD DE PUERTO RICO  
RECINTO DE CIENCIAS MEDICAS

**PRESUPUESTO CONSOLIDADO / FONDO GENERAL Y FONDOS EXTRAUNIVERSITARIOS  
PROGRAMA DE DOCTOR EN FILOSOFIA EN ENFERMERIA**

	PRIMER AÑO		AF + 1		AF + 2		AF + 3	
	Fondo General	Fondos X						
<b>TOTAL</b>	\$ 668,500	\$ 36,096	\$ 668,500	\$ 41,096	\$ 668,500	\$ 47,096	\$ 668,500	\$ 51,096
<u>Servicios Personales</u>	\$ 668,500	\$ 16,096	\$ 668,500	\$ 16,096	\$ 668,500	\$ 16,096	\$ 668,500	\$ 16,096
Sueldos Docentes	503,616		503,616		503,616		503,616	
Sueldos No Docentes	14,400		14,400		14,400		14,400	
Bonificaciones		5,820		5,820		5,820		5,820
Comp. Adicional Docente		4,086		4,086		4,086		4,086
Aport. Patronales (1)	150,484	6,190	150,484	6,190	150,484	6,190	150,484	6,190
<u>Otros Gastos</u>	\$ -	\$ 20,000	\$ -	\$ 25,000	\$ -	\$ 31,000	\$ -	\$ 35,000
Desarrollo Facultad		4,000		6,000		7,000		8,000
Servicios Consultoria		9,000		10,000		12,000		13,000
Materiales y Equipos		3,000		3,000		3,500		4,000
Desarrollo Actividades Estudiantiles		2,000		2,000		3,500		4,000
Recursos Externos								
Otros Gastos		2,000		4,000		5,000		6,000

X = Fondos provienen de los ingresos por concepto de cuotas académicas.

(1) Véase detalle en Tabla de Aportaciones Patronales

UNIVERSIDAD DE PUERTO RICO  
 RECINTO DE CIENCIAS MEDICAS

APORTACIONES PATRONALES  
 PROGRAMA DE DOCTOR EN FILOSOFIA EN ENFERMERIA

	PRIMER AÑO		AF + 1		AF + 2	
	Fondo General	Fondos X	Fondo General	Fondos X	Fondo General	Fondos X
TOTAL	\$ 63,496	\$ -	\$ 63,496	\$ -	\$ 63,496	\$ -
CARGOS POR BENEFICIOS (HRS)						
BONO NAVIDAD	5,632		5,632		5,632	
OBVENCION DOCENTE						
PLAN MEDICO	57,864		57,864		57,864	

X = Fondos provienen de los ingresos por concepto de matrícula y cuotas.



Senado  
Académico  
*Academic  
Senate*

Universidad de Puerto Rico, Recinto de Ciencias Médicas  
*University of Puerto Rico, Medical Sciences Campus*

**2020-2021  
Certificación 067**

Yo, Raúl Rivera González, Secretario Ejecutivo del Senado Académico del Recinto de Ciencias Médicas de la Universidad de Puerto Rico, Certifico:

Que el Senado Académico en su Reunión Ordinaria del 8 de abril de 2021, acordó:

**Aprobar el cambio de nombre del Programa Doctoral de Enfermería de DNS a PhD.**

Y, para que así conste, expido y remito la presente Certificación bajo el sello del Recinto de Ciencias Médicas de la Universidad de Puerto Rico, en San Juan, Puerto Rico, hoy 14 de abril de 2021.

*Raúl Rivera González*  
Raúl Rivera González, DrPH, MS. MT.  
Secretario Ejecutivo

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UNIVERSITY OF PUERTO RICO  
MEDICAL SCIENCES CAMPUS  
SCHOOL OF NURSING  
GRADUATE DEPARTMENT  
DOCTOR OF NURSING SCIENCE PROGRAM

## **Proposal for Academic Changes in the Doctor of Nursing Science Program**

Approved by:

Academic Senate, MSC-UPR by \_\_\_\_\_

Administrative Board, MSC-UPR by \_\_\_\_\_

Endorsed by:

Deanship for Academic Affairs on \_\_\_\_\_

Faculty Graduate Department on June 30, 2020



## **PREPARED BY**

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## **I. Introduction**

The School of Nursing (SON) of the University of Puerto Rico (UPR), Medical Sciences Campus (MSC) is the first and only school of nursing in Puerto Rico that offers a doctoral program. Our Doctor of Nursing Science (DNS) Program started in August 2012. This Program, a research-focused doctoral program, prepares students to pursue intellectual inquiry and conduct research to extend knowledge and improve practice. We have contributed to preparing a cadre of nurse scientists at the doctoral level, muchly needed in Puerto Rico.

Throughout these years where we have been continuously offering our DNS Program, we have worked to fulfill the purposes for which the program was created: (1) be leaders in nursing research- our Program is the pioneer and continues to be the only nursing doctorate program in Puerto Rico- with students enrolled from different parts of the Island, (2) prepare nursing professionals at the doctoral level in response to the need for higher education nursing institutions that require this level for education and research; we have graduated eight students who are working at universities in nursing programs, and (3) the need to advance the discipline in Puerto Rico through the generation of new knowledge; these eight graduates, as part of their dissertation, developed research studies that generated new knowledge in nursing. Their study results have been presented in different research forums, and some of these published as abstracts. The dissertation topics have been related to our faculty's research lines: violence, diabetes, and pain. We currently have eight students in different research phases, such as proposal development or data collection on other topics such as sleep, delirium, and genetic diseases.

In addition to these outcomes, the DNS Program has challenges that have led the faculty to carry out a reflective evaluation of the curriculum. The Program has not met the proposed retention and graduation rates. We have had attrition due to illness and changes in professional interests of the students. Additionally, three students left the program after Hurricane María. Even though most students have not graduated in the minimum time, they have done so before the maximum time. The greatest challenge is that, to meet their financial needs, all students have full-time employment, which directly impacts their academic progress.

To meet the initial goal of the Program- maintain an academic program of excellence at the doctoral level to prepare nursing leaders with the capability of generating new scientific knowledge- the faculty have proposed two academic significant changes to be effective for the academic year 2021- 2022: (1) change the name of the academic degree from DNS to PhD and (2) increase program of study time by one year (4-years) and three minor or institutional academic changes (1) change program to a hybrid modality (face-to-face and distance), (2) course

variations: eliminate bioethics course, offer biostatistics courses with ENFE classification, add a third dissertation course, changes in curriculum sequence, pre-requisites course, and program total credit number, and (3) change in admission criteria.

## A. Name of the Program and Academic Degree

### Current Status

The academic degree awarded after completion of our Doctoral Program is Doctor of Nursing Sciences (DNS).

### Requested Change

We requested the change of name of academic degree from Doctor of Nursing Science (DNS) to Doctor of Philosophy (PhD).

### Justification

The SON of the UPR-MSU is the oldest academic institution for nursing in PR and has a mission to promote nursing education, research, and service through its academic programs. In 2012, the SON was the first higher academic institution in PR to establish a doctorate degree specifically for nursing research. Research is fundamental for advancing nursing knowledge and the improvement of nursing science and evidence-based practice in PR. Changes in nursing and health status of people in PR during the last decade require academic transformations in higher education institutions to do research, and consequently, evidence-based practice, critical components of every nursing curriculum in PR. Our SON is committed to providing quality scientist professionals who can lead the charge in nursing for generating new knowledge for the health needs of the people in PR.

In the United States, for nurses seeking doctoral education, there has been a change from pursuing a doctoral degree in disciplines outside of nursing, like the Doctor of Education (EdD), to establishing doctoral programs focused on nursing (Reid Ponte & Nicholas, 2015). Since 1963, there has been an increase in doctoral nursing programs, creating multiple degree titles (Doctor of Nursing Science [DNSc or DNS], Doctor of Science in Nursing [DSN], Nursing Doctor [ND], and more recently, Doctor in Nursing Practice [DNP]). These, in addition to the PhD programs, that were already in existence. These multiple degrees created confusion for employers, academia, and funding agencies (Reid Ponte & Nicholas, 2015). In 2001, the American Association of Colleges of Nursing (AACN) Task Force on Quality Doctoral Education took actions to end this confusion between the research-focused programs (Edwardson et al., 2002). After examining the program curricula and their outcomes, they found few differences among the DNS,

DNSc, DSN, and PhD programs. Since then, the DSN, DNS, and DNSc programs have been phased out and converted to PhD programs at most universities, and recipients of these degrees were able to convert them to PhD, retroactively (Edwardson et al., 2002; Rice, 2016). While conducting an online search of nursing doctoral programs in the US, only two universities have advertisements for DNS or DNSc programs available on their internet sites. Louisiana State University Health is offering DNS and the University of Medical Sciences Arizona, a DNSc. The ND and DNP were classified as practice-oriented degrees. In 2004, the AACN recommended that the DNP should be the degree associated with practice-focused doctoral nursing education (AACN Task Force on the Practice Doctorate in Nursing, 2004). **Tables 1a** and **1b** show the trends of nursing doctoral programs in the United States from 1930 to 1990 and total numbers of nursing doctoral programs from 1999 to 2000 according to an AACN survey. Retrieved from Edwardson et al., 2002.

**Table 1a. Trends in Nursing Doctoral Programs Started by Type and Decade**

Decade Beginning:	Program Totals <sup>1</sup>	Degree Offered			
		EdD	PhD	DNS/DNSc/DSN	ND
1930	2	1	1	0	0
1940	0	0	0	0	0
1950	1	0	1	0	0
1960	3	0	1	2	0
1970	20	0	14	3	3
1980	30	0	25	5	0
1990	26	0	22	3	1

<sup>1</sup>Indicates number of doctoral programs and not schools; several schools have had more than one program.

**Table 1b. Total Number of Nursing Doctoral Programs in 1999-2000 Academic Year**

Academic Year	Program Total <sup>1</sup>	Degree Offered			
		EdD	PhD	DNS/DNSc/DSN	ND
1999-2000	78	1	64	9 <sup>2</sup>	4

<sup>2</sup>The total number of DNS programs is less than the sum of programs since a number of schools have closed their DNS program (Source: AACN, 2000a&b).

In the document entitled *Structure of the U.S. Education System: Research Doctorate Degrees* developed by the US Department of Education International Affairs Office in June 2020

(<https://www2.ed.gov/about/offices/list/ous/international/usnei/us/doctorate.doc>) defines the research doctorate, or Doctor of Philosophy (PhD) and its equivalent degrees, as representing the highest academic qualification in the United States educational system. The document identifies several examples of the degrees equivalents of doctoral degrees in research and one of them is the Doctor in Nursing Sciences (DNS).

When we initially proposed our doctoral program, we requested a PhD program, following the AACN report (2010). Instead, university authorities recommended that we begin with the doctorate degree DNS, because our SON was not scholarly mature enough to support a PhD program, indicating the need for more faculty publications. Now, almost eight years later, we have had many accomplishments in which to justify our petition to convert the current DNS Program to a PhD Nursing Program, following the AACN report (2010) and national trends, since 2001. Since the beginning of the doctoral program, faculty and doctoral students have been conducting research using qualitative, quantitative, or mixed methods. Because research is such a critical element of the PhD program, we admit students whose scholarly interests are congruent with the expertise, including pain, delirium, sleep, HIV, diabetes, and violence.

We are currently compliant in having a learning environment, including infrastructure, faculty, resources, and support for successfully educating the doctoral student in all core outcomes with an emphasis on different research phenomena in nursing science.

### *Major Accomplishments to Sustain a PhD Program*

***Faculty Prepared at Doctoral Level.*** Since 2012, we have increased the number of faculty with doctoral preparation from 13 to 23. Of these doctorates, 6 are PhD in Nursing and 2 DNS (nursing research-focused doctorate). Ten members of our faculty collaborate with the current DNS Program by teaching or mentoring students. A faculty member recently obtained her PhD in nursing that is a potential faculty for the doctoral program. Besides, a group of our nursing faculty has demonstrated a commitment to research, generating new knowledge for the discipline, connecting practice with education, and leading activities to improve health and transform health care. A table with a description of the faculty's academic experience, credentials, and course assignments will be showed in section VI- Faculty.

***Research Advancements.*** One of the most significant changes at the SON to support the doctoral program was creating the Center for Research and Evidence-Based Practice (CIPBE, acronym in Spanish), which was inaugurated on October 24, 2013. A description of the CIBPE is included in section VIII- Teaching and Research Infrastructure.

We also increased and expanded our experience with grants and interprofessional research collaborations (**Table 2**).

**Table 2. Faculty Grants Experience**

Type	Funding Institution	Proposal Name	Role	Date & Amount Awarded
P20NR008342-01	NIH/NINR	Nursing Research Center on HIV/AIDS Health Disparities	<b>Dr. Marta Rivero (Co-PI-SON-UPR)</b> Dr. William Holzemer (PI, UCSF)	2002-2007 \$675,000
R15NR011130	NIH/NINR	Functional Health Literacy, Adherence, and Symptoms Management among HIV Infected People in Puerto Rico.	<b>Dr. Marta Rivero (PI-SON-UPR)</b> Dr. William Holzemer (CO-PI, UCSF)	2008-2010 \$225,000
R01NR011589	NIH ARRA Subaward	Injury in Latina women after sexual assault: Moving toward healthcare equity	Dr. Marilyn Sommer (PI-PENs State University) <b>Dr. Yadira Regueira (Co-PI, SON-UPR)</b>	2010-2011 \$73,764
MFP-6251123	UPR Central Administration Office	Capacity Advancement in Research Infrastructure to enhance research infrastructure and capacity building of the School of Nursing faculty and students in partnership with the School of Dental Medicine.	Dr. Augusto R. Elias Boneta (PI) School of Dental Medicine <b>Dr. Marta Rivero (Co-PI) (SON-UPR)</b>	2012-2015 \$300,000
R25MD007607	NIH/NIMD	Iatrogenic Withdrawal Syndrome in Adults Trauma Intensive Care Unit Patients	Dr. Estela Estapé, PI School of Health Professions, UPR  NIH Scholar (Postdoctoral Master in Clinical and Translation Research) <b>Dr. Carmen Mabel Arroyo (SON-UPR)</b>	2015-2018 \$30,000
R25MD007607	NIH/NIMD	Continuous use of opioids and benzodiazepines in trauma intensive care unit survivors, indications, and implications: A follow-up study	Dr. Karen Martínez, PI-School of Medicine  NIH Scholar (Phase II 2-years support) <b>Dr. Carmen Mabel Arroyo (SON-UPR)</b>	2018-2020 \$30,000/year
Intramural Funding	UPR, Central Administration	SON Research Development	<b>Dr. Milagros Figueroa, (SON-UPR)</b>	2018-2019 \$80,000
R21NR018039	NIH/NINR	Understanding disparities in the adoption and use of assistive technology by older Hispanics.	Dr. Elsa M. Orellano (School of Health Professions-UPR) <b>Dr. Marta Rivero (SON-UPR)</b>	2019-2021 \$250,000/year

Type	Funding Institution	Proposal Name	Role	Date & Amount Awarded
Launchpad Grant, Understanding and Mitigating the Health Equity and Social Justice Dimensions of COVID-19.	Johns Hopkins University	Understanding the personal and work-related stressors of frontline workers dealing with the coronavirus pandemic in underserved communities in Maryland, Pennsylvania, Puerto Rico, and Ghana: A multisite study	Dr. Carmen Álvarez (PI) School of Nursing, Johns Hopkins University  <b>Dr. Noemy Díaz (collaborator SON-UPR)</b>	2020-2021 \$25,000
Intramural Funding	UPR-MSC Research Deanship	Capacity Advancement for Faculty and Student Research Development	<b>Dr. Milagros Figueroa (PD)</b>	2021-2022 \$90,967.16
Emergency COVID-19 Research Projects Program	UPR, Central Administration	Long-term Cognitive and Psychological Outcomes in Puerto Rican COVID-19 Survivors	<b>Dr. Milagros Figueroa (PI)</b> <b>Dr. Carmen Mabel Arroyo (Co-PI)</b>	2020-2021 \$162,577
HRSA-20-110 Nurse Education, Practice, Quality and Retention (NEPQR) Simulation Education	HRSA	Enhancing Public Health Nursing Formation and Practice with an Interprofessional Perspective through a Virtual Simulation-Based Program	<b>Dr. Milagros I. Figueroa (PD)</b>	Not funded
Coronavirus Relief Fund (CRF) Telemedicine Program	Puerto Rico Department of Health	CONECTADOS: Use of technology for communication between hospitalized patients with COVID-19, family/significant other and interprofessional team.	<b>Dr. Milagros I. Figueroa (PD)</b>	October 15, 2020 \$1,502,338

**Faculty Highlights and Research Productivity.** During these years, some SON faculty members have increased their scholarly work.

**Name:** Dr. Carmen Mabel Arroyo-Novoa

**Current position and credentials:** Full professor and Director of the Doctor of Nursing Science Program, PhD, Fellow in Critical Care Medicine (FCCM) of the American College of Critical Care Medicine.

**NIH Scholar:** 2015 Post-doctoral Master of Science in Clinical and Translational Research Program/Hispanic Clinical and Translational Research Education and Career Development Program R25MD007607.

**Research area and contribution to science:** Pain, agitation, withdrawal syndrome, sedation

1. Research: 2018: Continuous use of opioids and benzodiazepines in trauma intensive care unit survivors, indications, and implications: A follow-up study [Supported by NIH-NIMHD R25MD007607 (Martínez, PI)]
2. Research: 2016- 2017- Iatrogenic Withdrawal Syndrome in Adult Trauma Intensive Care Unit Patients. [Supported by NIH-NIMHD R25MD007607 (Estepé, PI)]
3. Research: 2013- 2014- Co-Principal Investigator: Occurrence and current practices of assessment, management, and prevention of pain, agitation, and delirium in intensive care unit [Project supported by Vice Presidency for Development and Technology - UPR (MFP-6251123)]

4. Book chapter section: Gélinas, C., Martorella, G., **Arroyo-Novoa, C. M.**, Bérubé, M., & Puntillo, K. A. (2020). Assessment, Prevention, and Management of Pain. In P. Posa, J. Singh, & J. L. Stollings (Eds.), *ICU Liberation* (2nd ed.). Mount Prospect, IL: Society of Critical Care Medicine.
5. **Arroyo-Novoa, C. M.**, Figueroa-Ramos, M. I., Balas, M., Rodríguez, P., and Puntillo, K. A. (2020). Opioid and benzodiazepine withdrawal syndromes in trauma intensive care unit patients: A prospective exploratory study. *Crit Care Explor*, 2(4), e0089.
6. **Arroyo-Novoa, C. M.**, Figueroa-Ramos, M.I., and Puntillo, K. A., and Gélinas, C. (2020). Translation into Spanish and cultural adaptation of the Critical-Care Pain Observational Tool. *Am J Crit Care*, 29(3), 226-232.
7. **Arroyo-Novoa, C.M.**, Figueroa-Ramos, M.I., and Puntillo, KA (2020). Opioid use decreases while pain continues in trauma ICU survivors: A follow-up study. [Abstract]. *Crit Care Med*, 48 (Supp 1), 1798.
8. **Arroyo-Novoa, C. M.**, Figueroa-Ramos, M. I., & Puntillo, K. A. (2019). Opioid and benzodiazepine iatrogenic withdrawal syndrome in patients in the intensive care unit. *AACN Advanced Critical Care*, 30(4), 353-364.
9. **Arroyo-Novoa, C.M.**, Figueroa-Ramos, M.I., & Puntillo, KA (2019). Occurrence and practices for pain, agitation, and delirium in intensive care unit patients. *Puerto Rico Health Sciences Journal*, 38(3), 156–162.
10. Figueroa-Ramos, M.I., **Arroyo-Novoa, C. M.**, García-DeJesús, R.L., Sepúlveda-Santiago, C.S., Solís-Báez, S.S., Ely, E.W., & Smith, H. (2019). Traducción y adaptación cultural al español del Preschool Confusion Assessment Method for the Intensive Care Unit. *Medicina Intensiva*. (Scientific Letter).
11. **Arroyo-Novoa, C.M.**, Figueroa-Ramos, M.I., & Puntillo, KA (2018). Factors associated with probable withdrawal syndrome in trauma intensive care unit patients. [Abstract]. *Intensive Care Medicine Experimental*, 6(S2), 1184.
12. Pereira-Morales, S., **Arroyo-Novoa, C.M.**, Wysocki, A., & Sanzero Eller, L. (2018). Acute pain assessment in sedated patients in the post anesthesia care unit. *The Clinical Journal of Pain*, 34(8).
13. **Arroyo-Novoa, C.M.**, Figueroa-Ramos, M., & Puntillo, K. (2018). Identifying opioid and benzodiazepine withdrawal in trauma intensive care (TICU) unit patients. [Abstract]. *Critical Care Medicine*, 46 (Supp 1), 791.
14. Gerena, E., Figueroa-Ramos, M., **Arroyo-Novoa, C.**, González-Barreto, W., & Rodríguez-Vega, G. (2016). ABCDEF Bundle: Preliminary data from a private tertiary hospital in Puerto Rico. [Abstract]. *Critical Care Medicine*, 44(12), 392.
15. **Arroyo-Novoa, C.M.** and Figueroa-Ramos, M.I. (2015). Occurrence of pain, agitation/sedation, and delirium in adult intensive care patients in San Juan, Puerto Rico [Abstract]. *Puerto Rico Health Sciences Journal*, 34(Supp 1): 37.
16. Figueroa-Ramos M.I. and **Arroyo-Novoa C.M.** (2015). Assessment and management practices of pain, agitation/sedation, and delirium in adult intensive care patients in San Juan, Puerto Rico. [Abstract]. *Puerto Rico Health Sciences Journal*, 34(Supp 1): 56.
17. Figueroa-Ramos M.I., **Arroyo-Novoa C.M.**, Padilla G., Rodríguez-Ortiz, Cooper, B.A., Puntillo, KA (2013). Feasibility of a sedation wake-up trial and spontaneous breathing trial in critically ill trauma patients: A secondary analysis. *Intensive and Critical Care Nursing*, 29 (1):20-27.

#### Conference and Poster presentations

1. 49<sup>th</sup> Critical Care Congress (SCCM), Orlando, FL (Feb 2020). e-poster presentation: Opioid use decreases while pain continues in trauma ICU survivors: A follow-up study
2. 3<sup>rd</sup> Trauma Symposium, Caguas PR. (August 23, 2019). Audience: Nurses, Physicians, and Respiratory Therapists. Topic: Reducing Opioids Use in Injured Patient.
3. 26<sup>th</sup> Puerto Rico Critical Care Convention, Caguas PR. (May 3, 2019). Audience: Nurses, Physicians, Respiratory Therapists, and Dietitians. Topic: Opioid and benzodiazepine withdrawal syndrome: Can we predict, prevent, and manage it?
4. 31<sup>st</sup> European Society on Intensive Care Medicine Annual Congress, París, FR (Oct 2018). e-poster presentation: Factors associated with probable withdrawal syndrome in trauma intensive care unit patients.

5. 47<sup>th</sup> Critical Care Congress (SCCM), San Antonio, TX (Jan 2018). e -poster presentation: Identifying opioid and benzodiazepine withdrawal in trauma intensive care (TICU) unit patients.
6. Poster presentation: Signs and symptoms associated with opioid and benzodiazepine withdrawal in adult trauma intensive care unit patients.
7. 3<sup>rd</sup> Central American and the Caribbean Intensive Therapy Congress (COCECATI), San Salvador, El Salvador (June 22-26, 2015). Topic: Pain Management in Patients of Critical Care Unit.
8. 35<sup>th</sup> Annual Research and Education Forum, UPR, MSC (March 25-26, 2015). Poster presentation: Occurrence of Pain, Agitation/Sedation, and Delirium in Adult Intensive Care Patients in San Juan, Puerto Rico.
9. Cardiovascular Center, Critical Care Course (2013, 2014). Topic: Arterial Blood Gases Interpretation and Capnography Cardiac Dysrhythmias and ACLS Algorithm.
10. University District Hospital, Critical Care Course (2013). Topic: Arterial Blood Gases Interpretation

**Name:** Dr. Marta Rivero-Méndez

**Current Position and credentials:** Professor of Nursing, DNS, Postdoctoral Fellow UCSF

**Research area and contribution to science:** HIV, adherence, symptom management, older people health literacy

1. **Rivero-Méndez, M.**, Suarez-Pérez, E. L., & Solís-Báez S. S. (2015). Measuring health literacy among people living with HIV who attend a community-based ambulatory clinic in Puerto Rico, *Puerto Rico Health Sciences Journal*. 34(1): 31-37.
2. Orellano, E., Mann, W. C., **Rivero, M.**, Torres, M., Jutai, J., Santiago, A., & Varas-Díaz, N. (2015). Hispanic Older adult's perceptions of personal, contextual and technology related barriers for using assistive technology devices. *Journal of Racial and Ethnic Health Disparities*, 1-11. doi: 10.1007/s40615-015-0186-8
3. Dawson-Rose, C., Cuca, Y. P., Webel, A. R., Solis Baez, S. S., Holzemer, W. L., **Rivero-Mendez, M.**, . . . Lindgren, T. (2016). Building Trust and Relationships Between Patients and Providers: An Essential Complement to Health Literacy in HIV Care. *Journal of the Association of Nurses in AIDS Care, Sep-Oct; 27(5)*, 574-584.
4. Orellano-Colón, E., Morales, F. M., Nilkenid Picado, N., Castro, E. J., Torres, M., **Rivero, M.**, Varas, N., Jutai, J. (2017). Development of an assistive technology intervention for community older adults. *Physical and Occupational Therapy in Geriatrics*, 35, 49-66.
5. Webel, A., Perazzo, J.D., Dawson-Rose, C., Smith, C., Nicholas, P.K., **Rivero-Méndez, M.**, **Solís-Báez, S.S.**, Sanzero-Eller, L., Johnson, M.O., Corless, I.B., Lindgren, T., Holzemer, W.L., Kempainen, J.K., Reid, P., Mogobe, K.D., Matshediso, E., Nokes, K., Portillo, C.J. (2017). A multinational qualitative investigation of exercise and dietary behaviors in people living with HIV. *Applied Nursing Research*. 37; 13 18. <https://doi.org/10.1016/j.apnr.2017.07.002>.
6. Sabone, M., Keitshokile, D.M., Matshediso, E., Shaibu, S., Ntsayagae, E., Corless, I., Cuca, Y., Holzemer, W., Dawson-Rose, C., Solís-Báez, S., **Rivero-Méndez, M.**, Webel, A., Sanzero-Eller, L., Reid, P., Johnson, M., Reyes, D., Nokes, K., Wantland, D., Nicholas, P., Lindgren, T., Portillo, C., Long-Middleton, E., Sefcik, E. (2018). A qualitative description of service providers' experiences of ethical issues in HIV care. *Nursing Ethics*. 1-14. 10.1177/0969733017753743.
7. Orellano-Colón, E.M; **Rivero-Mendez, M.**, Lizama, M., & Jutai, J.W. (2018). Assistive technology unmet needs of independent living older Hispanics with functional limitations. *Disabil Rehabil Assist Techno*. 13(2), 194-200. doi: 10.1080/17483107.2017.1300693
8. W-Ti; W. Dean; Reid, P., Corless, B.I., S. Eller, S.L., ipinge, S., Holzemer, L.W., Nokes, K., Sefcik, S., Rivero-Mendez, M., Voss, J., Nicholas, P. J., Phillips, C., Brion, M.J., Dawson Rose, C., Portillo, J.C., Kirksey, K., Sullivan, M.K., Johnson, O.M., Tyer-Viola, L., and Webel, R.A. (2013). Engagement with Health Care Providers Affects Self- Efficacy, Self-Esteem, Medication Adherence and Quality of Life in People Living with HIV. *J AIDS Clin Res*. November 1; 4(11): 256–. doi:10.4172/2155-6113.1000256.
9. L. S. Eller., **M. Rivero-Mendez**, J. Voss, W-T Chen, P. Chaiphibalsarisdi, S. Ipinge, M. O. Johnson, C. J. Portillo, I. B. Corless, K. Sullivan, L. Tyer-Viola, J. Kempainen, C. Dawson, Rose, E. Sefcik, K. Nokes, J. C. Phillips, K. Kirksey, P. K. Nicholas, D. Wantland, W. L. Holzemer, A. R. Webel, J.

- M. Brion. (2013). Depressive symptoms, self-esteem, HIV symptom management self-efficacy and self-compassion in people living with HIV. *AIDS Care*, 26, 795-803.
10. Dawson-Rose, C., Cuca, Y. P., Webel, A. R., Solis Baez, S. S., Holzemer, W. L., **Rivero-Mendez, M.**, . . . Lindgren, T. (2016). Building Trust and Relationships Between Patients and Providers: An Essential Complement to Health Literacy in HIV Care. *Journal of the Association of Nurses in AIDS Care*, Sep-Oct; 27(5), 574-584. doi: 10.1016/j.jana.2016.03.001.
  11. Mogobe, K.D., Shaibu, S., Matshediso, E., Sabone, M.B., Ntsayagae, E., Nicholas, P.K., Portillo, C., Corless, I.B., Dawson-Rose, C., Johnson, M.O., Webel, A., Cuca, Y., **Rivero-Mendez, M.**, Solis-Baez, S., Nokes, K.M., Reyes, D. (2016). Language and Culture in Health Literacy for People Living with HIV: Perspectives of Health Care Providers and Professional Care Team Members. *AIDS Research and Treatment*, 2016:5015707.
  12. Tyer-Viola LA, Corless IB, Webel A, Reid P, Sullivan KM, Nichols P; Sefcik E, Wantland D, Chaiphibalsarisdi P, Johnson M, Dawson Rose C, Eller L, **Rivero-Mendez M**, lipinge S, Holzemer W, Phillips JC, Brion J, Nokes K, Portillo C, Voss J, Kirksey K, Chen WT, Guarino A. (2014). Predictors of medication adherence among HIV-positive women in North America. *Journal of the Obstetrics and Gynecology Neonatal Nursing*. 43, 168-78

### Poster and abstract presentations

1. Elías-Boneta, A.R. and **Rivero-Méndez, M.** (2015). Collaboration that matters: Schools of Nursing and Dental Medicine building capacity for research **[Abstract]**. *Puerto Rico Health Sciences Journal*, 34 (Forum Supplement 1): 17.
2. Orellano, E., Perez, S., Aquino, M., Garcias, A., Guilbe, J., Lopez, R., & Rivero, M. (2017). Evidence-Based Implementation Process for the Development of an Assistive Technology Self-Management Intervention. *American Journal of Occupational Therapy*. 71, 7111515258. <https://doi.org/10.5014/ajot.2017.71S1-PO5149>
3. Orellano-Colón, E., **Rivero-Méndez, M.**, Boneux, C. Solís-Baez, S., Juliá-Pacheco, M., & Santiago, MM. Engaging Collaborative Hispanic Communities in Engaging Collaborative Hispanic Communities in Research: Lessons Learned from the Caño Martín Peña Assistive Technology Study (January 30, 2020). Poster presented at the 3rd Novel Methodologies in Health Disparities Research Symposium, San Juan, PR.

**Name:** Dr. Milagros Figueroa-Ramos

**Current Position and credentials:** Full Professor and Assistant Dean for Research, PhD, Fellow in Critical Care Medicine (FCCM) of the American College of Critical Care Medicine

**Research Area and Contribution to Science:** Agitation, delirium, sleep, EBP

1. Research: 2016-2018- Principal Investigator: Occurrence of pain, agitation, and delirium in critically-ill pediatric patients.
2. Research: 2013-2014- Co-Principal Investigator: Occurrence and current practices of assessment, management, and prevention of pain, agitation, and delirium in intensive care unit [Project supported by Vice Presidency for Development and Technology - UPR (MFP-6251123)]
3. Arroyo-Novoa, C. M., **Figueroa-Ramos, M. I.**, Balas, M., Rodríguez, P., and Puntillo, K. A. (2020). Opioid and benzodiazepine withdrawal syndromes in trauma intensive care unit patients: A prospective exploratory study. *Crit Care Explor*, 2(4), e0089.
4. Arroyo-Novoa, C. M., **Figueroa-Ramos, M.I.**, and Puntillo, K. A., and Gélinas, C. (2020). Translation into Spanish and cultural adaptation of the Critical-Care Pain Observational Tool. *Am J Crit Care*, 29(3), 226-232.
5. Arroyo-Novoa, C.M., **Figueroa-Ramos, M.I.**, and Puntillo, KA (2020). Opioid use decreases while pain continues in trauma ICU survivors: A follow-up study. [Abstract]. *Crit Care Med*, 48 (Supp 1), 1798.
6. Arroyo-Novoa, C. M., **Figueroa-Ramos, M. I.**, & Puntillo, K. A. (2019). Opioid and benzodiazepine iatrogenic withdrawal syndrome in patients in the intensive care unit. *AACN Advanced Critical Care*, 30(4), 353-364.

7. Arroyo-Novoa, C. M., **Figueroa-Ramos, M. I.**, & Puntillo, K. A. (2019). Occurrence and Practices for Pain, Agitation, and Delirium in Intensive Care Unit Patients. *Puerto Rico Health Sciences Journal*, 38(3), 156–162.
8. **Figueroa-Ramos, M. I.**, Arroyo-Novoa, C. M., García-De Jesús, R. L., Sepúlveda-Santiago, C. S., Solís-Báez, S. S., Ely, E. W., & Smith, H. (2019). Traducción y adaptación cultural al español del Preschool Confusion Assessment Method for the Intensive Care Unit. *Medicina Intensiva*.
9. Arroyo-Novoa C.M., **Figueroa-Ramos M.I.**, Puntillo KA (2018) Factors associated with probable withdrawal syndrome in trauma intensive care unit patients [Abstract 1184]. *Intensive Care Medicine Exploration*, 6(Suppl 2),1184.
10. Arroyo-Novoa C.M., **Figueroa-Ramos M.I.**, Puntillo KA (2018). Identifying Opioid and Benzodiazepine Withdrawal in Trauma Intensive Care Unit (TICU) Patients [Abstract 1614]. *Crit Care Medicine*, 46(Suppl 1), 791.
11. Gerena, E., **Figueroa-Ramos, M.**, Arroyo-Novoa, C., González-Barreto, W., & Rodríguez-Vega, G. (2016). ABCDEF Bundle: Preliminary data from a private tertiary hospital in Puerto Rico. [Abstract]. *Critical Care Medicine*, 44(12), 392.
12. **Figueroa-Ramos M.I.** and Arroyo-Novoa C.M. (2015). Assessment and Management Practices of Pain, Agitation/Sedation, and Delirium in Adult Intensive Care Patients in San Juan, Puerto Rico. [Abstract]. *Puerto Rico Health Sciences Journal*, 34(Suppl 1): 56.
13. Arroyo-Novoa C.M. and **Figueroa-Ramos M.I.** (2015). Occurrence of pain, agitation/sedation, and delirium in adult intensive care patients in San Juan, Puerto Rico [Abstract]. *Puerto Rico Health Sciences Journal*, 34(Suppl 1): 37.
14. **Figueroa-Ramos M.I.**, Arroyo-Novoa C.M., Padilla G., Rodríguez-Ortiz, Cooper, B.A., Puntillo, KA (2013). Feasibility of a sedation wake-up trial and spontaneous breathing trial in critically ill trauma patients: A secondary analysis. *Intensive and Critical Care Nursing*, 29(1): 20-2

#### Conference and Poster Presentations

1. 9<sup>th</sup> American Delirium Society, Boston, MA. (June 17-19, 2019) Poster: Translation and cultural adaptation process to Spanish of the Preschool Confusion Assessment Method for the Intensive Care Unit (psCAM-ICU)
2. 39<sup>th</sup> Annual Research and Education Forum, Medical Sciences Campus-UPR San Juan, Puerto Rico (April 10-12, 2019) Oral: *Análisis de los Argumentos de Oposición a la Ley de Inclusión de Familiares en las Unidades de Cuidado Intensivo de Puerto Rico*.  
Poster: *Traducción y adaptación cultural al español del método para la evaluación de la confusión en la unidad de cuidado intensivo para preescolares (psCAM-ICU)*.
3. 26<sup>th</sup> Puerto Rico Critical Care Convention, Caguas, PR (May 3, 2019) Topic: Pain, Agitation, Delirium, Immobility, and Sleep Disturbance Guidelines 2018
4. 24<sup>th</sup> Puerto Rico Critical Care Convention and 4<sup>th</sup> Central American and the Caribbean Intensive Therapy Congress (COCECATI) 2017, San Juan, PR (May 2-5, 2017)  
Topics: Plenary, ICU Liberation ABCDEF; Delirium Management in Critically-ill Pediatric Patients
5. 3<sup>rd</sup> COCECATI San Salvador, El Salvador (June 22-26, 2015) Topics: Delirium in ICU: Prevention, Identification, and Management; Top Ten Medical Errors in the ICU; New Guidelines of Sedation for Critically-ill Patients
6. 35<sup>th</sup> Annual Research and Education Forum, Medical Sciences Campus-UPR San Juan, Puerto Rico (March 25-26, 2015) Poster: Assessment and Management Practices of Pain, Agitation/Sedation, and Delirium in Adult Intensive Care Patients in San Juan, Puerto Rico
7. 20<sup>th</sup> Puerto Rico Critical Care Convention, Puerto Rico Convention Center (2013)  
Audience: Nurses, Physicians, Respiratory Therapist, and Dietitians Topic: Pain, Agitation, and Delirium: Guidelines 2013

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**Name:** Dr. Sherily Pereira

**Current Position and credentials:** Associate Professor, PhD

**Dissertation:** Pereira, S. (2016). Acute pain symptom assessment and management in nonverbal Puerto Rican patients in the early postoperative period. University of Massachusetts-Amherst, College of Nursing.

**Research area and contribution to science:** Acute Pain, Cancer

1. **Scholar** (September-December 2019) grants S21MD001830 and 2U54MD007587. Health Disparities: A Translational Research Approach joint initiative of the School of Health Professions and School of Medicine co-sponsored by the National Institutes of Health, National Institute of Minority Health and Health Disparities. Funded (\$1,000).
2. Travel Award Faculty Development in Research (2016-2017) initiative sponsored by the Research Centers in Minority Institutions (RCMI) Program during Awarded April 2017 MSC, RCMI Program. Scholarship: \$1,500.
3. **Pereira, S.** (2018). Acute Pain assessment in sedated postoperative patients [**Abstract**]. *Oncology Nursing Forum: (ONF) 2018, 45, 25.*
4. **Pereira-Morales, S.,** Arroyo-Novoa, C. M., Wysocki, A., & Sanzero Eller, L. (2018). Acute pain assessment in sedated patients in the post anesthesia care unit. *The Clinical Journal of Pain, 34(8).*
5. **Pereira, S.,** Wysocki, A. & Arroyo, C.M. (2017). *Acute Pain Assessment in Sedated Patients in the Early Postoperative Period* in San Juan, Puerto Rico [Abstract]. *Puerto Rico Health Sciences Journal, 36(Supp 1): 6.*
6. Pilot study-ROSES in PR: Reduction of symptom impacts on sedentarism in women breast cancer survivors in Puerto Rico (2018). A research collaboration between UMASS- Amherst, UPR, MSC, and Carlos Albizu University. **Funded:** \$500.00.
7. Walker, R., **Pereira, S.,** Kerr, R., Schenk, E. (March 2020). Climate change should be on every nursing research agenda. *Oncology Nursing Forum Commentary.*
8. **Pereira, S;** (July 2015). Acute Pain Symptom Assessment in the Early Postoperative Period. Paper presented at the Johns Hopkins University International Network for Doctoral Education in Nursing Bi -annual Conference, San Juan, Puerto Rico.

#### **Conference and Poster Presentations**

1. Conference presented at Puerto Rico College of Nursing Professionals in San Juan. (February 1, 2020). Topic: *OpioidCrisis and Substances Dependence in Anesthesia.* Audience: Nurse Anesthesia Specialists
2. Pain Resource Nurse Program Certification, Conference presented at Caribbean Healthcare System, in San Juan, Puerto Rico. (October 30, 2019). Audience: Nurses. Topic: *Assessment of Pain & Opioid Crisis.*
3. Conference presented at College of Nursing Professionals, Nurse Anesthesia Section Assembly. (September 2019). Topic: *Opioid Crisis and Substances Dependence in Anesthesia.* Audience: Nurse Anesthesia Specialists.
4. Second Opioid Dependency Awareness Day, UPR, Medical Sciences Campus, School of Nursing. (June 18, 2019) Topic: *Opioid Dependency in Puerto Rico and US,* Audience: Nurses, nurse anesthesia specialists & students, Medical doctors, Mental Health professionals.
5. First Opioid Dependency Awareness Day, UPR, Medical Sciences Campus, School of Nursing. (June 15, 2018) Topic: *Opioid Dependency in PR and other countries.* Audience: Nurses, Nurse Anesthesia Students, Medical doctors.
6. 43th Oncology Nursing Society Annual Congress (May 17-20, 2018). e-poster: Acute Pain assessment in sedated postoperative patients.
7. 37<sup>th</sup> Annual Research and Education Forum, UPR, MSC (April 19-21, 2017). Oral presentation: *Acute pain Symptom Assessment and Management in Nonverbal Puerto Rican Patients in the Early Postoperative Period* in San Juan, Puerto Rico.
8. Poster presentation. (November 2016). *Acute pain Symptom Assessment and Management in Nonverbal Puerto Rican Patients in the Early Postoperative Period.* Presented at the Puerto Rico College of Nursing Professionals Assembly, San Juan, Puerto Rico.
9. Poster presentation. (October 2016). *Acute pain Symptom Assessment and Management in Nonverbal Puerto Rican Patients in the Early Postoperative Period.* Presented at the Symposia of Research and Evidence Based Practice, School of Nursing, Medical Sciences Campus, San Juan, Puerto Rico.

10. Cardiovascular Center of Puerto Rico and the Caribbean, Critical Care Course (May 2012). Topic: *Respiratory System Assessment*.
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**Name:** Dr. Yadira Regueira

**Current Position:** Professor, PhD

**Research area and contribution to science:** Violence

1. **Regueira, Y.**, Sommers, M., Fargo, J. & et.al. (2019). Comparison of Skin Biomechanics and Skin Color in Puerto Rican and Non-Puerto Rican Women. *Puerto Rico Health Sciences Journal*, 38(3), 170–175.
  2. Sommers, M., Fargo, J. **Regueira, Y.**, & et.al. (2019). Are the Fitzpatrick Skin Phototypes Valid for Cancer Risk Assessment in a Racially and Ethnically Diverse Sample of Women? *Ethnicity and Disease Journal*, 29(3), 505-512.
  3. Sommers, M.S., **Regueira, Y.**, Tiller, D.A. Everett, J.S., Brown, K., Rignone, E., & Fargo, J.D. (2019). Understanding rates of genital-anal injury: Role of skin color and skin biomechanics. *Journal of Forensic and Legal Medicine*. 66, 120-128.
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**Name:** Dr. Noemy Díaz

**Current Position:** Assistant Professor, EdD

**Research area and contribution to science:** Dating Violence, adolescence, EBP, Mental health, clinical simulation

1. **Díaz-Ramos, N.** (2018). Uso de simulación clínica para desarrollar autoconfianza y pensamiento crítico en estudiantes subgraduados de enfermería psiquiátrica/salud mental. [**Abstract**]. *Puerto Rico Health Sciences Journal*, 37, (Supplement), 22.
  2. **Díaz-Ramos, N.** (2019). Estudio cuasi-experimental: Simulación clínica para el desarrollo de autoconfianza y pensamiento crítico en estudiantes de enfermería psiquiátrica. *Revista NURE Investigación*, 16(100), 1-12.
  3. **Díaz-Ramos, N.**, Alvarez, D., & Debnam, K. (2020, accepted). Teen dating violence and the acceptability of a safety-decision aid: perspectives from Puerto Rican youth. *Hispanic Health Care International*.
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**Name:** Dr. Beatriz Díaz

**Current Position:** Nursing Instructor, PhD

**Research area and contribution to science:**

1. Sinigaglia, O.E., Rios, E.M., Campos, M., **Díaz, B.**, Palacios, C., (2016). Breastfeeding practices, timing of introduction of complementary beverages and foods and weight status in infants and toddlers' participants of a WIC clinic in Puerto Rico. *Springer Plus*, 5, 1437.
2. Rios, E.M., Sinigaglia, O., **Díaz, B.**, Campos, M., Palacios, C. (2016). Development of a Diet Quality Score for Infants and Toddlers and its Association with Weight. *Journal of Nutritional Health & Food Science*, 4, 1-7.
3. Palacios, C., Rivas-Tumanyan, S., Santiago-Rodríguez, E.J., Sinigaglia, O., Ríos, E.M., Campos, M., **Díaz, B.** & Willnett, W. (2017). A Semi-Quantitative Food Frequency Questionnaire Validated in Hispanic Infants and Toddlers Aged 0 to 24 Months. *Journal of the Academy of Nutrition and Dietetics*, 117, 526-535.e9.

**Students Dissertations, Presentations, and Publications.** Graduated students have disseminated their courses and dissertations works as articles and research abstract presentations (oral or posters modalities).

**Name:** Dr. Damaris Colón-Rivera

**Graduation:** 2015

**Dissertation title:** *Trauma Vicario: Experiencias de enfermeras que intervienen con mujeres sobrevivientes de violencia de género*  
**Presentation:** 2<sup>nd</sup> Research and EBP Symposium. School of Nursing, UPR-MSU.

**Name:** Dr. Carmen E. Rosa-Arce

**Graduation:** 2015

**Dissertation title:** *Significado del consumo de drogas en un grupo de adolescentes: Factores de riesgo, protección y resiliencia*

**Presentations:** 2<sup>nd</sup> Research and EBP Symposium. School of Nursing, UPR-MSU.

**Name:** Dr. Clara Valderrama-Fuquén

**Graduation:** 2017

**Dissertation title:** *Experiencia de adultos entre 40 y 60 años viviendo con diabetes mellitus II*

**Abstract:** *Puerto Rico Health Sciences Journal* [Abstract 1896] 37(Supp);1,2018.

**Presentations:** Research poster at the 38<sup>vo</sup> Annual Research and Educational Forum, UPR-MSU, April 18-20, 2018. Research oral presentation Congreso Internacional de Investigación de CISTEI, Hotel Sheraton, San Juan, November 8-9, 2018.

**Name:** Dr. Wanda Irizarry-Justiciano

**Graduation:** 2018

**Dissertation title:** *Manifestaciones de trauma vicario y el síndrome de quemazón en enfermeras que trabajan con mujeres sobrevivientes de violencia doméstica en salas de emergencia*

**Abstract publication:** *Puerto Rico Health Sciences Journal* [Abstract 1897] 37(Supp);1,2018

**Publication in a peer review journal:**

Irizarry Justiniano, W. & Rivero-Méndez, M. (2018). Trastorno por estrés post traumático en mujeres víctimas de violencia doméstica: Revisión de literatura integrada. *NURE Investigación*, 15, 1-17.

**Presentations:** Research poster at the 38 Annual Research and Education Forum, UPR-MSU, April 18-20, 2018. Research oral presentation Congreso Internacional de Investigación de CISTEI, Hotel Sheraton, San Juan, November 8-9, 2018.

**Name:** Dr. Blanca N. Ralat-Fonseca

**Dissertation:** 2018

**Dissertation title:** Barreras y experiencias del paciente adulto con cáncer para el manejo del dolor: Un estudio mixto convergente.

**Abstract publication:** *Puerto Rico Health Sciences Journal* [Abstract 1468] 38(Supp);1,2019

**Publication in a peer review journal:**

Ralat-Fonseca, B. N., Arroyo, C.M. (2020). Adaptación y validación cultural del cuestionario II, barreras del paciente adulto con cáncer para el manejo del dolor. [*Cultural adaptation and validation of the scale measuring barriers for pain management in adult patients with cancer*] Accepted for publication by the "Revista Enfermería Oncológica, of the Spanish Society of Oncological Nursing (Sociedad Española de Enfermería Oncológica [SEEO]).

**Presentations:** Research oral presentation at the 39 Annual Research and Education Forum, UPR-MSU, April 11-13, 2019 and 12<sup>th</sup> Annual Congress of Latin American and Caribbean Institutions of Bioethics. Interamerican University, San Juan, Puerto Rico, April 11-13, 2019.

**Name:** Dr. Mariela Torres-Montesino

**Dissertation:** 2018

**Dissertation title:** Factores que influyen en la intensidad del dolor postoperatorio en pacientes con diagnóstico de osteoartritis o artritis reumatoide sometidos a cirugía de rodilla o cadera

**Abstract presentation:** Poster 42. Virtual AORN Global Conference & Expo, May to July, 2020

**Name:** Dr. Amarilis Santiago Ríos

**Dissertation:** 2020

**Dissertation title:** Prevalencia del síndrome metabólico y su asociación con los turnos de trabajo en el personal de enfermería de dos instituciones hospitalarias del área norte de Puerto Rico.

## B. Program Description

Since its inception, our program has been congruent with PhD programs in nursing in accordance with the AACN Task Force on the Research-Focused Doctorate in Nursing (2010). Since our current doctoral degree (i.e. DNS) and the proposed degree (i.e., PhD) are academic equivalents, both the program description and objective will not be changed. The PhD is a research-focused program designed to prepare nurse scientists with the investigative skills of a researcher. The graduate will be capable of developing and expanding the nursing body of knowledge, and able to build and use theoretical and practice models in the delivery of health care, to influence the health status of people, improve outcomes and quality of life, and promote public policies to address health care issues in the health care system in Puerto Rico. Our Doctoral Program's objective is to prepare nurses at the highest level of nursing science with the ability to conduct research to advance nursing science. Our doctoral program continues to emphasize the philosophy of science, theory, and research and is composed of core courses, specialty courses, electives, and dissertation courses. Comparison between our doctoral program and PhD nursing programs from three (3) other recognized and accredited institutions is shown in **Appendix 1**.

## C. Learning Modality

### Current Status

Current teaching-learning modality is traditional (face-to-face) only.

### Requested Change

Change to a hybrid teaching-learning modality. That is, a combination of face-to-face and distance modalities.

### Justification

The faculty of the DNS Program conducted an evaluation to examine different ways of delivering accessible doctoral level preparation to currently nurses employed in a variety of settings. Focus groups were conducted, with current students and alumni from different cohorts (2014 to 2018), to explore their academic experiences during the DNS Program and gather their suggestions for curriculum changes and revisions. One salient recommendation by many students/alumni was incorporating hybrid or distance learning methodologies in some courses. They recommended the option of hybrid or distance methodologies in some courses to allow for more efficient time management within their daily responsibilities and promote interaction in an innovative way in this virtual era.

An academic change from entirely traditional (face-to-face) to hybrid modality is proposed to provide an opportunity for educational access not previously available in the DNS Program.

The online education experience has served as a stimulus for the incorporation of new learning, provides opportunity for convenient educational access not previously available, and builds strong personal and professional relationships among nurse educators (Leners, Wilson, & Sitzman, 2007). Those factors that have contributed to the recent rapid growth of nursing doctoral education at a distance. The program in hybrid modality will offer an accessible way for students to work and complete doctoral degree requirements, potentially increasing interest, and admissions to the doctoral program. The courses described in **Table 3** will be offered in hybrid modality (25-75% instructional hours will be at distance).

**Table 3. Percent of Instructional Hours Distributed in Distance and Face-to-Face Learning Modality per Course**

<b>Course</b>	<b>Credits/ Hours</b>	<b>Distance Hours</b>	<b>Face-to-Face Hours</b>
ENFE 8005 - Philosophy of Nursing Science	3 / 54	36 (67%)	18 (33%)
ENFE 8XXX - Biostatistics for Nursing Research I	3 / 54	18 (33%)	36 (67%)
ENFE 8XXX - Biostatistics for Nursing Research II	3 / 54	18 (33%)	36 (67%)
ENFE 8009 - Theories of Nursing Sciences	3 / 54	39 (72%)	15 (28%)
ENFE 8025 - Seminar:Nursing Science and Public Policy	2 / 36	22 (61%)	14 (39%)
ENFE 8007 - Qualitative Research Methods	3 / 54	36 (67%)	18 (33%)
ENFE 8008 - Quantitative Research Methods	3 / 54	30 (56%)	24 (44%)
ENFE 8010 - Guided Study: Development and Validation of Research Instruments	2 / 36	23 (64%)	13 (36%)
ENFE 8016 - Guided Research I	4 / 72	40 (56%)	32 (44%)
ENFE 8026 - Guided Research II (Comprehensive Examination)	4 / 72	54 (75%)	18 (25%)
ENFE 8027 - Mixed Methods Research	3 / 54	27 (50%)	27 (50%)
ENFE 8990 - Doctoral Dissertation I	4 / 72	54 (75%)	18 (25%)
ENFE 8991 - Doctoral Dissertation II	4 / 72	54 (75%)	18 (25%)
ENFE XXXX - Doctoral Dissertation III	4 / 72	54 (75%)	18 (25%)
ENFE 8018 -Development of the Role on Nursing as a Researcher (elective course)	3 / 54	39 (72%)	15 (28%)

#### D. Program Expected Start Date

The PhD program is expected to start on August 2021.

#### E. Program Duration and maximum Time to Complete Program

We are requesting to increase the program of study by one year.

#### Current Status

The current curriculum sequence of the Doctoral Program is completed in three (3) academic years (minimum time to complete the academic degree). The academic program begins with core courses to provide a theoretical framework for the development of research. Then, students take specialty courses to enhance the design of a research project. Students takes three courses (9 to 10 cr.) per semester during the first two years in the Program. They also take 2 courses (4 cr.) in the first summer of the Program (**Appendix 2**).

#### Requested Change

Increase the curriculum sequence of the Doctoral Program to four (4) academic years (minimum time to complete the academic degree). The student will take one or two courses (4 to 7 cr.) per semester, during the years in the Program (**Appendix 3**). To be able to increase the program length, the faculty identified the need to delete a course adding its content to others, relocate courses, and add a third dissertation course. These changes are proposed while maintaining congruency of core and specialty courses. **Table 4** shows a comparison of the current curriculum vs. the proposed curriculum.

We will delete the ENFE 8006 Bioethics in Health Sciences course and its content will be integrated into other existing courses: ENFE 8005-Philosophy of Nursing Science, ENFE-8007 Qualitative Research Methods and ENFE 8008-Quantitative Research Methods. The comprehensive examination will be integrated into the ENFE 8026-Research Guided II course with the purpose of having the student begin their dissertation courses during the summer of year 3, thus providing more time for data collection for their dissertation project.

The time to complete the program requirements may not exceed eight (8) years, same as the current program.

#### Justification

The graduation rate of active students from 2012-13 to 2017-18 cohorts, at the minimum time (3 years), is 23% (3 alumni out of 13 students). The percentage increases to 62% (8 alumni of 13 students who graduated in 5 years or less) within the maximum time (8 years). We did an internet search of the minimum years for PhD completion in different SONs from renowned

Universities in US (University of California- San Francisco, University of Pennsylvania, Yale University, and the University of Massachusetts) and their minimum fluctuates from 3 to 4 years and 3 to 5 years to a maximum of 7 and 8 years. In addition, our retention rate has fluctuated from 25% to 100% along the program years.

One of the main factors that influence non-compliance with both the graduation and retention rates is that student's profiles indicate that 100% work full-time, with over 90% of them working as full-time professors in nursing programs. This factor influences students' progress and the time to complete the academic degree due to academic overload. In focus groups conducted with current students and alumni from different cohorts (2014 to 2018), students expressed that taking three courses per semester is too overloaded and recommended an increase of one more year to the program.

Other identified factor that influence non-compliance with graduation rate at the minimum time is the majority of students have taken longer than expected in dissertation courses, specifically, because of the time that it has taken them to complete the data collection process. Currently, dissertation courses (I and II) are sequential courses that take the student throughout the entire research process, beginning with the research proposal defense, then conducting institutional and study setting administrative and authorization processes, then data collection, analysis, development of chapters 4 and 5 of dissertation, and finally, dissemination. Adding a third course (Dissertation III) will provide students more time to successfully complete the entire research process.

**Table 4. Current Curriculum vs Proposed Curriculum**

Academic Year	Semester	Current Curriculum	Cr	Proposed Curriculum	Cr		
1 <sup>st</sup> year	First Semester	ENFE 8005 - Philosophy of Nursing Science	3	ENFE 8005 - Philosophy of Nursing Science (bioethics course topics included)	3		
		ENFE 8007 - Qualitative Research Methods	3				
		<b>BIOE 6535 Inferential Statistics</b>	<b>4 tr</b>			<b>ENFE 8XXX - Biostatistics for Nursing Research I</b>	<b>3</b>
		<b>Total credits in semester</b>	<b>8.68</b>			<b>Total credits in semester</b>	<b>6</b>
	Second Semester	<b>ENFE 8009 - Construction, Analysis and Evaluation of Theories for Nursing</b>	3	<b>ENFE 8009 – Theories of Nursing Sciences</b>	3		
		ENFE 8008 - Quantitative Research Methods	3				
		<b>BIOE 8005 – Advance Methods in Biostatistics</b>	<b>3 tr</b>			<b>ENFE 8XXX - Biostatistics for Nursing Research II</b>	<b>3</b>
		<b>Total credits in semester</b>	<b>8.01</b>			<b>Total credits in semester</b>	<b>6</b>
	Summer I	<b>ENFE 8006 - Bioethics in Health Sciences</b>	<b>2</b>	<b>ENFE 8025 - Seminar: Nursing Science and Public Policy</b>	2		
		ENFE 8010 - Guided Study: Development and Validation of Research Instruments	2				
<b>Total credits in summer</b>		<b>4</b>	<b>Total credits in summer</b>			<b>2</b>	
2 <sup>nd</sup> year	First Semester	ENFE 8016 - Guided Research I	4	ENFE 8007 - Qualitative Research Methods (bioethics course topics included)	3		
		<b>ENFE 8027 - Seminar I: Mixed Methods Research</b>	3				
		Elective	3			Elective	3
		<b>Total credits in semester</b>	<b>10</b>			<b>Total credits in semester</b>	<b>6</b>
	Second Semester	ENFE 8026 - Guided Research II	4	ENFE 8008 - Quantitative Research Methods (bioethics course topics included)	3		
		<b>ENFE 8025 - Seminar II: Nursing Science and Public Policy</b>	2			ENFE 8010 - Guided Study: Development and Validation of Research Instruments	2
		Elective	3				
		<b>Total credits in semester</b>	<b>9</b>			<b>Total credits in semester</b>	<b>5</b>
	Summer II	Comprehensive Examination	--	Elective	3		
		<b>Total credits in summer</b>	<b>--</b>	<b>Total credits in summer</b>	<b>3</b>		
3 <sup>rd</sup> year	First Semester	ENFE 8991 - Doctoral Dissertation I	<b>6</b>	ENFE 8016 - Guided Research I	4		
				<b>ENFE 8027 - Mixed Methods Research</b>	3		
		<b>Total credits in semester</b>	<b>6</b>	<b>Total credits in semester</b>	<b>7</b>		
	Second Semester	ENFE 8991 - Doctoral Dissertation II	<b>6</b>	ENFE 8026 - Guided Research II	4		
				Comprehensive Examination	--		
		<b>Total credits in semester</b>	<b>6</b>	<b>Total credits in semester</b>	<b>4</b>		
Summer III			ENFE 8990 - Doctoral Dissertation I	<b>4</b>			
			<b>Total credits in summer</b>	<b>4</b>			
4 <sup>th</sup> year	First Semester	N/A		ENFE 8991 - Doctoral Dissertation II	<b>4</b>		
				<b>Total credits in semester</b>	<b>4</b>		
	Second Semester		<b>ENFE 8XXX - Doctoral Dissertation III</b>	<b>4</b>			
			<b>Total credits in semester</b>	<b>4</b>			
<b>Total Credits in the 3-years Program</b>			<b>51.69</b>	<b>Total Credits in the 4-year Program</b>		<b>51</b>	

Legend: cr= credits semester, tr= trimester, red= courses eliminated, green= new courses, blue= course name changed orange= credits changed

## **II. Program Accreditation**

The PhD program, similar to the current DNS program, does not require accreditation by a nursing accreditation agency, as only professional doctoral programs preparing nurses for advanced practice are accredited (AACN Task Force on the Practice Doctorate in Nursing, 2004). Nevertheless, the AACN has established essential elements for research-focused doctoral programs that institutions can use as foundation to guide periodic reviews of the program quality and sustainability (AACN Task Force on the Research-Focused Doctorate in Nursing, 2010).

## **III. Conceptual Framework**

The conceptual framework, philosophy, and objective of the PhD program will be the same as the current DNS program since both programs are equivalents.

## **IV. Graduate Profile**

The PhD academic offer, is based on the principle that theory and practice are joined through research. This profile is the same established for the current DNS program. The PhD program graduate of the SON will exhibit competencies in the following areas:

- **Application of conceptual models and theories**
  1. Skills pertaining to the development of theoretical models that will contribute to the improvement of nursing.
  2. Innovation through the evaluation and proposal of models that will have direct impact on health systems, research and academia.
- **Construction of knowledge**
  1. Advanced knowledge, skills and attitudes regarding research.
  2. Commitment to the logical, ethical and epistemological dimensions while conducting research.
  3. Skills in writing and publishing scholarly research papers with sociocultural relevance as well as oratory skills for disseminating research findings of studies that promotes the advancement of nursing science.
- **Leadership**
  1. Leadership in the development, execution and dissemination of research findings that contribute to the development of public policies.
  2. Collaborative skills that allow efficient organization, participation and direction of research studies.

3. Commitment with the nursing profession as well as the promotion of empowering colleagues practicing within the discipline.
  4. Ethical competency with regards to research and issues of the profession and of the health care system.
- **Critical Thinking**
    1. Critical thinking that will contribute to the validation and adaptation of theoretical models that promote evidence-based practice that improves culturally diverse nursing practices.
    2. Critical thinking skills in formulating research arguments, problem solving, creative thinking and decision making.

## **V. Curricular Design**

### **A. Course Variations**

All content offered in the DNS program courses will continue to be provided in the PhD program. However, some variations will be made. We are requesting the following changes that will be described and justified in **Table 5**. These changes; course descriptions, pre-requisites, co-requisites, the course title, elimination, and addition of a course; respond mainly to curriculum sequence changes.

### **B. Curricular Structure**

The distribution of courses by category and its percentage of credits are detailed in **Table 6**. Specialty courses and dissertation courses constitute a higher percentage of the curricular sequence.

**Table 5. Courses Variations**

Area	Current Status	Requested Change	Justification
<p><i>Course elimination:</i></p> <p><b>ENFE 8006- Bioethics in Health Sciences</b></p>	<p>ENFE 8006- Bioethics in Health Sciences offered in Summer I</p>	<p>Eliminate this course from doctoral program sequence.</p> <p>(Appendix 4- Inactive Course Form)</p>	<p>During the sequential review of the Doctoral Program, the need to relocate courses and add a course was identified. For that it was necessary to delete a course. When evaluating which content could be integrated into other courses, ENFE 8006 Bioethics course was identified. Content of this course will be located in ENFE 8005 Philosophy of Nursing Science course and in two of the research methodologies courses, ENFE 8007 Qualitative Research Methods and ENFE 8008 Quantitative Research Methods.</p>
<p><i>Change in course description:</i></p> <p><b>ENFE 8005- Philosophy of Nursing Science</b></p>	<p><b>Course description</b> Students will explore the principal schools of thought that have influenced the nursing discipline. Epistemological, ontological and meta-theoretical nursing science will be examined. Historical evaluations, the relationship between scientific theory and vision and how it affects the nursing discipline will also be evaluated. Students will have the opportunity to examine and evaluate different philosophy and critically compare them with their own philosophy of nursing.</p>	<p><b>Course description</b> Introduction to concepts of philosophy and science. Analysis of nursing philosophy, nursing science, and philosophy of nursing science. Study of philosophical traditions in nursing science. Review of selected philosophers that influenced science and knowledge development. Study of the epistemology, ontology, and ethics in nursing. Analysis of ways of knowing in nursing and development of knowledge. The course will be taught using hybrid modality.</p> <p>(Appendix 5- Course Syllabus Appendix 6- Changes in Registered Courses Form)</p>	<p>The course needs to include content about the foundations of philosophy and science. Faculty and students recommended focusing more on the discipline and development of nursing knowledge. Also, that ethics content needs to be integrated.</p>

Area	Current Status	Requested Change	Justification
<p><i>Change in course description and course placement:</i></p> <p><b>ENFE 8007- Qualitative Research Methods</b></p>	<p><b><u>Course description</u></b>  This course is geared towards the study of qualitative methodology as a scientific approach with an inductive focus used to generate knowledge from human experience in different health and illness situations, as well as from nursing practice and models. Philosophical and psychological underpinnings of qualitative research paradigm which underlie ethnographic, phenomenological, case study, historiography and emerging or grounded theory design will be analyzed.</p> <p><b><u>Course placement</u></b>  1<sup>st</sup> year, 1<sup>st</sup> semester</p>	<p><b><u>Course description</u></b>  This course is geared towards the study of qualitative methodology with an inductive focus used to generate knowledge from human experience in different health and illness situations, as well as from nursing practice and models. Philosophical and psychological underpinnings of qualitative research paradigm which underlie ethnographic, phenomenological, case study, historiography and emerging or grounded theory design will be analyzed. Also, the student must apply the bioethical principles that guide the trustworthiness of qualitative research to protect the human rights of participants. The course will be taught using hybrid modality.</p> <p><b><u>Course placement</u></b>  2<sup>nd</sup> year, 1<sup>st</sup> semester</p> <p>(Appendix 7- Course Syllabus  Appendix 8- Changes in Registered Courses Form)</p>	<p>To include bioethics content.</p>
<p><i>Change in course description, pre-requisites and course placement:</i></p> <p><b>ENFE 8008- Quantitative</b></p>	<p><b><u>Course description</u></b>  The philosophical and psychological underpinnings of non-experimental and experimental quantitative research will be analyzed. This course focuses on research designs, data collection procedures, measurement, and statistical analysis. Emphasis is given to the critical analysis and the scientific</p>	<p><b><u>Course description</u></b>  The philosophical and psychological underpinnings of non-experimental and experimental quantitative research will be analyzed. This course focuses on research designs, data collection procedures, measurement, and statistical analysis. Emphasis is given to the critical analysis and the scientific rigor of the quantitative research</p>	<p>To include bioethics content.</p>

Area	Current Status	Requested Change	Justification
<p><b>Research Methods</b></p>	<p>rigor of the quantitative research designs. Through conferences, epistemological dialogues and critical analysis of concepts, students will achieve a conceptual, theoretical understanding of the quantitative paradigm.</p> <p><b><u>Pre-requisites</u></b> BIOE 6535- Inferential Statistics</p> <p><b><u>Course placement</u></b> 1<sup>st</sup> year, 2<sup>nd</sup> semester</p>	<p>designs. Through conferences, epistemological dialogues and critical analysis of concepts, students will achieve a conceptual, theoretical understanding of the quantitative paradigm, and ethical implications in each step of quantitative research. The course will be taught using hybrid modality.</p> <p><b><u>Pre-requisites</u></b> Change BIOE 6535 for ENFE 8XXX- Biostatistics for Nursing Research I ENFE 8XXX- Biostatistics for Nursing Research II</p> <p><b><u>Course placement</u></b> 2<sup>nd</sup> year, 2<sup>nd</sup> semester (Appendix 9- Course Syllabus Appendix 10- Changes in Registered Courses Form)</p>	<p>The inferential statistics content will be covered in ENFE 8XXX - Biostatistics for Nursing Research I that will substitute the current BIOE 6535 Inferential Statistics. Add ENFE 8XXX- Biostatistics for Nursing Research II as a pre-requisite.</p>
<p><i>Courses creation:</i></p> <p><b>ENFE 8XXX- Biostatistics for Nursing Research I</b></p> <p><b>ENFE 8XXX- Biostatistics for Nursing Research II</b></p>	<p>The courses of biostatistics: BIOE 6535- Inferential Statistics and BIOE 8005- Advance Methods in Biostatistics are provided in the School of Public Health (SPH) in the first and second trimester of the DNS curriculum.</p>	<p>Substitute BIOE 6535- Inferential Statistics with ENFE 8XXX- Biostatistics for Nursing Research I.</p> <p><b><u>Course placement</u></b> 1<sup>st</sup> year, 1<sup>st</sup> semester</p> <p>BIOE 8005- Advance Methods in Biostatistics with ENFE 8XXX- Biostatistics for Nursing Research II.</p> <p><b><u>Course placement</u></b> 1<sup>st</sup> year, 2<sup>nd</sup> semester</p>	<p>Since the beginning of the Doctoral Program, BIOE 6535 and BIOE 8005 have been included in the curriculum. These courses are part of the academic offering of the SPH and are aligned to its curriculum. Students from SPH came with a recent basic course that was not a requirement for SON students. Additionally, statistics courses in the SPH have a primary focus on epidemiology which is not necessarily consistent with the approach for nursing research and class examples are focused on public health studies, placing them at a disadvantage when compared to SPH students.</p>

Area	Current Status	Requested Change	Justification
		(Appendices 11 and 12- Course Syllabi Appendices 13 and 14- Creation of Courses Forms)	<p>During the 7 years of the program, 58% of the students have not passed at least one of the biostatistics courses on their first try. A deficiency has been observed in students from the SON in these courses. In group discussions with alumni and current students from different cohorts (2014, 2015, 2016, 2017, and 2018), they recognize the importance of statistics in the program. However, they claim that taking these courses with SPH students, with more background in statistics, places them at a disadvantage. Furthermore, they indicate that many times the content is directed to public health priorities that do not necessarily meet their needs as students of the SON.</p> <p>As this problem has been identified, the biostatistics courses will be of ENFE classification and both will be focused on the application of biostatistics to nursing research. This strategy is an opportunity to refocus the development of this knowledge. The aim is to facilitate learning efficiently in the critical concepts of statistics and to understand the personal and professional relevance of statistics in the development of new knowledge in nursing. Supporting active learning with this strategy will promote skills in the field of statistics at the graduate level and will have a positive influence on students' attitude towards statistics.</p>

Area	Current Status	Requested Change	Justification
<p><i>Change in title, pre-requisites and description:</i></p> <p><b>ENFE 8009- Construction, Analysis and Evaluation of Theories for Nursing</b></p>	<p><b><u>Title</u></b> ENFE 8009- Construction, Analysis and Evaluation of Theories for Nursing</p> <p><b><u>Course description</u></b> Conceptualization and construction of theories, from a historical and epistemological perspective in diverse socio-cultural contexts will be analyzed. The cyclical nature of theories, research and practice will be studied. Theories will be critically analyzed using a systematic evaluation model. Students will conduct their own meta-analysis of nursing theories and analyze a concept.</p> <p><b><u>Pre-requisites</u></b> ENFE 8005 - Philosophy of Nursing Science ENFE 8007 - Qualitative Research Methods</p>	<p><b><u>Title</u></b> ENFE 8009- Theories in Nursing Sciences</p> <p><b><u>Course description</u></b> This course integrates hybrid modality to prepare doctoral students in the study of nursing theories, their historical evolution, philosophical underpinnings, and the epistemological contribution to the discipline. The course includes concept analysis, methods, and application. Students will be encouraged to critically think towards the development, use, and evaluation of nursing theories in research and practice. Issues and future trends in the development of nursing theories are explored.</p> <p><b><u>Pre-requisites</u></b> ENFE 8005 Philosophy of Nursing Science</p> <p><b><u>Eliminate</u></b> ENFE 8007 - Qualitative Research Methods (Appendix 15- Course Syllabus Appendix 16- Changes in Registered Courses Form)</p>	<p>The changes are aimed at focusing the course on nursing discipline in the areas of research and practice.</p> <p>Due to the change in curriculum sequence ENFE 8009 will be offer before ENFE 8007, also after analysis by DNS faculty we determined that the content of ENFE 8007 – Qualitative Research Method is not necessary to be pre-requisite for the ENFE 8009 - Theories in Nursing Sciences.</p>

Area	Current Status	Requested Change	Justification
<p><i>Changes in, pre and co-requisites, and course placement:</i></p> <p><b>ENFE 8010- Guided Study: Development and Validation of Research Instruments</b></p>	<p><b><u>Pre-requisites</u></b> BIOE 8005- Advance Methods in Biostatistics</p> <p>ENFE 8009- Construction, Analysis and Evaluation of Theories for Nursing</p> <p>ENFE 8008- Quantitative Research Methods</p> <p><b><u>Course placement</u></b> 1<sup>st</sup> year, summer</p>	<p><b><u>Pre-requisites</u></b> Change BIOE 8005 for ENFE 8XXX- Biostatistics for Nursing Research II</p> <p>ENFE 8009- Theories in Nursing Sciences</p> <p><b><u>Co-requisites</u></b> Instead of pre-requisite, ENFE 8008- Quantitative Research Methods will be a co-requisite</p> <p><b><u>Course placement</u></b> 2<sup>nd</sup> year, 2<sup>nd</sup> semester  (Appendix 17- Course Syllabus Appendix 18- Changes in Registered Courses Form)</p>	<p>The BIOE 8005- Advanced methods in biostatistics content will be covered in ENFE 8XXX - Biostatistics for Nursing Research II that will substitute the current BIOE 8005.</p> <p>Title of ENFE 8009 course changed.</p> <p>Due to the change in curriculum sequence, the quantitative methods content will be offered concurrently with ENFE 8010.</p>
<p><i>Change in course description, course placement and add pre-requisites.</i></p> <p><b>ENFE 8016- Guided Research I</b></p>	<p><b><u>Course description</u></b> In this course the student will identify a research problem or question that can be studied using a deductive or inductive approach according to the area or research interest of the Program. Students will organize and present knowledge gained through literature revision about what is known pertaining to their research question. Students will develop a theoretical model that will guide their study design.</p> <p><b><u>Pre-requisites</u></b></p>	<p><b><u>Course description</u></b> In this course, the student will identify a research problem that can be studied using a deductive or inductive approach. Students will organize and present the knowledge gained through literature review of what is known about their research problem. The student will select a theoretical model that can help answer their research questions. The course will be taught using hybrid modality.</p> <p><b><u>Pre-requisites</u></b></p>	<p>Improve course description for better understanding.</p>

Area	Current Status	Requested Change	Justification
	<p>ENFE 8010- Guided Study: Development and Validation of Research Instruments</p> <p><b>Course placement</b> 2<sup>nd</sup> year, 1<sup>st</sup> semester</p>	<p>In addition to ENFE 8010, add the following two courses:</p> <p>ENFE 8007- Qualitative Research Methods</p> <p>ENFE 8008- Quantitative Research Methods as pre-requisites courses</p> <p><b>Course placement</b> 3<sup>rd</sup> year, 1<sup>st</sup> semester</p> <p>(Appendix 19- Course Syllabus Appendix 20- Changes in Registered Courses Form)</p>	<p>ENFE 8007- Qualitative Research Methods and ENFE 8008- Quantitative Research Methods are necessary to develop the research purpose and research questions, based on chosen research methodology.</p>
<p><i>Change in course description and learning modality:</i></p> <p><b>ENFE 8018- Development of the Role of Nursing as a Researcher (Elective)</b></p>	<p><b>Course description</b> This course gives students the opportunity to analyze options and settings where they may perform the role of a nurse researcher once they have completed the doctoral program. The students will be able to plan his/her research career trajectory by establishing short- and long-term goals and objectives as well as the specific strategies necessary to achieve them. They will also evaluate the relevancy of research in the inter-professional context. Students will be exposed to diverse methods of dissemination of research findings, including the preparation of abstracts and poster presentations for scientific forums, and manuscript writing to publish in peer-reviewed journals. Students will also perform searches for external funding utilizing formats established</p>	<p><b>Course description</b> This course gives students the opportunity to analyze options and settings where they may perform the role of a nurse researcher once they have completed the doctoral program. The students will be able to plan his/her research career trajectory by establishing short- and long-term goals and objectives as well as the specific strategies necessary to achieve them. They will also evaluate the relevancy of research in the inter-professional context. Students will be exposed to diverse methods of dissemination of research findings, including the preparation of abstracts and poster presentations for scientific forums, and manuscript writing to publish in peer-reviewed journals. Students will also perform searches for external funding utilizing formats established by various government and private organizations</p>	<p>Change the course learning modality to hybrid.</p>

Area	Current Status	Requested Change	Justification
	by various government and private organizations and foundations.	and foundations. The course will be taught using hybrid modality.  (Appendix 21- Course Syllabus Appendix 22- Changes in Registered Courses Form)	
<p><i>Changes in the title, pre-requisites, course placement, and learning modality:</i></p> <p><b>ENFE 8025-Seminar II: Nursing Science and Public Policy</b></p>	<p><b><u>Title</u></b> ENFE 8025-Seminar II: Nursing Science and Public Policy</p> <p><b><u>Pre-requisites</u></b> ENFE 8016 - Guided Research I ENFE 8027- Seminar I: Mixed Methods Research</p> <p><b><u>Course placement</u></b> 2<sup>nd</sup> year, 2<sup>nd</sup> semester</p>	<p><b><u>Title</u></b> Eliminate “II” from the course title: ENFE 8025- Seminar: Nursing Science and Public Policy</p> <p><b><u>Pre-requisites</u></b> Eliminate both ENFE 8016- Guided Research I and ENFE 8027- Seminar I: Mixed Methods Research. <u>None pre-requisites</u></p> <p><b><u>Course placement</u></b> 1<sup>st</sup> year, summer</p> <p>(Appendix 23- Course Syllabus Appendix 24- Changes in Registered Courses Form)</p>	<p>Due to the change in curriculum sequence, Seminar II will be offered before Seminar I. The faculty decided to eliminate the word “Seminar I” that precedes Mixed Methods Research course to be congruent with the other research methodology courses.</p> <p>After analysis by DNS faculty, we determined that the content of both ENFE 8016 course and ENFE 8027 are not necessary to be prerequisites for the ENFE 8025 course.</p>
<p><i>Change in course description, add a pre-requisite, change the course placement, and include the comprehensive examination as part of the course:</i></p>	<p>The comprehensive examination is taken at the end of July</p> <p><b><u>Course description</u></b> Students through independent study, mentoring and seminars, will select a theoretical construct that can help answer their research question whether it is in quantitative or qualitative form. Then, students will design an appropriate study</p>	<p>The comprehensive examination will be included as part of the ENFE 8026 Guided Research II course. It will be scheduled between weeks 15 and 18 of the course.</p> <p><b><u>Course description</u></b> Students through independent studies, mentoring, and seminars will design the methodology of their research proposal that adheres to qualitative, quantitative, or mixed-method standards. In this course, students will take the comprehensive exam and will</p>	<p>The comprehensive examination will be integrated into the ENFE 8026 course with the purpose of having the student begin their dissertation courses during the summer of year 3, thus providing more time for data collection for their dissertation project.</p>

Area	Current Status	Requested Change	Justification
<b>ENFE 8026- Guided Research II</b>	<p>adhering where will apply qualitative, quantitative or mixed models standards in order to examine the relationship between concepts and their research question. Students will also select their Dissertation Committee.</p> <p><b><u>Pre-requisite</u></b> ENFE 8016- Guided Research I</p> <p><b><u>Course placement</u></b> 2<sup>nd</sup> year, 2<sup>nd</sup> semester</p>	<p>select their Dissertation Committee. The course will be taught using hybrid modality.</p> <p><b><u>Pre-requisite</u></b> ENFE 8016- Guided Research I ENFE 8027- Mixed Methods Research</p> <p><b><u>Course placement</u></b> 3<sup>rd</sup> year, 2<sup>nd</sup> semester  (Appendix 25- Course Syllabus Appendix 26- Changes in Registered Courses Form)</p>	<p>In this course, the methodology of the research proposal is designed, therefore, ENFE 8027 needs to be made a prerequisite.</p>
<p><i>Change in title and course placement:</i></p> <p><b>ENFE 8027 Seminar I- Mixed Methods Research</b></p>	<p><b><u>Title</u></b> Seminar I - Mixed Methods Research</p> <p><b><u>Course placement</u></b> 2<sup>nd</sup> year, 1<sup>st</sup> semester</p>	<p>Eliminate Seminar I from the course title. The new title is, Mixed Methods Research</p> <p><b><u>Course placement</u></b> 3<sup>rd</sup> year, 1<sup>st</sup> semester  (Appendix 27- Course Syllabus Appendix 28- Changes in Registered Courses Form)</p>	<p>Like Qualitative and Quantitative Research Methods courses, this is a research methodology course and faculty decided to eliminate “seminar I” from the title, to maintain congruency among these courses.</p>
<p>Change in course description, pre-requisites, credits/hours, and course placement:</p>	<p><b><u>ENFE 8990 course description</u></b> This course is designed so that students continue developing the knowledge, skills and attitudes necessary in order to implement their research study. Through the advisement of their Committee, the students will prepare to orally defend their dissertation proposal, approve</p>	<p><b><u>ENFE 8990 course description</u></b> This course is designed with the purpose of having students continue developing the knowledge, skills, and attitudes necessary to become a nursing scientist. Through the advisement of their Dissertation Committee, students will prepare to orally defend their research proposal</p>	<p>To clarify course description.</p>

Area	Current Status	Requested Change	Justification
<p><b>ENFE 8990- Doctoral Dissertation I</b></p>	<p>an oral examination and submit their proposal to the Institutional Review Board (IRB) and other relevant boards within the Institution for their approval.</p> <p><b><u>Pre-requisites</u></b> ENFE 8025- Seminar II: Nursing Science and Public Policy</p> <p><b><u>Contact hours/credit</u></b> 6 hrs./6 cr.</p> <p><b><u>Course placement</u></b> 3<sup>rd</sup> year, 1<sup>st</sup> semester</p>	<p>and submit it to the Institutional Review Board (IRB) and other relevant boards for their approval, as required. The course will be taught using hybrid modality.</p> <p><b><u>Pre-requisites</u></b> Eliminate ENFE 8025- Seminar II: Nursing Science and Public Policy from prerequisites.</p> <p>Maintain ENFE 8026- Guided Research II and Comprehensive examination approval</p> <p><b><u>Contact hours/credit</u></b> 4 hrs./4 cr.</p> <p><b><u>Course placement</u></b> 3<sup>rd</sup> year, summer</p> <p>(Appendix 29- Course Syllabus Appendix 30- Changes in Registered Courses Form)</p>	<p>After analysis by DNS faculty, we determined that the content of ENFE 8025- Nursing Science and Public Policy is not necessary to be prerequisites for the course.</p>
<p>Change in course description, credits/hours, and course placement:</p> <p><b>ENFE 8991- Doctoral Dissertation II</b></p>	<p><b><u>ENFE 8991 course description</u></b> This course is designed with the purpose that students continue developing the knowledge, skills and attitudes necessary to become a nursing scientist. Students will conduct their research study including, data collection and analysis, synthesis of data and making the appropriate extrapolations. They will discuss their study findings, conclusions and the contributions that their study represents for theory, practice and for nursing science. Having completed a scholarly document,</p>	<p><b><u>ENFE 8991 course description</u></b> This course is designed with the purpose of having students continue developing the knowledge, skills, and attitudes necessary in order to implement their research study. Students will conduct their research study including, data collection and analysis, synthesis of data, and making the appropriate extrapolations. The course will be taught using hybrid modality.</p>	<p>To exclude from the course description the research dissemination process and dissertation defense work. This content will be covered in the new course Doctoral Dissertation III. Change the course learning modality to hybrid.</p>

Area	Current Status	Requested Change	Justification
	<p>they will orally defend their dissertation as well as present it in writing.</p> <p><b><u>Contact hours/credit</u></b> 6 hrs./6 cr.</p> <p><b><u>Course placement</u></b> 3<sup>rd</sup> year, 2<sup>nd</sup> semester</p>	<p><b><u>Contact hours/credit</u></b> 4 hrs./4 cr.</p> <p><b><u>Course placement</u></b> 4<sup>th</sup> year, 1<sup>st</sup> semester</p> <p>(Appendix 31- Course Syllabus Appendix 32- Changes in Registered Courses Form)</p>	
<p>Create a third dissertation course:</p> <p><b>ENFE 8XXX- Doctoral Dissertation III</b></p>	<p>None</p>	<p>Create a new course</p> <p><b><u>Title and suggested alphanumeric codification:</u></b> ENFE 8992- Doctoral Dissertation III</p> <p><b><u>Course description</u></b> The course is designed with the purpose of providing students the opportunity to continue developing the knowledge, skills, and attitudes necessary to become a nurse scientist. They will discuss their study findings, conclusions, and the contributions that their study represents for theory, practice, and nursing science. Having completed a scholarly document, they will orally defend their dissertation as well as present it in a publication writing. The course will be taught using hybrid modality.</p> <p><b><u>Course placement</u></b> 4<sup>th</sup> year, 2<sup>nd</sup> semester</p>	<p>Currently, Dissertation I and II are sequential courses that take the student throughout the entire research process; beginning with the research proposal defense, then conducting institutional and study setting administrative and authorization processes, then data collection, analysis, development of chapters 4 and 5 of the dissertation, and finally, dissemination. Adding a third course will provide students more time to successfully complete the entire research process. Change the course learning modality to hybrid.</p>

Area	Current Status	Requested Change	Justification
		(Appendix 33- Course Syllabus Appendix 34- Creation of Course Form)	
Change in pre-requisites  <b>ENFE 8017- Independent Study</b>	<b>Pre-requisites</b> ENFE 8007- Qualitative Research Methods, BIOE 6535- Inferential Statistics, ENFE 8008- Quantitative Research Methods, BIOE 8005- Advance Methods in Biostatistics, ENFE 8010- Guided Study: Development and Validation of Research Instruments	None  (Appendix 35- Course Syllabus Appendix 36- Changes in Registered Courses Form)	After analysis by DNS faculty, we determined that this course does not need any pre-requisite.
Change in total credits:	Total of Program credits: 51.69 cr. semester (47cr. semester; 7cr. trimester)	Total of Program credits: 51 credits semester	The number of academic credits semester decreased from 51.69 to 51, because the Bioethics in Health Sciences course (2cr) was eliminated. Bioethics content was integrated into Philosophy of Nursing Science, Quantitative and Qualitative Research Methods courses. In addition, the Inferential Statistics courses (BIOE 6535) and (BIOE 8005) that students take in the SPH had a value of 4 cr and 3 cr trimester, respectively (equivalent to a total of 4.69 cr semester). These courses were replaced by 3 credits semester, each course with ENFE (NURS) codification.

**Table 6. Course Distribution by Category, Credits, and Credits Percentage**

Course Name	Credits	Credits Percentage
<b>Core Courses</b>		
Philosophy of Nursing Science	3	
Theories in Nursing Sciences	3	
<b>Subtotal</b>	<b>6</b>	<b>12%</b>
<b>Specialty Courses</b>		
Qualitative Research Methods	3	
Quantitative Research Methods	3	
Mixed Methods Research	3	
Biostatistics for Nursing Research I	3	
Biostatistics for Nursing Research II	3	
Seminar: Nursing Science and Public Policy	2	
Guided Study: Development and Validation of Research Instruments	2	
Guided Research I	4	
Guided Research II	4	
<b>Subtotal</b>	<b>27</b>	<b>53%</b>
<b>Electives Courses</b>		
Elective	3	
Elective	3	
<b>Subtotal</b>	<b>6</b>	<b>12%</b>
<b>Dissertation Courses</b>		
Doctoral Dissertation I	4	
Doctoral Dissertation II	4	
Doctoral Dissertation III	4	
<b>Subtotal</b>	<b>12</b>	<b>23%</b>
<b>TOTAL</b>	<b>51</b>	<b>100%</b>

## VI. Admission and Graduation Criteria

### A. Change in Admission Criteria #1

#### Current Status

“Master’s degree in nursing from an accredited professional program, i.e. CCNE, ACEN, NLNAC, with a minimum average of 3.00 obtained in the master’s, on a 4.00 scale. Should present an official transcription of all academic nursing degrees at undergraduate and graduate level”.

#### Requested Change

We request that the criterion should read: “Master’s degree in nursing from an accredited professional program, i.e. CCNE, ACEN, NLNAC, with a minimum 3.00 GPA (on a 4.00 scale). An official transcript of all obtained academic degrees at the undergraduate and graduate level of nursing must be presented. In the event that the candidate applies for admission while completing their MSN degree, admission to the Doctoral Program will be conditional on presenting evidence of successful completion.”

## Justification

Because the criteria are not specific, students in their last year of master's degree are not being considered. This limits the number of students interested in continuing doctoral degrees being able to apply to the program while on their last year of master's degree and continue studies without having to wait until the next admission year.

## B. Change in Admission Criteria #2

### Current Status

The admission requirements include the admission exam to graduate programs (EXADEP) with 20%.

### Requested Changes

Eliminate EXADEP from the admission requirements and redistribute the 20% in the interview and scholarly writing. **Table 7** compares the current and proposed changes.

## Justification

This change resulted from the discontinuation of the admission exam to graduate programs (EXADEP) in Puerto Rico. As far as the entrance exam, some U.S. universities are not requiring it or leave it as an optional criterion (i.e., Graduate Record Examination [GRE]) for admission to their PhD programs.

**Table 7. Comparison Between Current and Proposed Admission Criteria**

Admission Requirement	Current	Proposed Change
Essay on professional goals and research interest	30%	30%
Interview with Graduate Program Faculty	10%	20%
Scholarly writing	20%	30%
EXADEP or GRE	20%	-----
GPA from Master's degree in Nursing	20%	20%
Total	100%	100%

## C. New Admission Criterion

### Requested Criterion

We request a new criterion be added: “Evidence of having one-year of nursing practice experience.” It is expected that applicants have clinical experience; however, having nursing practice experience is not considered in current criteria.

### Justification

The study of a clinical phenomenon is required in the doctorate; thus, the candidate should have clinical experience that can provide a frame of reference to be able to identify and develop a research phenomenon. One qualitative study with PhD students admitted to a US university at different levels of entry (early-entry admitted immediately upon baccalaureate graduation, mid-entry with a baccalaureate and one-year clinical experience, and delayed-entry with a master’s degree and one or more year of clinical experience) found that those admitted early (without any clinical experience work) expressed their concern about their lack of clinical experience and clinical knowledge (Nehls, Barber, & Rice, 2016).

## D. Graduation Criteria

### Current Status

The current DNS degree is completed with a total of 51.69 credits semester (47 cr. semester and 7 cr. trimester).

### Requested Criterion and Justification

As a consequence of the course variations (i.e., elimination of the bioethics course and change of both biostatistics courses to be taught in semester), the PhD degree is completed with 51 credits semester.

## VII. Faculty

As described previously we have increased the number of faculty with doctoral preparation. **Table 8** shows the doctoral program faculty’s academic experience, credentials, and course assignments.

**Table 8. Faculty’s Academic Experience, Credentials, and Courses Assignments**

Faculty Name	Academic Credentials		Years of Academic Experience	Active in Research	Courses offered or currently assigned	Courses that can teach
	Doctoral and Postdoctoral Degrees	Institution				
<b>Current or Prior Faculty</b>						
Carmen Mabel Arroyo Novoa	Postdoctoral Master in Clinical and Translational Research (MSc)  PhD in Nursing	UPR, MSC  University of California, San Francisco (UCSF)	20	X	ENFE 8008- Quantitative Research Methods ENFE 8016- Guided Research I ENFE 8026- Guided Research II ENFE 8990- Dissertation I ENFE 8991- Dissertation II ENFE 8017- Independent Study	ENFE 8008- Quantitative Research Methods ENFE 8016- Guided Research I ENFE 8026- Guided Research II ENFE 8990- Dissertation I ENFE 8991- Dissertation II ENFE 8017- Independent Study
Nancy Dávila Ortiz	PhD in Nursing	The University of Arizona (UA)	24		ENFE 8009- Theories in Nursing Sciences ENFE 8017- Independent Study ENFE 8990- Dissertation I ENFE 8991- Dissertation II	ENFE 8009- Theories in Nursing Sciences ENFE 8017- Independent Study ENFE 8025- Seminar II: Nursing Science and Public Policy
Noemy Díaz Ramos	EdD	NOVA <i>Southeastern University</i>	8	X	ENFE 8017- Independent Study	ENFE 8990- Dissertation I ENFE 8991- Dissertation II ENFE 8017- Independent Study
Milagros I. Figueroa Ramos	PhD in Nursing	UCSF	20	X	ENFE 8008- Quantitative Research Methods ENFE 8027- Mixed Methods Research ENFE 8990- Dissertation I ENFE 8991- Dissertation II	ENFE 8008- Quantitative Research Methods ENFE 8027- Mixed Methods Research ENFE 8990- Dissertation I ENFE 8991- Dissertation II ENFE 8016- Guided Research I ENFE 8026- Guided Research II

Faculty Name	Academic Credentials		Years of Academic Experience	Active in Research	Courses offered or currently assigned	Courses that can teach
	Doctoral and Postdoctoral Degrees	Institution				
Gloria E. Ortiz Blanco	EdD	Interamerican University of Puerto Rico, Metropolitan Campus	43		ENFE 8009- Theories in Nursing Sciences ENFE 8005- Philosophy in Nursing Sciences	ENFE 8009- Theories in Nursing Sciences ENFE 8005- Philosophy in Nursing Sciences
Sherily Pereira Morales	PhD in Nursing	University of Massachusetts (UMASS)	15	X	ENFE 8009- Theories in Nursing Sciences	ENFE 8009- Theories in Nursing Sciences
Blanca N. Ralat Fonseca	DNS	UPR, MSC	29	X	ENFE 8025- Seminar II: Nursing Science and Public Policy ENFE 8006- Bioethics in Health Sciences	ENFE 8005- Philosophy in Nursing Sciences ENFE 8025- Seminar II: Nursing Science and Public Policy
Yadira R. Regueira Álvarez	PhD in Nursing	UMASS	43		ENFE 8005- Philosophy in Nursing Sciences ENFE 8990- Dissertation I ENFE 8991- Dissertation II	ENFE 8005- Philosophy in Nursing Sciences ENFE 8990- Dissertation I ENFE 8991- Dissertation II
Marta Rivero Méndez	Postdoctoral fellow in HIV DNS	UCSF Louisiana State University	39	X	ENFE 8007- Qualitative Research Methods ENFE 8018- Development of the Role of Nursing as a Researcher ENFE 8990- Dissertation I ENFE 8991- Dissertation II	ENFE 8007- Qualitative Research Methods ENFE 8018- Development of the Role of Nursing as a Researcher ENFE 8990- Dissertation I ENFE 8991- Dissertation II
Janet Rodríguez Rodríguez	Postdoctoral fellow PhD in Nursing	UCSF UA	37		ENFE 8005- Philosophy in Nursing Sciences ENFE 8016- Guided Research I ENFE 8026- Guided Research II ENFE 8990- Dissertation I ENFE 8991- Dissertation II	ENFE 8005- Philosophy in Nursing Sciences
<b>Potential Faculty</b>						
Lourdes C. Irene López	PhD in Nursing	UMASS	15	X		ENFE 8007- Qualitative Research Methods

## VIII. Teaching and Research Infrastructure

### A. Teaching

The RCM Online Division, recently created at the UPR-MSc, will be beneficial to comply with the proposed change of hybrid teaching-learning modality (i.e., face-to-face and online). The objectives of the RCM Online Division are to give accessibility to the learning management system Blackboard Ultra and to educate, guide and assist the faculty on this educational technology.

### B. Research

As described previously one of the most significant changes at the SON to support the doctoral program was creating the CIPBE, which was inaugurated on October 24, 2013. It is currently supported by the UPR-MSc Research Deanship and is administratively housed within the UPR-MSc, SON. In 2015, Dr. Milagros I. Figueroa-Ramos was appointed as the SON's first Assistant Dean for Research, only the second named at any School on Campus. The Assistant Dean for Research is responsible for enhancing and promoting research and evidence-based practice culture within the SON. Dr. Figueroa has been successful in establishing numerous collaborative agreements with career researchers, research-intensive institutions, and private entities to promote the development of competitive research projects and mentoring opportunities for faculty and students. Additionally, she has been successful in obtaining institutional funding support to continue building research capacity with our young investigator faculty and promote and enhance research activities for students and faculty. More recently, she has received intramural funding for capacity advancement for faculty and student research development and a percent of the budget has been allocated for doctoral students.

The CIBPE's mission is to promote collaborative and scientifically meritorious research and scholarly activities among faculty and students at the SON that advances the search for scientific data to impact systemic health with a special awareness of health disparities. The CIBPE has a Director (Solymar S. Solís-Báez) who supports researchers, faculty, and students and oversees CIBPE activities. CIBPE services are geared toward supporting various components of the research process, including the following: 1) conference room space and workspace for assembling project documents; 2) assistance with administrative processes that must be conducted within the MSc to conduct research; 3) equipment such as four desktop computers, printer, Internet, and InFocus projection; 4) software for conducting quantitative and qualitative data analysis; 5) Institutional Review Board (IRB) submission support; 6) document editing; and 7) support in the identification of resources and training of students, research assistants, among others.

## IX. Budget Plan

The doctoral program's financial capacity will continue to be self-sustainable, the same as the past seven years (2012-2019). The estimated income for the doctoral program was obtained from tuition and a special annual fee. During this time, the tuition cost per student was \$7,000 to \$7,500, and a special fee of \$500, totalizing \$7,500 to \$8,000. The income for the current doctoral program (DNS) has been sufficient to support the program's operational expenses.

The tuition for the PhD Program will be \$7,500 per student, per academic year and \$500 as a special annual fee. Since the program is self-sustainable, tuition exemptions will not be accepted. The income takes into account a per-credit fee of \$588.00. The PhD program will have its budget plan, designed upon a self-sustainable model in which income pays for necessary expenditures. The estimated relationship between income and expenses for the proposed program is detailed in Table 9. The estimated income will be obtained from the institution (in-kind), tuition, and special annual fee.

The estimated income will be used exclusively for personnel (salaries, fringe benefits, faculty professional development), consultancy services, student development activities, purchase of materials and equipment to support research: software, educational technological and other program expenses. Table 10 detailed the estimated additional expenses (see also Appendix 37) . In this way, we can continue to strengthen the program, maintain this academic contribution's excellence, and support students' research development.

Table 9. Relationship of Income and Expenses

	DESCRIPTION	YEAR 1	YEAR 1-2	YEAR 1-3	YEAR 1-4
<b>Income</b>	Salary and fringe benefits <b>(In kind)</b>	\$ 34,941	\$ 175,580	\$ 269,673	\$286,037
	*Tuition per student	\$ 75,000	\$ 150,000	\$ 225,000	\$ 300,000
	*Special annual fee per student	\$ 5,000	\$ 10,000	\$ 15,000	\$ 20,000
<b>Total</b>		<b>\$ 114,941</b>	<b>\$ 335,580</b>	<b>\$ 509,673</b>	<b>\$ 606,037</b>
<b>Expenses</b>	Salary and fringe benefits	\$ 34,941	\$ 175,580	\$ 269,673	\$286,037

	DESCRIPTION	YEAR 1	YEAR 1-2	YEAR 1-3	YEAR 1-4
	<b>(In kind)</b>				
	Additional expenses (from tuition and special annual fee)	\$ 30,817	\$ 35,817	\$ 40,817	\$44,817
	<b>Total</b>	<b>\$ 65, 758</b>	<b>\$ 211,397</b>	<b>\$ 310,490</b>	<b>\$ 330,854</b>
	<b>DIFERENCE</b>	<b>\$49,183</b>	<b>\$124,183</b>	<b>\$199,183</b>	<b>\$275,183</b>

\*Based on ten (10) students registered.

**Table 10. Estimated Additional Expenses**

DESCRIPTION	YEAR 1	YEAR 1-2	YEAR 1-3	YEAR 1-4
Salary and fringe benefits (faculty and administrative)	\$ 10,817	\$ 10,817	\$ 10,817	\$ 10,817
Faculty professional development	\$ 4,000	\$ 6,000	\$ 7,000	\$ 8,000
Consultancy services/ information resources	\$ 9,000	\$ 10,000	\$ 12,000	\$ 13,000
Student development activities	\$ 2,000	\$ 2,000	\$ 2,500	\$ 3,000
Materials and equipment to support research	\$ 3,000	\$ 3,000	\$ 3,500	\$ 4,000
Other program expenses	\$ 2,000	\$ 4,000	\$ 5,000	\$ 6,000
<b>Total</b>	<b>\$30,817</b>	<b>\$ 35,817</b>	<b>\$ 40,817</b>	<b>\$ 44,817</b>

## **X. Summary**

Since the establishment of our Program, the SON has worked diligently to support the development of research infrastructure, including the CIPBE, an increase in scholarly work of faculty, support systems, and physical space to promote the continuous development of the Doctoral Program. As the only doctoral degree program for research in nursing in Puerto Rico, we feel it of utmost importance to continue to evolve to maintain competitiveness in nursing.

When examining doctoral degrees, the PhD degree is more marketable and holds more prestige than the DNS, which is scarce and extinguishing in the U.S. It is also the most competitive when submitting proposals for extramural funding to agencies and institutes such and the National Institutes of Health (NIH) and the Health Resources Services and Administration (HRSA), among others. It also provides more professional opportunities for our graduates in diverse settings. In addition, the majority of U.S. universities have converted their DSN, DNS, or DNSc to PhD

programs. It is our hope that the presented rationale supports a favorable decision to change the name of our academic degree from Doctor of Nursing Science to Doctor of Philosophy.

Extending the program of study to four-year will allow doctoral students to enroll in only two concurrent courses per semester and one course in the summers. Fewer credits per semester will make the academic workload less demanding, facilitating fulfillment of assigned tasks in courses. Also, offering the comprehensive exam at the end of the third year by integrating it in the Research Guided II course will permit to start early the proposal defense and consequently study data collection. All of these changes with the addition of another dissertation course may result in improved retention and graduation rates.

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## **APPENDICES**

## **Appendix 1**

### **Comparison of Doctoral Program with PhD Nursing Programs of Recognized Accredited Academic Institutions**

### Comparison of Doctoral Program with PhD Nursing Programs of Recognized Accredited Academic Institutions

	University of Puerto Rico Medical Sciences Campus School of Nursing	University of Massachusetts Amherst	The George Washington University	University of California, San Francisco
<b>Degree</b>	Doctor of Philosophy in Nursing	Doctor of Philosophy in Nursing	Doctor of Philosophy in Nursing	Doctor of Philosophy in Nursing
<b>Time for Completion</b>	4- years	4-years	3-years	4- years
<b>Core Courses</b>	ENFE 8005 - Philosophy of Nursing Science (3)  ENFE 8009 – Theories of Nursing Sciences (3)	N700 History of Nursing Science and Philosophy (3)  N820 Emerging Nursing Theory (3)  N720 State of the Discipline of Nursing (3)  N870 Role of Scholar & Leader (3)	N8440 Philosophy of Science and Theories (4)  N8452 Team Science and Collaboration (3)	N229 Philosophy of Nursing Science (3)  N202A Theory Development in Nursing (3)  N269 Integrating in Scientific Literature (3)  N251.01 Proposal and Grant Writing (2)
<b>Subtotal Credits Core Courses</b>	6	12	7	11
<b>Specialty Courses</b>	ENFE 8XXX - Biostatistics for Nursing Research I (3)  ENFE 8XXX - Biostatistics for Nursing Research II (3)  ENFE 8007 - Qualitative Research Methods (3)  ENFE 8008 - Quantitative Research Methods (3)  ENFE 8027 - Mixed Methods Research (3)	N716 Intermediate Statistics for Health Research (3)  N730 Qualitative Methods in Nursing Research (3)  N710 Quantitative Methods in Nursing Research (3)  N797M Measurement in Health Research (3)	N8441 Statistics for Health Care Research I (3)  N8442 Statistics for Health Care Research II (3)  N8445 Experimental and Quasi-Experimental Research Designs (3)  N8447 Measurement for Health Care Research (3) N8446 Qualitative Research Design (3)  N8443 Research Program Development Seminar I (2)	B187 Introduction Probability/Statistics and Laboratory (5)  B192 Introduction to Linear Models and Laboratory (5)  N209A Comparative Qualitative Research Design (2)  N212A Qual Data Coll/Ethics (2)  N209B Quantitative Research Design (2) N209C Quantitative Res Design II (3)

	<b>University of Puerto Rico Medical Sciences Campus School of Nursing</b>	<b>University of Massachusetts Amherst</b>	<b>The George Washington University</b>	<b>University of California, San Francisco</b>
	ENFE 8010 - Guided Study: Development and Validation of Research Instruments (2)  ENFE 8016 - Guided Research I (4)  ENFE 8026 - Guided Research II (4)  ENFE 8025 - Seminar: Nursing Science and Public Policy (2)	N810 Advanced Nursing Research (3)  N897X Topics in Health Research (3)	N8444 Research Program Development Seminar II (Comprehensive Exam) (1)  N8450 Research Rotation (2)  N8448 Systematic Review and Meta-Analysis (3)  N8449 Non-Experimental Research Design (3)  N8451 Research Practicum (3)  N8453 Leadership and Health Policy (3)	N212B Quant Measurement/Theory (3)  Choose one course in: Theory, research methodology or statistics 2 to 3 cr
<b>Subtotal Credits Specialty Courses</b>	27	18	32	24-25
<b>Elective Courses</b>	Elective (3) Elective (3)	Advanced Methods Elective (3) Cognate Electives (6)	Elective (6) two courses	Advanced Nursing Seminars: (6)
<b>Subtotal Credits Elective Courses</b>	6	9	6	6
<b>Dissertation Courses</b>	ENFE 8990 - Doctoral Dissertation I (4) ENFE 8991 - Doctoral Dissertation II (4) ENFE XXXX - Doctoral Dissertation III (4)	N899 Dissertation Proposal Seminar (1) Dissertation (18)	N8454 Proposal Development Seminar (2) N8455 Dissertation (5)  N 8456 Dissertation Defense (5)	NURS 250 Nursing Research (1-8)
<b>Subtotal Credits Dissertation Courses</b>	12	19	12	1-8
<b>Total Credits</b>	<b>51</b>	<b>58</b>	<b>57</b>	<b>45 (required)</b>

## **Appendix 2**

### **Current Curricular Sequence of the DNS Program**

**Curricular Sequence of the DNS Program**  
**47 credits/semester; 7credits/trimester**

***First Year***

<b>First Semester</b>	<b>Credits</b>	<b>Second Semester</b>	<b>Credits</b>
ENFE 8005 - Philosophy of Nursing Science	3	ENFE 8009 - Construction, Analysis and Evaluation of Theories for Nursing	3
ENFE 8007 - Qualitative Research Methods	3	ENFE 8008 - Quantitative Research Methods	3
BIOE 6535 Inferential Statistics	4	BIOE 8005 – Advance Methods in Biostatistics	3
<b>Total</b>	<b>10</b>	<b>Total</b>	<b>9</b>

<b>Summer I</b>	<b>Credits</b>
ENFE 8006 - Bioethics in Health Sciences	2
ENFE 8010 - Guided Study: Development and Validation of Research Instruments	2
<b>Total</b>	<b>4</b>

***Second Year***

<b>First Semester</b>	<b>Credits</b>	<b>Second Semester</b>	<b>Credits</b>
ENFE 8016 - Guided Research I	4	ENFE 8026 - Guided Research II	4
ENFE 8027 - Seminar I: Mixed Methods Research	3	ENFE 8025 - Seminar II: Nursing Science and Public Policy	2
Elective	3	Elective	3
<b>Total</b>	<b>10</b>	<b>Total</b>	<b>9</b>

<b>Summer II</b>	<b>Credits</b>
Comprehensive Exam	0
<b>Total</b>	<b>0</b>

***Third Year***

<b>First Semester</b>	<b>Credits</b>	<b>Second Semester</b>	<b>Credits</b>
ENFE 8990 - Doctoral Dissertation I	6	ENFE 8991 - Doctoral Dissertation II	6
<b>Total</b>	<b>6</b>	<b>Total</b>	<b>6</b>

**Total semester credits 51.69**

### **Appendix 3**

#### **Proposed Curricular Sequence of the Doctoral Program**

UNIVERSITY OF PUERTO RICO  
 MEDICAL SCIENCES CAMPUS  
 SCHOOL OF NURSING  
 GRADUATE DEPARTMENT

**CURRICULAR SEQUENCE DOCTORAL (DNS OR PHD) PROGRAM**  
**Proposed to start 2021-2022 Academic Year**

*First Year*

First Semester	Credits	Second Semester	Credits
ENFE 8005 - Philosophy of Nursing Science	3	ENFE 8009 – Theories of Nursing Sciences	3
ENFE 8XXX - Biostatistics for Nursing Research I	3	ENFE 8XXX - Biostatistics for Nursing Research II	3
<b>Total</b>	<b>6</b>	<b>Total</b>	<b>6</b>

Summer I	Credits
ENFE 8025 - Seminar: Nursing Science and Public Policy	2
<b>Total</b>	<b>2</b>

*Second Year*

First Semester	Credits	Second Semester	Credits
ENFE 8007 - Qualitative Research Methods	3	ENFE 8008 - Quantitative Research Methods	3
Elective	3	ENFE 8010 - Guided Study: Development and Validation of Research Instruments	2
<b>Total</b>	<b>6</b>	<b>Total</b>	<b>5</b>

Summer II	Créditos
Elective	3
<b>Total</b>	<b>3</b>

*Third Year*

First Semester	Credits	Second Semester	Credits
ENFE 8016 - Guided Research I	4	ENFE 8026 - Guided Research II	4
ENFE 8027 - Mixed Methods Research	3	Comprehensive Examination	--
<b>Total</b>	<b>7</b>	<b>Total</b>	<b>4</b>

Summer III	Credits
ENFE 8990 - Doctoral Dissertation I	4
<b>Total</b>	<b>4</b>

*Fourth Year*

First Semester	Credits	Second Semester	Credits
ENFE 8991 - Doctoral Dissertation II	4	ENFE XXXX - Doctoral Dissertation III	4
<b>Total</b>	<b>4</b>	<b>Total</b>	<b>4</b>

Total of credits= **51cr**

Approved by Doctoral Program Faculty on April 23, 2020.

**Appendix 4**

**ENFE 8006 - Bioethics in Health Sciences Inactivate Course Form**



**Appendix 5**

**ENFE 8005 - Philosophy of Nursing Science Syllabus**

UNIVERSITY OF PUERTO RICO  
MEDICAL SCIENCES CAMPUS  
SCHOOL OF NURSING  
GRADUATE DEPARTMENT  
DOCTOR OF NURSING SCIENCES PROGRAM

**SYLLABUS**

<b>TITLE:</b>	Philosophy of Nursing Science
<b>COURSE CODIFICATION:</b>	ENFE 8005
<b>CREDIT/CONTACT HOURS:</b>	3 cr. /3 hrs. per week (54 hrs. semester)
<b>PRE-REQUISITES:</b>	NONE
<b>CO-REQUISITES:</b>	NONE
<b>OTHER REQUIREMENTS:</b>	NONE

**COURSE DESCRIPTION:** Introduction to concepts of philosophy and science. Analysis of nursing philosophy, nursing science, and philosophy of nursing science. Study of philosophical traditions in nursing science. Review of selected philosophers that influenced science and knowledge development. Study of the epistemology, ontology, and ethics in nursing. Analysis of ways of knowing in nursing and development of knowledge. The course will be taught using hybrid modality.

**LEARNING OBJECTIVES:**

1. Contrast fundamental components and elements of philosophy and science.
2. Distinguish between the philosophy of nursing, the science of nursing, and the philosophy of nursing science.
3. Argue about the nursing philosophy, nursing science, and philosophy of nursing science.
4. Distinguish between philosophical traditions and identify underpinnings for nursing research.
5. Discuss the influence of selected philosophers in science and knowledge development.
6. Analyze philosophical paradigms accepted in nursing that influence nursing knowledge development.
7. Analyze the epistemological and ontological fundamentals of nursing.
8. Analyze the ethical aspects of nursing from a deontological perspective.
9. Evaluate the epistemological, ontological, and deontological contribution to the development of nursing knowledge.
10. Analyze ways of knowing in nursing and development of knowledge.

**COURSE MAIN TEXTBOOK:**

Chinn, P., & Kramer, M. (2019). *Knowledge development in nursing: Theory and process*. (10<sup>th</sup> ed.). Elsevier, Mosby.

Meleis, A. I. (2018). *Theoretical nursing: Development & progress* (6<sup>th</sup> ed.). Wolters Kluwer: Lippincott Williams and Wilkins.

Reed, P.G., Crawford Shearer N.B. (2012). *Perspectives on nursing theory*. (6<sup>th</sup> ed.). Lippincott, Williams & Wilkins.

**CONTENT OUTLINE AND TIME DISTRIBUTION:**

- I. Introduction to philosophy and science..... 3 hrs. face-to-face
  - A. Overview and terminology of philosophy
  - B. Overview and terminology of science
  
- II. Philosophy of Nursing, Science of Nursing, Philosophy of Nursing Science..... 6 hrs. distance
  - A. Definitions and terminology
    - 1. Philosophy of nursing
    - 2. Science of nursing
    - 3. Philosophy of nursing science
  - B. The emergence of nursing as a science
  - C. Metalanguage (metaparadigm) of nursing conceptual frameworks.
  
- III. Philosophical Traditions..... 6 hrs. distance
  - A. Objectivism (positivism and post positivisms)
  - B. Interpretivism (constructivism)
  - C. Structuralism (critical theory)
  - D. Subjectivism (postmodernism, post structuralism, neomodernism)
  - E. Implications for Nursing Science
  
- IV. Examples of philosophers that influenced science and knowledge development..... 6 hrs. distance
  - A. Ancient time: Plato, Aristotle
  - B. Era of illustration (17<sup>th</sup> and 18<sup>th</sup> centuries): René Descartes, John Locke, Immanuel Kant.
  - C. 19<sup>th</sup> Century: George Friedrich Hegel, Marx
  - D. 20<sup>th</sup> Century: Thomas Kuhn, Stephen Toulmin

V.	Epistemology, ontology, deontology of Nursing Science and contribution to knowledge..... development of the discipline.	12 hrs. face-to-face 12 hrs. distance
	A. Nursing epistemology	
	B. Nursing ontology	
	C. Nursing deontology	
	1. Foundations of ethics and bioethics	
	i. Clarification of Terms: Ethics (metaethics, bioethics, normative ethics, and applied ethics), bioethics, research ethics, moral, values, moral principles	
	ii. The development of morality	
	iii. Moral norms	
	iv. Moral character	
	v. Theories of morals and ethical theories	
	2. Ethical knowledge development and ethical pattern of knowing.	
VI.	Ways of knowing in Nursing and knowledge development.....	3 hrs. face-to-face 6 hrs. distance
	A. History of knowledge development inf Nursing	
	B. Fundamental knowing patterns in Nursing	
	C. Emancipatory pattern of knowing in Nursing	
	D. Trends in knowledge development in Nursing	

**Total:                   18 hrs. face-to-face  
36 hrs. distance**

**INSTRUCTIONAL STRATEGIES:**

- Lectures (synchronous and asynchronous)
- Reflective Discussions (Forums) (synchronous and asynchronous)
- Presentations (synchronous)
- Discussion of articles (synchronous)

**LEARNING RESOURCES AND MINIMUM FACILITIES AVAILABLE OR REQUIRED:**

- Computer
- In Focus
- Internet access
- Blackboard Ultra Learning Management System or the current platform adopted by the Medical Sciences Campus
- Institutional e-mail Account
- MSC library

**EVALUATION TECHNIQUES:**

- 1. Assignment..... 5%
- 2. Paper (argumentative)..... 20%
- 3. Paper of meta philosophies..... 15%
- 4. Paper about own Philosophy of nursing and structure of nursing knowledge..... 20%
- 5. Comprehensive examination question..... 15%
- 6. Discussion and class participation..... 25%

**REASONABLE MODIFICATION STATEMENT:**

Any student who presents a condition or health situation that qualifies him / her before the law to receive reasonable modification, has the right to make his request in writing in the Office of Services for Students with Disabilities (OSEI), following the procedure established in the document Request for Services and Reasonable Modification. A copy of this document is obtained in the OSEI Office, located on the third floor of the Dr. Guillermo Arbona Irizarry building, office B-349 (next to Medical Services for Students) and on the RCM's website in the Deanship of Students portal. The application does not exempt the student from fulfilling the academic requirements of the study programs.

CIPE - Amended and Updated on 02-07-2018.

**ACADEMIC INTEGRITY:**

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the University of Puerto Rico General Student Regulations (Board of Trustees Certification 154 2010-2011) in section 6.2.1 defines **Academic Dishonesty** as: “Any form of dishonesty or lack of academic integrity, including, but not limited to, fraudulent actions, obtaining grades or degrees using false or fraudulent simulations, copying in whole or in part the academic work of another person, plagiarizing in whole or in part the work of another person, to copy in whole or in part the answers to the questions of an examination from another person, making or getting another person to take any oral or written test or examination on their behalf, as well as help or facilitate that another person incurs in said behavior”. Section 6.2.2. defines **Fraudulent Conduct** as: “Conduct with intent to defraud, including, but not limited to, malicious alteration or falsification of grades, records, identification cards or other official documents of the University or any other institution. Any act or action of passing or circulating as genuine and true any of the documents specified above will also be subject to disciplinary sanction, knowing that they are false or altered”. Any of these actions will be subject to disciplinary sanctions in accordance with the procedure established in the current University of Puerto Rico General Student Regulations.

**DISCLAIMER:** The above statement is an English Translation of certain parts Article 6.2 of the General Student Regulations of the University of Puerto Rico (Reglamento General de Estudiantes de la Universidad de Puerto Rico – Cert. JS 154 2010-2011). It was originally prepared by the Deanship of Academic Affairs of the Medical Sciences Campus,

and revised and approved by the Academic Senate on March 2, 2017. In case of a discrepancy or disagreement with the original text in Spanish, the Spanish version will always prevail and be given priority.

Approved by the Academic Senate, Certification 049, 2016-2017.

## **TITLE IX: NO DISCRIMINATION**

The Medical Sciences Campus (MSC) of the University of Puerto Rico (UPR) does not discriminate in its academic offerings because of sex, race, color, age, national origin, political or religious ideas, gender, gender identity or expression, pregnancy, civil status, sexual orientation, ethnic origin or because of being a victim or be perceived as a victim of domestic violence, sexual assault, sexual harassment or stalking. This policy complies with federal statutes under Title IX, as amended, and related the institutional policies of the UPR. It is the duty of every member of the university community to notify any discrimination or complaint event before the Office of the Title IX Coordinator, telephone 787-758-2525, ext. 1368 or 1360, or accessing the web page [www.rcm.upr.edu/tituloix](http://www.rcm.upr.edu/tituloix).

Approved by the Academic Senate, Certification 035, 2018-2019, Amended.

## **GRADING SYSTEM:**

100% - 90% = A

89% - 80% = B

79% - 70% = C

69% - 60% = D

59% - 0% = F

Minimum criteria: Student must pass the course with 80%, (B) or more.

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Created and revised by: M. Rivero/ 2012  
Rev. 2013-2019  
Rev. 6.2020 GO, JR 2020

**Appendix 6**

**ENFE 8005- Philosophy Changes in Registered Courses Form**



**UNIVERSIDAD DE PUERTO RICO  
VICEPRESIDENCIA DE ASUNTOS ACADÉMICOS E INVESTIGACIÓN**

CERTIFICACIÓN  
NÚM. 42  
2019-2020

**SOLICITUD DE CAMBIOS EN CURSOS REGISTRADOS<sup>1</sup>**

Unidad: Recinto de Ciencias Medicas Facultad: Escuela de Enfermería  
 Departamento/Programa: Departamento Graduado, Programa Doctorado en Ciencias de Enfermería  
 Codificación alfanumérica: ENFE 8005 Título del curso: Filosofía de Ciencias en Enfermería

**INFORMACIÓN SOBRE CAMBIOS SOLICITADOS<sup>2</sup>**

TIPO DE CAMBIO	INFORMACIÓN VIGENTE	CAMBIO SOLICITADO
<input type="checkbox"/> Código alfabético		
<input type="checkbox"/> Código numérico		
<input type="checkbox"/> Título en español		
<input type="checkbox"/> Título Abreviado en español (26 caracteres)		
<input type="checkbox"/> Título en inglés		
<input type="checkbox"/> Título Abreviado en inglés (26 caracteres)		
<input type="checkbox"/> Tipo de curso <sup>3</sup>		
<input checked="" type="checkbox"/> Modalidad en que se ofrece <sup>4</sup>	Presencial	Híbrido
<input type="checkbox"/> Prerrequisitos <sup>5</sup>		
<input type="checkbox"/> Correquisitos <sup>5</sup>		
<input type="checkbox"/> Sistema de calificación <sup>5</sup>		
<input type="checkbox"/> Horas contacto/créditos <sup>6</sup>		
<input checked="" type="checkbox"/> Descripción		
DESCRIPCIÓN ANTERIOR EN ESPAÑOL	NUEVA DESCRIPCIÓN EN ESPAÑOL	
Los estudiantes explorarán las principales escuelas de pensamiento que han influido en la disciplina de enfermería. Se examinará la epistemología, ontología y meta-teorías de la ciencia de enfermería. Se estudiarán evaluaciones históricas, la relación entre la teoría y visión científica y como ésta afecta la disciplina de enfermería. Los estudiantes tendrán la oportunidad de examinar y evaluar diferentes filosofías y compararlas críticamente con su propia filosofía de enfermería.	Introducción a los conceptos de la filosofía y la ciencia. Análisis de la filosofía de enfermería, la ciencia de la enfermería y la filosofía de la ciencia de enfermería. Estudio de las tradiciones filosóficas en la ciencia de enfermería. Revisión de los filósofos seleccionados que influyeron en el desarrollo de la ciencia y el conocimiento. Estudio de la epistemología, ontología y ética en enfermería. Análisis de las formas de conocimiento en Enfermería y del desarrollo del conocimiento. El curso se impartirá utilizando la modalidad híbrida.	

DESCRIPCIÓN ANTERIOR EN INGLÉS		NUEVA DESCRIPCIÓN EN INGLÉS	
<p>Students will explore the principal schools of thought that have influenced the nursing discipline. Epistemological, ontological and meta-theoretical nursing science will be examined. Historical evaluations, the relationship between scientific theory and vision and how it affects the nursing discipline will also be evaluated. Students will have the opportunity to examine and evaluate different philosophy and critically compare them with their own philosophy of nursing.</p>		<p><i>Introduction to concepts of philosophy and science. Analysis of nursing philosophy, nursing science, and philosophy of nursing science. Study of philosophical traditions in nursing science. Review of selected philosophers that influenced science and knowledge development. Study of the epistemology, ontology, and ethics in nursing. Analysis of ways of knowing in nursing and development of knowledge. The course will be taught using hybrid modality.</i></p>	
<p><b>JUSTIFICACIÓN DE LOS CAMBIOS:</b></p> <p><i>Incluir contenido sobre los fundamentos de la filosofía y la ciencia. Se recomendó centrarse más en la disciplina y el desarrollo del conocimiento de enfermería. Debe integrarse el contenido de ética del curso eliminado. Cambiar la modalidad del curso a híbrida.</i></p>			
<p><b>FECHA DE EFECTIVIDAD DE LOS CAMBIOS:</b> Agosto 2021</p>			
APROBACIÓN Y CERTIFICACIÓN A NIVEL DE LA UNIDAD		NOMBRE Y FIRMA	FECHA
Decano de Asuntos Académicos 2:			
VICEPRESIDENCIA DE ASUNTOS ACADÉMICOS E INVESTIGACIÓN			
Recibido:		Anotado:	
Notificado:		Funcionario:	
Devuelto:		Funcionario:	
Motivo:			

## **Appendix 7**

### **ENFE 8007- Qualitative Research Methods Syllabus**

UNIVERSITY OF PUERTO RICO  
MEDICAL SCIENCES CAMPUS  
SCHOOL OF NURSING  
GRADUATE DEPARTMENT  
DOCTOR OF NURSING SCIENCES PROGRAM

**SYLLABUS**

<b>TITLE:</b>	Qualitative Research Methods
<b>COURSE CODIFICATION:</b>	ENFE 8007
<b>CREDIT/CONTACT HOURS:</b>	3 cr. /3 hrs. per week (54 hrs. semester)
<b>PRE-REQUISITES:</b>	None
<b>CO-REQUISITES:</b>	None
<b>OTHER REQUIREMENTS:</b>	None

**COURSE DESCRIPTION:**

This course is geared towards the study of qualitative methodology with an inductive focus used to generate knowledge from human experience in different health and illness situations, as well as from nursing practice and models. Philosophical and psychological underpinnings of qualitative research paradigm which underlie ethnographic, phenomenological, case study, historiography and emerging or grounded theory design will be analyzed. Also, the student must apply the bioethical principles that guide the trustworthiness of qualitative research to protect the human rights of participants. The course will be taught using hybrid modality.

**LEARNING OBJECTIVES:**

1. Analyze the philosophical and psychological underpinnings of the qualitative research paradigm.
2. Examine the contrast between quantitative and qualitative research methods with respect to ontological, epistemological, methodological and cultural aspects.
3. Analyze a problem or phenomenon that merits study through an appropriate qualitative design method in order to answer a research question.
4. Conduct critical analysis of qualitative research on nursing phenomena.
5. Analyze ethical aspects and its applicability to scientific rigor when conducting qualitative research.
6. Analyze the different qualitative methods such as ethnography, phenomenology, case study, historical and grounded theory.
7. Proposing a qualitative methodology for a particular research situation.
8. Develop a qualitative research proposal.

9. Apply various methods for conducting qualitative data analysis
10. Analyze individual value system and the way this affects the human and scientific aspects of the researcher.

**COURSE MAIN TEXTBOOKS:**

Creswell, J. W. & Poth, N.C. (2018). *Qualitative inquiry and research design: Choosing among five traditions* (4<sup>th</sup> ed.) Sage Publications, Inc. ISBN: 13-978-1506330204

Merriam, B.S. & Tisdell, J.E. (2015). *Qualitative research: A guide to design and implementation*. (4<sup>th</sup> ed.). Jossey-Bass. ISBN: 978-1-119-00361-8

**CONTENT OUTLINE AND TIME DISTRIBUTION:**

**I. Course Introduction**

- A. Fundamental of qualitative research..... 3 hrs. face-to-face
  - 1. The development of nursing knowledge and research paradigm (ontological, epistemological and methodological and cultural aspects)
  - 2. The contrast between quantitative and qualitative research methods with respect to ontological, epistemological, methodological and cultural aspects
  - 3. Purpose of the qualitative research
- B. Principles for conceptualizing qualitative research studies..... 3 hrs. distance
- C. Components of a qualitative research proposal..... 6 hrs. distance
  - 1. Writing qualitative proposal
  - 2. Scientific rigor
- D. Evaluating qualitative research studies..... 3 hrs. face-to-face

**II. Ethical principles in qualitative research..... 3 hrs. distance**

- A. Protection of Human Subjects (IRB)
- B. Principles the guide the trustworthiness of qualitative research to protect the human rights of participants.
- C. Issues for the qualitative researcher

**III. Interpretative traditions..... 12 hrs. face-to-face**

- A. Phenomenology
- B. Grounded theory
- C. Ethnography
- D. Case Study

**IV. Methodology..... 24 hrs. distance**

- A. Participant and setting
- B. Techniques for data collection
  - 1. Participant observation
  - 2. Focus group
  - 3. Interviews (structured and non-structured)
  - 4. Field notes
- C. Plan for data interpretation (thematic framework and coding)
- D. Software for data analysis and interpretation of qualitative research

**Total: (54 hrs.)**  
**18 hrs. face-to-face**  
**36 hrs. distance**

**INSTRUCTIONAL STRATEGIES:**

- Lectures (synchronous and asynchronous)
- Discussions forums (synchronous and asynchronous)
- Oral presentations by students where they will critically analyze qualitative research studies (synchronous).
- Workshops about computer software used to manage data obtained through qualitative studies.

**LEARNING RESOURCES AND MINIMUM FACILITIES AVAILABLE OR REQUIRED:**

- Personal computer
- InFocus projector
- Institutional e-mail account
- Internet access
- Blackboard Learn Ultra or the current learning management system adopted by the Medical Sciences Campus
- MSC Library
- Guest speakers
- Qualitative Software (NVivo)
- Center for Research and Evidence-Based Practice of the School of Nursing

**EVALUATION TECHNIQUES:**

- Research articles matrix..... 15%
- Participative observation and field notes techniques for data collection.... 15%
- In depth interview and transcription..... 10%
- Three qualitative approaches..... 50%
- Oral presentation..... 10%

## **REASONABLE MODIFICATION:**

Any student who presents a condition or health situation that qualifies him / her before the law to receive reasonable modification, has the right to make his request in writing in the Office of Services for Students with Disabilities (OSEI), following the procedure established in the document Request for Services and Reasonable Modification. A copy of this document is obtained in the OSEI Office, located on the third floor of the Dr. Guillermo Arbona Irizarry building, office B-349 (next to Medical Services for Students) and on the RCM's website in the Deanship of Students portal. The application does not exempt the student from fulfilling the academic requirements of the study programs.

CIPE - Amended and Updated on 02-07-2018.

## **ACADEMIC INTEGRITY:**

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the University of Puerto Rico General Student Regulations (Board of Trustees Certification 154 2010-2011) in section 6.2.1 defines **Academic Dishonesty** as: *“Any form of dishonesty or lack of academic integrity, including, but not limited to, fraudulent actions, obtaining grades or degrees using false or fraudulent simulations, copying in whole or in part the academic work of another person, plagiarizing in whole or in part the work of another person, to copy in whole or in part the answers to the questions of an examination from another person, making or getting another person to take any oral or written test or examination on their behalf, as well as help or facilitate that another person incurs in said behavior”*. Section 6.2.2. defines **Fraudulent Conduct** as: *“Conduct with intent to defraud, including, but not limited to, malicious alteration or falsification of grades, records, identification cards or other official documents of the University or any other institution. Any act or action of passing or circulating as genuine and true any of the documents specified above will also be subject to disciplinary sanction, knowing that they are false or altered”*. Any of these actions will be subject to disciplinary sanctions in accordance with the procedure established in the current University of Puerto Rico General Student Regulations.

**DISCLAIMER:** The above statement is an English Translation of certain parts Article 6.2 of the General Student Regulations of the University of Puerto Rico (Reglamento General de Estudiantes de la Universidad de Puerto Rico – Cert. JS 154 2010-2011). It was originally prepared by the Deanship of Academic Affairs of the Medical Sciences Campus, and revised and approved by the Academic Senate on March 2, 2017. In case of a discrepancy or disagreement with the original text in Spanish, the Spanish version will always prevail and be given priority.

Approved by the Academic Senate, Certification 049, 2016-2017.

## **TITLE IX: NO DISCRIMINATION**

The Medical Sciences Campus (MSC) of the University of Puerto Rico (UPR) does not discriminate in its academic offerings because of sex, race, color, age, national origin, political or religious ideas, gender, gender identity or expression, pregnancy, civil status, sexual orientation, ethnic origin or because of being a victim or be perceived as a victim

of domestic violence, sexual assault, sexual harassment or stalking. This policy complies with federal statutes under Title IX, as amended, and related the institutional policies of the UPR. It is the duty of every member of the university community to notify any discrimination or complaint event before the Office of the Title IX Coordinator, telephone 787-758-2525, ext. 1368 or 1360, or accessing the web page [www.rcm.upr.edu/tituloix](http://www.rcm.upr.edu/tituloix).

Approved by the Academic Senate, Certification 035, 2018-2019, Amended.

## **GRADING SYSTEM:**

100% - 90% = A

89% - 80% = B

79% - 70% = C

69% - 60% = D

59% - 0% = F

Minimum criteria: Student must pass the course with 80%, (B) or more.

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### **Qualitative journals**

Qualitative Health Research  
 The Qualitative Report  
 Qualitative Inquiry  
 Journal of Phenomenological Psychology  
 Journal of Contemporary Ethnography

### **Qualitative Software**

ATLAS.ti: [www.atlasti.com](http://www.atlasti.com)  
 NVivo: <https://www.qsrinternational.com/nvivo-qualitative-data-analysis-software/home>  
 DiscoverText: [www.discovertext.com](http://www.discovertext.com)  
 Interact: <https://www.mangold-international.com/en/products/software/behavior-research-with-mangold-interact> (para análisis de audio y video)  
 HyperResearch: [www.researchware.com](http://www.researchware.com)  
 CAT: <https://cat.texifter.com/>

## **Web pages**

RWJF Guidelines for designing, analyzing and reporting qualitative research

<http://www.quaries.org/HomeGuid-3868.html>

The Qualitative Report Guide to Qualitative Research Websites

<https://tqr.nova.edu/websites>

M. Rivero/2012/2013/2016/2017/2018/2019/June 2020

**Appendix 8**

**ENFE 8007- Qualitative Changes in Registered Courses Form**



**UNIVERSIDAD DE PUERTO RICO  
VICEPRESIDENCIA DE ASUNTOS ACADÉMICOS E INVESTIGACIÓN**

CERTIFICACIÓN  
NÚM. 42  
2019-2020

**SOLICITUD DE CAMBIOS EN CURSOS REGISTRADOS<sup>1</sup>**

Unidad: Recinto de Ciencias Medicas Facultad: Enfermería

Departamento/Programa: Graduado/ Doctorado en Ciencias en Enfermería

Codificación alfanumérica: ENFE 8007 Título del curso: Metodología de Investigación Cualitativa

**INFORMACIÓN SOBRE CAMBIOS SOLICITADOS<sup>2</sup>**

TIPO DE CAMBIO	INFORMACIÓN VIGENTE	CAMBIO SOLICITADO
<input type="checkbox"/> Código alfabético		
<input type="checkbox"/> Código numérico		
<input type="checkbox"/> Título en español		
<input type="checkbox"/> Título Abreviado en español (26 caracteres)		
<input type="checkbox"/> Título en inglés		
<input type="checkbox"/> Título Abreviado en inglés (26 caracteres)		
<input type="checkbox"/> Tipo de curso <sup>3</sup>		
<input checked="" type="checkbox"/> Modalidad en que se ofrece <sup>4</sup>	<i>Presencial</i>	<i>Híbrida</i>
<input type="checkbox"/> Prerrequisitos <sup>5</sup>		
<input type="checkbox"/> Correquisitos <sup>5</sup>		
<input type="checkbox"/> Sistema de calificación <sup>5</sup>		
<input type="checkbox"/> Horas contacto/créditos <sup>6</sup>		

Descripción

DESCRIPCIÓN ANTERIOR EN ESPAÑOL	NUEVA DESCRIPCIÓN EN ESPAÑOL
<p><i>Este curso está orientado hacia el estudio de la metodología cualitativa como acercamiento científico con enfoque inductivo utilizado para generar conocimiento a partir de la experiencia humana en diferentes situaciones de salud y enfermedad, así como de la práctica y modelos de enfermería. Se analizarán los paradigmas filosóficos y psicológicos de la investigación cualitativa que fundamentan los diseños etnográficos, fenomenológicos, estudios de caso, la historiografía y teorías emergentes.</i></p>	<p><i>Este curso está dirigido al estudio de la metodología cualitativa con un enfoque inductivo utilizado para generar conocimiento a partir de la experiencia humana en diferentes situaciones de salud y enfermedad, así como a partir de prácticas y modelos de enfermería. Se analizarán los fundamentos filosóficos y psicológicos del paradigma de investigación cualitativa. Se estudiarán los diseños etnográfico, fenomenológico, estudio de caso, historiografía y teoría emergente o fundamentada. Además, el estudiante debe aplicar los principios bioéticos que guían la confiabilidad de la investigación cualitativa para proteger los derechos humanos de los participantes. El curso se impartirá utilizando la modalidad híbrida.</i></p>

DESCRIPCIÓN ANTERIOR EN INGLÉS		NUEVA DESCRIPCIÓN EN INGLÉS			
<p><i>This course is geared towards the study of qualitative methodology as a scientific approach with an inductive focus used to generate knowledge from human experience in different health and illness situations, as well as from nursing practice and models. Philosophical and psychological underpinnings of qualitative research paradigm which underlie ethnographic, phenomenological, case study, historiography and emerging or grounded theory design will be analyzed.</i></p>		<p><i>This course is geared towards the study of qualitative methodology with an inductive focus used to generate knowledge from human experience in different health and illness situations, as well as from nursing practice and models. Philosophical and psychological underpinnings of qualitative research paradigm which underlie ethnographic, phenomenological, case study, historiography and emerging or grounded theory design will be analyzed. Also, the student must apply the bioethical principles that guide the trustworthiness of qualitative research to protect the human rights of participants. The course will be taught using hybrid modality.</i></p>			
<p><b>JUSTIFICACIÓN DE LOS CAMBIOS:</b></p> <p><i>Incluir contenido que aplique del curso de bioética que será eliminado del currículo del Programa Doctoral. Cambiar la modalidad del curso a híbrida.</i></p>					
<p><b>FECHA DE EFECTIVIDAD DE LOS CAMBIOS:</b> Agosto 2021</p>					
APROBACIÓN Y CERTIFICACIÓN A NIVEL DE LA UNIDAD		NOMBRE Y FIRMA		FECHA	
Decano de Asuntos Académicos 2:					
VICEPRESIDENCIA DE ASUNTOS ACADÉMICOS E INVESTIGACIÓN					
Recibido:			Anotado:		
Notificado:			Funcionario:		
Devuelto:			Funcionario:		
Motivo:					

**Appendix 9**

**ENFE 8008- Quantitative Research Methods Syllabus**

UNIVERSITY OF PUERTO RICO  
MEDICAL SCIENCES CAMPUS  
SCHOOL OF NURSING  
GRADUATE DEPARTMENT  
DOCTOR OF NURSING SCIENCES PROGRAM

**SYLLABUS**

<b>TITLE:</b>	Quantitative Research Methods
<b>COURSE CODIFICATION:</b>	ENFE 8008
<b>CREDIT/CONTACT HOURS:</b>	3 cr. /3 hrs. per week (54 hrs. semester)
<b>PRE-REQUISITES:</b>	ENFE 8XXX- Biostatistics for Nursing Research I ENFE 8XXX- Biostatistics for Nursing Research II
<b>CO-REQUISITES:</b>	None
<b>OTHER REQUIREMENTS:</b>	None

**COURSE DESCRIPTION:**

The philosophical and psychological underpinnings of non-experimental and experimental quantitative research will be analyzed. This course focuses on research designs, data collection procedures, measurement, and statistical analysis. Emphasis is given to the critical analysis and the scientific rigor of the quantitative research designs. Through conferences, epistemological dialogues and critical analysis of concepts, students will achieve a conceptual, theoretical understanding of the quantitative paradigm, and ethical implication in each step of quantitative research. The course will be taught using hybrid modality.

**LEARNING OBJECTIVES:**

1. Analyze the philosophical and psychological underpinnings of quantitative research methods.
2. Apply the principles of bioethics in the development of quantitative research to ensure rights of participating subjects.
3. Demonstrate critical analysis skills during literature review of quantitative studies in order to establish values, strengths, weaknesses, and ethical issues of the studies.
4. Compare and contrast the different quantitative designs with respect to use, methods, tools and measurement.
5. Develop an alternate quantitative methodology for a research study critiqued in class.

6. Argue the role of the researcher in the construction of “truths” in the quantitative research paradigm.
7. Analyze individual value system and the way this affects the human and scientific aspects of the researcher

**COURSE MAIN TEXTBOOK:**

Polit, D. & Beck, C.T. (2021). *Nursing research: Generating and assessing evidence for nursing practice* (11<sup>th</sup> ed.). Wolters Kluwer.

**CONTENT OUTLINE AND TIME DISTRIBUTION:**

I.	Philosophy and Introduction to Quantitative Methods .....	3 hrs. face-to-face
II.	Formulating the Research Question and Aims .....	3 hrs. distance
III.	Background: Searching Literature .....	3 hrs. distance
IV.	Quantitative Research Design Methods.....	18 hrs. face-to-face
	A. Non-experimental: Cross-Sectional, Case-Control and Cohort Studies.	
	B. Quasi-Experimental: Pre-Post Intervention Studies	
	C. Experimental: Randomized Controlled Trials	
	D. Other: Surveys, Secondary Data Analysis, Systematic Reviews	
V.	Study Subjects, Sample Size and Power .....	6 hrs. distance
VI.	Study Measurements and Data Collection .....	6 hrs. distance
VII.	Scientific Rigor in Quantitative Research.....	6 hrs. distance
	A. Validity	
	B. Reliability	
	C. Generalizability	
VIII.	Data Analysis.....	3 hrs. face-to-face
	A. Descriptive Statistics	
	B. Inferential Statistics	
	C. Multivariate Statistics	
IX.	Addressing Ethical Issues in Quantitative Research.....	3 hrs. distance
		<b>Total: (54hr)</b>
		<b>24 hrs. face-to-face</b>
		<b>30 hrs. distance</b>

**INSTRUCTIONAL STRATEGIES:**

- Lectures (synchronous and asynchronous)
- Discussion forums (synchronous and asynchronous)
- Independent work

- Assigned readings
- Research article critical appraisals

**LEARNING RESOURCES AND MINIMUM FACILITIES AVAILABLE OR REQUIRED:**

- Guest speakers
- Personal computer
- Statistical software
- InFocus projector
- Institutional e-mail account
- Internet access
- Blackboard Learn Ultra or the current learning management system adopted by the Medical Sciences Campus
- MSC Library
- Center for Research and Evidence-Based Practice of the School of Nursing

**EVALUATION TECHNIQUES:**

- Mastery of content and quantitative research skills will be verified through student’s participation as a leader and member of the group during discussions and oral presentations. A standard procedures document will be used to ascertain mastery of these areas.....**10%**
- Critical analysis oral presentation of two (2) quantitative studies related to a research topic of interest. The student will use the criteria given in class for this purpose.....**20%**
  - Experimental design
  - Quasi-experimental design
- Assignments.....**15%**
  - Matrix
  - Problem statement
  - Background
- Development the research methodology section for a quantitative research design .....**55%**
  - Purpose
  - Research question/aims/hypothesis
  - Methodology (research design, setting, sample, instrumentation, procedures, data analysis plan, graphic representation of the study)

**REASONABLE MODIFICATION:**

Any student who presents a condition or health situation that qualifies him / her before the law to receive reasonable modification, has the right to make his request in writing in the Office of Services for Students with Disabilities (OSEI), following the procedure established in the document Request for Services and Reasonable Modification. A copy of this document is obtained in the OSEI Office, located on the third floor of the Dr.

Guillermo Arbona Irizarry building, office B-349 (next to Medical Services for Students) and on the RCM's website in the Deanship of Students portal. The application does not exempt the student from fulfilling the academic requirements of the study programs.

CIPE - Amended and Updated on 02-07-2018.

### **ACADEMIC INTEGRITY:**

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the University of Puerto Rico General Student Regulations (Board of Trustees Certification 154 2010-2011) in section 6.2.1 defines **Academic Dishonesty** as: "Any form of dishonesty or lack of academic integrity, including, but not limited to, fraudulent actions, obtaining grades or degrees using false or fraudulent simulations, copying in whole or in part the academic work of another person, plagiarizing in whole or in part the work of another person, to copy in whole or in part the answers to the questions of an examination from another person, making or getting another person to take any oral or written test or examination on their behalf, as well as help or facilitate that another person incurs in said behavior". Section 6.2.2. defines **Fraudulent Conduct** as: "Conduct with intent to defraud, including, but not limited to, malicious alteration or falsification of grades, records, identification cards or other official documents of the University or any other institution. Any act or action of passing or circulating as genuine and true any of the documents specified above will also be subject to disciplinary sanction, knowing that they are false or altered". Any of these actions will be subject to disciplinary sanctions in accordance with the procedure established in the current University of Puerto Rico General Student Regulations. **DISCLAIMER:** The above statement is an English Translation of certain parts Article 6.2 of the General Student Regulations of the University of Puerto Rico (Reglamento General de Estudiantes de la Universidad de Puerto Rico – Cert. JS 154 2010-2011). It was originally prepared by the Deanship of Academic Affairs of the Medical Sciences Campus, and revised and approved by the Academic Senate on March 2, 2017. In case of a discrepancy or disagreement with the original text in Spanish, the Spanish version will always prevail and be given priority.

Approved by the Academic Senate, Certification 049, 2016-2017.

### **TITLE IX: NO DISCRIMINATION**

The Medical Sciences Campus (MSC) of the University of Puerto Rico (UPR) does not discriminate in its academic offerings because of sex, race, color, age, national origin, political or religious ideas, gender, gender identity or expression, pregnancy, civil status, sexual orientation, ethnic origin or because of being a victim or be perceived as a victim of domestic violence, sexual assault, sexual harassment or stalking. This policy complies with federal statutes under Title IX, as amended, and related the institutional policies of the UPR. It is the duty of every member of the university community to notify any discrimination or complaint event before the Office of the Title IX Coordinator, telephone 787-758-2525, ext. 1368 or 1360, or accessing the web page [www.rcm.upr.edu/tituloix](http://www.rcm.upr.edu/tituloix).

Approved by the Academic Senate, Certification 035, 2018-2019, Amended.

**GRADING SYSTEM:** Academic achievement will be evaluated using a quantifiable grading system (A, B, C, D and F).

100% - 90% = A

89% - 80% = B

79% - 70% = C

69% - 60% = D

59% - 0% = F

Minimum criteria: Student must pass the course with 80%, (B) or more.

## **BIBLIOGRAPHY:**

\*\*Nursing knowledge advances continually and new nursing knowledge is disseminated via journals and other publications. In addition to assigned readings, students are expected to develop their own bibliography of readings that are current in the individual topics under study according to personal interest and need.

### **Books**

Chasan-Taber, L. (2014). *Writing dissertation and grant proposals: Epidemiology, preventive medicine and biostatistics*. Taylor and Francis Group, LLC Creswell.

Hulley, S. B., Cummings, S.R., Browner, W.S., Grady, D.G., & Newman, T. B. (2013). *Designing clinical research: an epidemiologic approach* (4<sup>th</sup> ed.). Wolters Kluwer Health and Lippincott, Williams & Wilkins.

J.W. & Creswell, J.D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5<sup>th</sup> ed.). SAGE Publications, Inc.

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### **Electronic References**

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Das, S., Mitra, K., & Mandal, M. (2016). Sample size calculation: Basic principles. *Indian Journal of Anesthesia*, 60(9), 652-656. doi: 10.4103/0019-5049.190621

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- O'Brien, S.F. & Yi, Q.L. (2016). How do I interpret a confidence interval? *Transfusion*, 56(7), 1680-1683. doi: 10.1111/trf.13635.
- Pocock, S.J., McMurray, J.V., & Collier, T.J. (2015). Making sense of statistics in clinical trial reports: Part 1 of a 4-part series on statistics for clinical trials. *Journal of the American College of Cardiology*, 66(22), 2536-2549. doi: 10.1016/j.jacc.2015.10.014.
- Pocock, S.J., McMurray, J.V., & Collier, T.J. (2015). Statistical controversies in reporting of clinical trials: Part 2 of a 4-part series on statistics for clinical trials. *Journal of the American College of Cardiology*, 66(23), 2648-2662. doi: 10.1016/j.jacc.2015.10.023.
- Pocock, S.J., Clayton, T.C., & Stone, G.W. (2015). Design of major randomized trials: Part 3 of a 4-part series on statistics for clinical trials. *Journal of the American College of Cardiology*, 66(24), 2757-2766. doi: 10.1016/j.jacc.2015.10.036.
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- Rutterford, C., Copas, A., Eldridge, S. (2015). Methods for sample size determination in cluster randomized trials. *International Journal of Epidemiology*, 44(3), 1051-1067. doi:10.1093/ije/dyv113.
- Schober, P., Bossers, S.M., & Schwarte, L.A. (2018). Statistical significance versus clinical importance of observed effect sizes: What do p values and confidence intervals really represent? *Anesthesia and Analgesia*, 126(3), 1068-1072. doi: 10.1213/ANE.0000000000002798.
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### **Internet Resources**

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

<https://search.nih.gov/search?utf8=%E2%9C%93&affiliate=nih&query=quantitative+research&commit=Search>

[www.ninr.nih.gov/](http://www.ninr.nih.gov/)

<http://ahrq.gov/>

Rev. MIF/CMA 6.2020

**Appendix 10**

**ENFE 8008- Quantitative Changes in Registered Courses Form**



**UNIVERSIDAD DE PUERTO RICO  
VICEPRESIDENCIA DE ASUNTOS ACADÉMICOS E INVESTIGACIÓN**

CERTIFICACIÓN  
NÚM. 42  
2019-2020

**SOLICITUD DE CAMBIOS EN CURSOS REGISTRADOS<sup>1</sup>**

Unidad: Recinto de Ciencias Medicas Facultad: Enfermería

Departamento/Programa: Graduado/ Doctorado en Ciencias en Enfermería

Codificación alfanumérica: ENFE 8008 Título del curso: Metodología de Investigación Cuantitativa

**INFORMACIÓN SOBRE CAMBIOS SOLICITADOS<sup>2</sup>**

TIPO DE CAMBIO	INFORMACIÓN VIGENTE	CAMBIO SOLICITADO
<input type="checkbox"/> Código alfabético		
<input type="checkbox"/> Código numérico		
<input type="checkbox"/> Título en español		
<input type="checkbox"/> Título Abreviado en español (26 caracteres)		
<input type="checkbox"/> Título en inglés		
<input type="checkbox"/> Título Abreviado en inglés (26 caracteres)		
<input type="checkbox"/> Tipo de curso <sup>3</sup>		
<input checked="" type="checkbox"/> Modalidad en que se ofrece <sup>4</sup>	<i>Presencial</i>	<i>Híbrida</i>
<input checked="" type="checkbox"/> Prerrequisitos <sup>5</sup>	<i>BIOE 6535</i>	<i>Ambos- ENFE 8XXX Bioest Invest Enfermer I y II</i>
<input type="checkbox"/> Correquisitos <sup>5</sup>		
<input type="checkbox"/> Sistema de calificación <sup>5</sup>		
<input type="checkbox"/> Horas contacto/créditos <sup>6</sup>		
<input checked="" type="checkbox"/> Descripción		

DESCRIPCIÓN ANTERIOR EN ESPAÑOL	NUEVA DESCRIPCIÓN EN ESPAÑOL
<p><i>Se analizarán los fundamentos filosóficos y psicológicos de la investigación cuantitativa no experimental y experimental. Este curso se centra en los diseños de investigación, los procedimientos de recogida de datos, medición y análisis estadístico. Se dará énfasis en el análisis crítico y el rigor científico de los diseños de investigación cuantitativa. A través de conferencias, diálogo epistemológico y el análisis crítico de los conceptos, los estudiantes lograrán una comprensión conceptual, teórica del paradigma cuantitativo.</i></p>	<p><i>Se analizarán los fundamentos filosóficos y psicológicos de la investigación cuantitativa no experimental y experimental. Este curso se enfoca en los diseños de investigación, procedimientos de recolección de datos, medidas y análisis estadístico. Se enfatiza el análisis crítico y el rigor científico de los diseños de investigación cuantitativa. A través de conferencias, diálogos epistemológicos y análisis crítico de conceptos, los estudiantes lograrán una comprensión conceptual y teórica del paradigma cuantitativo y las implicaciones éticas en cada paso de la investigación cuantitativa. El curso se impartirá utilizando la modalidad híbrida.</i></p>

DESCRIPCIÓN ANTERIOR EN INGLÉS		NUEVA DESCRIPCIÓN EN INGLÉS	
<p><i>The philosophical and psychological underpinnings of non-experimental and experimental quantitative research will be analyzed. This course focuses on research designs, data collection procedures, measurement, and statistical analysis. Emphasis is given to the critical analysis and the scientific rigor of the quantitative research designs. Through conferences, epistemological dialogues and critical analysis of concepts, students will achieve a conceptual, theoretical understanding of the quantitative paradigm.</i></p>		<p><i>The philosophical and psychological underpinnings of non-experimental and experimental quantitative research will be analyzed. This course focuses on research designs, data collection procedures, measurement, and statistical analysis. Emphasis is given to the critical analysis and the scientific rigor of the quantitative research designs. Through conferences, epistemological dialogues and critical analysis of concepts, students will achieve a conceptual, theoretical understanding of the quantitative paradigm, and ethical implications in each step of quantitative research. The course will be taught using hybrid modality.</i></p>	
<p><b>JUSTIFICACIÓN DE LOS CAMBIOS:</b></p> <p><i>Incluir contenido que aplique del curso de bioética que será eliminado del currículo del Programa. Cambiar la modalidad a híbrida. Sustituir pre-requisito BIOE 6535 por el curso nuevo: Biostatistics for Nursing Research I y añadir Biostatistics for Nursing Research II.</i></p>			
<p><b>FECHA DE EFECTIVIDAD DE LOS CAMBIOS:</b> Agosto 2021</p>			
APROBACIÓN Y CERTIFICACIÓN A NIVEL DE LA UNIDAD		NOMBRE Y FIRMA	FECHA
Decano de Asuntos Académicos <sup>2</sup> :			
VICEPRESIDENCIA DE ASUNTOS ACADÉMICOS E INVESTIGACIÓN			
Recibido:		Anotado:	
Notificado:		Funcionario:	
Devuelto:		Funcionario:	
Motivo:			

**Appendix 11**

**ENFE 8XXX - Biostatistics for Nursing Research I Syllabus**

UNIVERSITY OF PUERTO RICO  
MEDICAL SCIENCES CAMPUS  
SCHOOL OF NURSING  
GRADUATE DEPARTMENT  
DOCTOR OF NURSING SCIENCES PROGRAM

**SYLLABUS**

<b>TITLE:</b>	Biostatistics for Nursing Research I
<b>COURSE CODIFICATION:</b>	ENFE 8XXX
<b>CREDIT/CONTACT HOURS:</b>	3 cr. /3 hrs. per week (54 hrs. semester)
<b>PRE-REQUISITES:</b>	None
<b>CO-REQUISITES:</b>	None
<b>OTHER REQUIREMENTS:</b>	None

**COURSE DESCRIPTION:**

This course focuses primarily on the application of inferential statistics to nursing research. Both descriptive and inferential statistical concepts and principles will be discussed through lectures and practice exercises. Statistical software will be used to assess associations between variables through parametric and non-parametric tests, as well as inference statistical tests for categorical variables. The course will be taught using hybrid modality.

**LEARNING OBJETIVES:**

1. Develop statistical skills to evaluate critically nursing quantitative research.
2. Review concepts of descriptive statistics, measurement scale variables, and sampling.
3. Understand probability theory and characteristics of a normal distribution.
4. Recognize the importance and principles of estimation and hypothesis testing for statistical inferences.
5. Discuss assumptions required by the different statistical tests.
6. Analyze which statistical test is more appropriate in answering different nursing research questions.
7. Interpret statistical methods and study results of research articles.

**COURSE MAIN TEXTBOOK:**

Daniel W.D. & Cross C.L. (2018). *Biostatistics: A foundation for analysis in the health sciences* (11<sup>th</sup> ed.). John Wiley & Sons, Inc. ISBN: 978-1-119-49657-1 (e-book) ISBN: 978-1-119-28237-2 (print).

**CONTENT OUTLINE AND TIME DISTRIBUTION:**

I.	Introduction of biostatistics.....	3 hrs. face-to-face
II.	Measurements scales variables and sampling.....	3 hrs. face-to-face 3 hrs. distance
III.	Descriptive statistics.....	3 hrs. face-to-face
	A. Data description	3 hrs. distance
	B. Summarizing data	
	C. Measures of central tendency	
	D. Measure of dispersion	
IV.	Probabilities and normal distribution.....	3 hrs. face-to-face 3 hrs. distance
V.	Diagnostic and screening test.....	3 hrs. face-to-face
	A. Sensitivity	3 hrs. distance
	B. Specificity	
	C. Predictive values	
VI.	Estimation and confidence intervals.....	3 hrs. face-to-face 3 hrs. distance
VII.	Hypothesis testing.....	3 hrs. face-to-face 3 hrs. distance
VIII.	Statistical tests for comparing continuous outcomes between 2 groups.....	3 hrs. face-to-face
	A. t-test	3 hrs. distance
	B. Mann-Whitney <i>U</i> -test	
	C. Paired t-test	
	D. Wilcoxon signed-rank test	
IX.	Statistical tests for comparing continuous outcomes between 3 or more groups.....	6 hrs. face-to-face
	A. One-Way analysis of variance (ANOVA)	
	B. Kruskal- Wallis	
X.	Chi-Square test and McNemar's test.....	3 hrs. face-to-face
XI.	Correlations.....	3 hrs. face-to-face
	A. Pearson	
	B. Spearman's Rho	

**Total: (54 hrs.)  
36 hrs. face-to-face  
18 hrs. distance**

## **INSTRUCTIONAL STRATEGIES:**

- Lectures (synchronous and asynchronous)
- Written assignments
- Exercises discussions
- Data analysis software demonstration and exercises

## **LEARNING RESOURCES AND MINIMUM FACILITIES AVAILABLE OR REQUIRED:**

- Personal computer with statistical analysis software
- InFocus projector
- Internet access
- Institutional e-mail account
- Blackboard Learn Ultra or the current learning management system adopted by the Medical Sciences Campus
- Center for Research and Evidence-Based Practice of the School of Nursing

## **EVALUATION TECHNIQUES:**

- Assignments..... 40%
- Midterm exam..... 30%
- Final exam ..... 30%

## **REASONABLE MODIFICATION:**

Any student who presents a condition or health situation that qualifies him / her before the law to receive reasonable modification, has the right to make his request in writing in the Office of Services for Students with Disabilities (OSEI), following the procedure established in the document Request for Services and Reasonable Modification. A copy of this document is obtained in the OSEI Office, located on the third floor of the Dr. Guillermo Arbona Irizarry building, office B-349 (next to Medical Services for Students) and on the RCM's website in the Deanship of Students portal. The application does not exempt the student from fulfilling the academic requirements of the study programs.

CIPE - Amended and Updated on 02-07-2018.

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with intent to defraud, including, but not limited to, malicious alteration or falsification of grades, records, identification cards or other official documents of the University or any other institution. Any act or action of passing or circulating as genuine and true any of the documents specified above will also be subject to disciplinary sanction, knowing that they are false or altered". Any of these actions will be subject to disciplinary sanctions in accordance with the procedure established in the current University of Puerto Rico General Student Regulations. **DISCLAIMER:** The above statement is an English Translation of certain parts Article 6.2 of the General Student Regulations of the University of Puerto Rico (Reglamento General de Estudiantes de la Universidad de Puerto Rico – Cert. JS 154 2010-2011). It was originally prepared by the Deanship of Academic Affairs of the Medical Sciences Campus, and revised and approved by the Academic Senate on March 2, 2017. In case of a discrepancy or disagreement with the original text in Spanish, the Spanish version will always prevail and be given priority.

Approved by the Academic Senate, Certification 049, 2016-2017.

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Approved by the Academic Senate, Certification 035, 2018-2019, Amended.

### **GRADING SYSTEM:**

100% - 90% = A

89% - 80% = B

79% - 70% = C

69% - 60% = D

59% - 0% = F

Minimum criteria: Student must approve the course with 80%, (B) or more.

### **BIBLIOGRAPHY:**

#### **Books**

Glantz, S.A., Slinker, B.K., & Neilands, T. (2016). Primer of applied regression & analysis of variance. New York: McGraw-Hill Education.

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Rosner B. (2016). *Fundamentals of biostatistics* (8<sup>th</sup> ed.). Cengage Learning.

## **References**

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<https://doi.org/10.1016/j.ijnurstu.2019.06.012>
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<https://doi.org/10.1016/j.jacc.2013.08.134>

Wasserstein, R. L., & Lazar, N. A. (2016). The ASA's Statement on p -Values: Context, Process, and Purpose. *The American Statistician*, 70(2), 129–133.  
<https://doi.org/10.1080/00031305.2016.1154108>.

Wasserstein, R. L., Schirm, A. L., & Lazar, N. A. (2019). Moving to a World Beyond “  $p < 0.05$ .” *The American Statistician*, 73(sup1), 1–19.  
<https://doi.org/10.1080/00031305.2019.1583913>.

CMAN/MIFR 6.2020

**Appendix 12**

**ENFE 8XXX- Biostatistics for Nursing Research I Creation of Course Form**



**UNIVERSIDAD DE PUERTO RICO**  
VICEPRESIDENCIA DE ASUNTOS ACADÉMICOS E INVESTIGACIÓN

CERTIFICACIÓN  
NÚM. 42  
2019-2020

**SOLICITUD DE CREACIÓN, CODIFICACIÓN UNIFORME Y  
REGISTRO DE CURSOS**

<sup>1</sup>Unidad: Recinto de Ciencias Médicas      <sup>1</sup>Facultad: Enfermería  
Graduado/Doctorado en Ciencias en Enfermería  
<sup>1</sup>Departamento/Programa: \_\_\_\_\_      <sup>1</sup>Profesor (es) proponentes: Carmen Mabel Arroyo Novoa  
Milagros I. Figueroa Ramos  
<sup>2</sup>Certificaciones de autorización del programa: Junta de Gobierno: \_\_\_\_\_      <sup>2</sup>Junta de Instituciones Postsecundarias (JIPD): \_\_\_\_\_  
Num.87 2008-2009      Núm. 2011-038

<sup>2</sup>Instancia académico-administrativa que autoriza el ofrecimiento del curso por una DECECP. Indique: N/A

<sup>3</sup>Fecha de solicitud: 20 de julio de 2020      <sup>4</sup>Fecha de vigencia del curso: Agosto 2021

*Bioestadísticas para la Investigación en Enfermería I*

<sup>5</sup>Título completo en español: \_\_\_\_\_

<sup>6</sup>(Título abreviado a 26 espacios): Bioest Invest Enfermer I

*Biostatistics for Nursing Research I*

<sup>5</sup>Título completo en inglés: \_\_\_\_\_

<sup>6</sup>(Título abreviado a 26 espacios): Bioest Nursing Research I

<sup>7</sup>Materia principal del curso (en clave alfa): ENFE

<sup>8</sup>Justificación para la creación del curso:  
 Este curso se enfocará en la aplicación de las biostatísticas a la investigación en enfermería. El curso que será sustituido es ofrecido actualmente por facultad de la Escuela de Salud Pública y está mayormente aplicado a estudios epidemiológicos y de salud pública.

<sup>9</sup>Nivel del curso (seleccione):

0	1	2	3	4	5		6	7	8	9
Subgraduado							Graduado			

<sup>10</sup>Ubicación del curso, sea requisito, electivo o de continuación, en la secuencia curricular autorizada:  
 (Ea= Estudios Acelerados, B= Bimestre, S = Semestre; T = Trimestre; C = Cuatrimestre; V=Verano; A=Anual)

Periodo: \_\_\_\_\_ Ea1 \_\_\_\_\_ Ea2 \_\_\_\_\_ B1 \_\_\_\_\_ B2 \_\_\_\_\_ B3 \_\_\_\_\_ B4  
 Periodo:  S1 \_\_\_\_\_ S2 \_\_\_\_\_ T1 \_\_\_\_\_ T2 \_\_\_\_\_ T3 \_\_\_\_\_ C1 \_\_\_\_\_ C2 \_\_\_\_\_ C3 \_\_\_\_\_ V

A partir del año de estudio de acuerdo a la secuencia:  1<sup>ro</sup> \_\_\_\_\_ 2<sup>do</sup> \_\_\_\_\_ 3<sup>ro</sup> \_\_\_\_\_ 4<sup>to</sup> \_\_\_\_\_ 5<sup>to</sup> \_\_\_\_\_ Otro \_\_\_\_\_ N/A

<sup>11</sup>Codificación alfanumérica sugerida: ENFE 8011      <sup>12</sup>Cantidad de créditos: 3

<sup>13</sup>Tipo de curso:  Requisito \_\_\_\_\_ Electivo \_\_\_\_\_ División de Educación Continua

<sup>14</sup>Tipo de créditos:  Fijo \_\_\_\_\_ Variable

Si es variable ¿puede repetirse con crédito?: \_\_\_\_\_ Sí \_\_\_\_\_ No

Si contesta sí, indique la cantidad máxima de créditos que se puede repetir: \_\_\_\_\_

**15 Distribución de horas contacto semanales dedicadas a la enseñanza:**

<u>54</u>	Conferencia	_____	Laboratorio	_____	Investigación
_____	Discusión	_____	Taller	_____	Tesis o Disertación
_____	Seminario	_____	Internado	_____	Proyecto de conclusión (Capstone)
_____	Estudio Independiente	_____	Práctica Supervisada/clínica	_____	

**16 Total de horas contacto:** 54

**17 Descripción del curso en español (que no exceda 1,000 caracteres):**

*Este curso se enfoca principalmente en la aplicación de estadísticas inferenciales a la investigación en enfermería. Los conceptos y principios estadísticos descriptivos e inferenciales serán discutidos a través de conferencias y ejercicios de práctica. Se utilizará un software estadístico para evaluar asociaciones entre variables a través de pruebas paramétricas y no paramétricas, así como pruebas estadísticas de inferencia para variables categóricas. El curso se impartirá utilizando la modalidad híbrida.*

**Descripción del curso en inglés (que no exceda 1,000 caracteres):**

*This course focuses primarily on the application of inferential statistics to nursing research. Both descriptive and inferential statistical concepts and principles will be discussed through lectures and practice exercises. Statistical software will be used to assess associations between variables through parametric and non-parametric tests, as well as inference statistical tests for categorical variables. The course will be taught using hybrid modality.*

<b>19 Prerrequisitos*</b>	<b>19 Correquisitos*</b>
Ninguno	Ninguno

\* Especifique la codificación alfa y numérica, y título completo del curso

**20 Requerimientos especiales:**

Ninguno

**21 Modalidad en que se ofrece el curso que se solicita:**

<u>      </u> Curso presencial	<u>  ✓  </u> Curso híbrido	<u>      </u> Curso a distancia	<u>      </u> Curso en línea
Más del 75% de las horas contacto regular del curso se ofrecen de modo presencial.	Entre un 25% y 75% de las horas de contacto regular del curso se ofrecen a distancia	Más del 75% de las horas contacto regular del curso se ofrecen a distancia.	100% de las horas de contacto regular del curso se ofrecen a través de la Internet.

<sup>22</sup> Modalidad en que se ofrece el programa y los cursos, incluyendo el curso que se solicita\*\*:

\_\_\_\_\_ Indique el por ciento de cursos del programa que se ofrecen de forma presencial.

100 Indique el por ciento de cursos del programa que se ofrecen en modalidades no presenciales (a distancia o en línea.)

\_\_\_\_\_ Indique el por ciento de cursos del programa que se ofrecen en modalidades aceleradas.

**\*\*Todo programa académico que ofrezca el 50% o más de sus cursos en otras modalidades, requiere una enmienda a la licencia del JIPD, según el reglamento vigente.**

<sup>23</sup> Cargos por laboratorios \_\_\_\_\_ Sí  No

<sup>24</sup> Posibilidad de equivalencia (en la unidad o en otras unidades del sistema):  Sí \_\_\_\_\_ No

Cursos: BIOE 6535 Estadística Inferencial

Unidad(es) que lo(s) ofrece(n): Escuela de Salud Pública, RCM

<sup>25</sup> Equipo, materiales e instalaciones mínimas requeridas:

*Computadora, proyector, software estadístico*

<sup>26</sup> Cantidad de estudiantes por sección: 5 Cupo mínimo 10 Cupo máximo

<sup>27</sup> Sistema de calificación:

Letra (A, B, C, D o F) \_\_\_\_\_ Aprobado (S), No aprobado (NS)  
 \_\_\_\_\_ Aprobado (P), No aprobado (NP) \_\_\_\_\_ Aprobado (PS: Aprobado sobresaliente; PN: Aprobado notable; PB: Aprobado bueno), No aprobado (NP)  
 \_\_\_\_\_ Aprobado (P), Fracasado (F) \_\_\_\_\_ Otro (Especifique): \_\_\_\_\_

<sup>28</sup> Curso a inactivar sujeto a la creación del nuevo curso:

No aplica \_\_\_\_\_ Sí; especifique el curso a inactivar: \_\_\_\_\_

29 APROBACIÓN Y CERTIFICACIÓN A NIVEL DE LA UNIDAD	NOMBRE Y FIRMA	FECHA
Decano de Asuntos Académicos:		

PARA USO DE LA VICEPRESIDENCIA DE ASUNTOS ACADÉMICOS E INVESTIGACIÓN			
<sup>30</sup> Codificación:	_____	Fecha de codificación:	_____
Funcionario que procesó la solicitud:	_____	Fecha de envío a unidad:	_____

**Appendix 13**

**ENFE 8XXX- Biostatistics for Nursing Research II Syllabus**

UNIVERSITY OF PUERTO RICO  
MEDICAL SCIENCES CAMPUS  
SCHOOL OF NURSING  
GRADUATE DEPARTMENT  
DOCTOR OF NURSING SCIENCES PROGRAM

**SYLLABUS**

<b>TITLE:</b>	Biostatistics for Nursing Research II
<b>COURSE CODIFICATION:</b>	ENFE 8XXX
<b>CREDIT/CONTACT HOURS:</b>	3 cr./3 hrs. per week (54 hrs. semester)
<b>PRE-REQUISITES:</b>	ENFE 8XXX - Biostatistics for Nursing Research I
<b>CO-REQUISITES:</b>	None
<b>OTHER REQUIREMENTS:</b>	None

**COURSE DESCRIPTION:**

This is the second part of the Biostatistics for Nursing Research course. This course will emphasize in more advanced statistics, including the extended forms of analysis of variance, a variety of regression models and survival analysis, through lectures and practice exercises. Statistical software will be used to assess associations and the magnitude of associations between variables. The course will be taught using hybrid modality.

**LEARNING OBJECTIVES:**

1. Develop statistical skills to evaluate critically nursing quantitative research.
2. Discuss the different methods available of analysis of variance (ANOVA), regressions, survival analysis, and factor analysis.
3. Discuss assumptions required by the different statistical tests.
4. Analyze which statistical test is more appropriate in answering different nursing research questions.
5. Articulate the structure of a statistical analysis plan and the report of statistical results.
6. Interpret statistical methods and study results of research articles.

**COURSE MAIN TEXTBOOK:**

Daniel W.D. & Cross C.L. (2018). *Biostatistics: A foundation for analysis in the health sciences* (11<sup>th</sup> ed.). John Wiley & Sons, Inc. ISBN: 978-1-119-49657-1 (e-book) ISBN: 978-1-119-28237-2 (print)

## CONTENT OUTLINE AND TIME DISTRIBUTION:

I.	Review of principles of ANOVA .....	3 hrs. face-to-face
II.	Statistical tests for comparing continuous outcomes between 3 or more groups.....	9 hrs. face-to-face
	A. Repeated-Measure ANOVA (RM-ANOVA)	6 hrs. distance
	B. Friedman's ANOVA	
	C. N-Way ANOVA	
	D. Multivariate ANOVA (MANOVA)	
	E. Analysis of Covariance (ANCOVA)	
III.	Regressions.....	15 hrs. face-to-face
	A. Simple linear regression	3 hrs. distance
	B. Multiple linear regression	
	C. Logistic regression	
	D. Multinomial logistic regression	
	E. Ordinal logistic regression	
IV.	Survival analysis.....	6 hrs. face-to-face
	A. Kaplan-Meier	3 hrs. distance
	B. Long rank test	
	C. Cox's proportional hazard regression	
V.	Factor analysis.....	3 hr face-to-face
		3 hrs. distance
VI.	Writing statistical analysis plan .....	3 hrs. face-to-face
		<b>Total: (54 hrs.)</b>
		<b>36 hrs. face-to-face</b>
		<b>18 hrs. distance</b>

## INSTRUCTIONAL STRATEGIES:

- Lectures (synchronous and asynchronous)
- Written assignments
- Exercises discussions
- Data analysis software demonstration and exercises

## LEARNING RESOURCES AND MINIMUM FACILITIES AVAILABLE OR REQUIRED:

- Personal computer with statistical analysis software
- InFocus projector
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- Institutional e-mail account
- Blackboard Learn Ultra or the current learning management system adopted by the Medical Sciences Campus

- Center for Research and Evidence-Based Practice of the School of Nursing

**EVALUATION TECHNIQUES:**

- Assignments..... 40%
- Midterm exam..... 30%
- Final exam ..... 30%

**REASONABLE MODIFICATION:**

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the university community to notify any discrimination or complaint event before the Office of the Title IX Coordinator, telephone 787-758-2525, ext. 1368 or 1360, or accessing the web page [www.rcm.upr.edu/tituloix](http://www.rcm.upr.edu/tituloix).

Approved by the Academic Senate, Certification 035, 2018-2019, Amended.

### **GRADING SYSTEM:**

100% - 90% = A

89% - 80% = B

79% - 70% = C

69% - 60% = D

59% - 0% = F

Minimum criteria: Student must approve the course with 80%, (B) or more.

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Kleimbaum, D.G. & Klein, M. (2012). *Survival analysis: A self-learning text* (3<sup>rd</sup> ed). Springer.

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Rosner B. (2016). *Fundamentals of biostatistics* (8<sup>th</sup> ed.). Cengage Learning.

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<https://doi.org/10.1016/j.medin.2017.12.013>

Koletsis, D., & Pandis, N. (2018). Ordinal logistic regression. *American Journal of Orthodontics and Dentofacial Orthopedics*, 153(1), 157–158.  
<https://doi.org/10.1016/j.ajodo.2017.11.011>

Meurer, W. J., & Tolles, J. (2017). Logistic Regression Diagnostics. *JAMA*, 317(10), 1068. <https://doi.org/10.1001/jama.2016.20441>

Schneider, A., Hommel, G., & Blettner, M. (2010). Linear Regression Analysis. *Deutsches Aerzteblatt Online*, 107(44), 776–782.  
<https://doi.org/10.3238/arztebl.2010.0776>

Stoltzfus, J. C. (2011). Logistic Regression: A Brief Primer. *Academic Emergency Medicine*, 18(10), 1099–1104. <https://doi.org/10.1111/j.1553-2712.2011.01185.x>

**Appendix 14**

**ENFE 8XXX- Biostatistics for Nursing Research II Creation of Course Form**



<sup>15</sup> Distribución de horas contacto semanales dedicadas a la enseñanza:

54	Conferencia	_____	Laboratorio	_____	Investigación
_____	Discusión	_____	Taller	_____	Tesis o Disertación
_____	Seminario	_____	Internado	_____	Proyecto de conclusión (Capstone)
_____	Estudio Independiente	_____	Práctica Supervisada/clínica		

<sup>16</sup> Total de horas contacto: 54

<sup>17</sup> Descripción del curso en español (que no exceda 1,000 caracteres):

*Esta es la segunda parte del curso de Bioestadística para la Investigación en Enfermería. Este curso enfatizará en estadísticas más avanzadas, incluyendo las formas extendidas de análisis de varianza, una variedad de modelos de regresión y análisis de supervivencia a través de conferencias y ejercicios de práctica. Se utilizará un software estadístico para evaluar las asociaciones y la magnitud de las asociaciones entre variables. El curso se impartirá utilizando la modalidad híbrida.*

Descripción del curso en inglés (que no exceda 1,000 caracteres):

*This is the second part of the Biostatistics for Nursing Research course. This course will emphasize in more advanced statistics, including the extended forms of analysis of variance, a variety of regression models and survival analysis, through lectures and practice exercises. Statistical software will be used to assess associations and the magnitude of associations between variables. The course will be taught using hybrid modality.*

<sup>19</sup> Prerrequisitos*	<sup>19</sup> Correquisitos*
ENFE 8XXX - Biostatistics for Nursing Research I	Ninguno

\* Especifique la codificación alfa y numérica, y título completo del curso

<sup>20</sup> Requerimientos especiales:

Ninguno

<sup>21</sup> Modalidad en que se ofrece el curso que se solicita:

_____	<input type="checkbox"/> Curso presencial	<input checked="" type="checkbox"/>	Curso híbrido	_____	Curso a distancia	_____	Curso en línea
_____	Más del 75% de las horas contacto regular del curso se ofrecen de modo presencial.	Entre un 25% y 75% de las horas de contacto regular del curso se ofrecen a distancia	_____	Más del 75% de las horas contacto regular del curso se ofrecen a distancia.	_____	100% de las horas de contacto regular del curso se ofrecen a través de la Internet.	

<sup>22</sup> Modalidad en que se ofrece el programa y los cursos, incluyendo el curso que se solicita\*\*:

\_\_\_\_\_ Indique el por ciento de cursos del programa que se ofrecen de forma presencial.

100 Indique el por ciento de cursos del programa que se ofrecen en modalidades no presenciales (a distancia o en línea.)

\_\_\_\_\_ Indique el por ciento de cursos del programa que se ofrecen en modalidades aceleradas.

**\*\*Todo programa académico que ofrezca el 50% o más de sus cursos en otras modalidades, requiere una enmienda a la licencia del JIPD, según el reglamento vigente.**

<sup>23</sup> Cargos por laboratorios \_\_\_\_\_ Sí  No

<sup>24</sup> Posibilidad de equivalencia (en la unidad o en otras unidades del sistema):  Sí \_\_\_\_\_ No

Cursos: BIOE 8005

Unidad(es) que lo(s) ofrece(n): Escuela de Salud Pública, RCM

<sup>25</sup> Equipo, materiales e instalaciones mínimas requeridas:

*Computadora, proyector, software estadístico*

<sup>26</sup> Cantidad de estudiantes por sección: 5 Cupo mínimo 10 Cupo máximo

<sup>27</sup> Sistema de calificación:

Letra (A, B, C, D o F) \_\_\_\_\_ Aprobado (S), No aprobado (NS)  
 \_\_\_\_\_ Aprobado (P), No aprobado (NP) \_\_\_\_\_ Aprobado (PS: Aprobado sobresaliente; PN: Aprobado notable; PB: Aprobado bueno), No aprobado (NP)  
 \_\_\_\_\_ Aprobado (P), Fracasado (F) \_\_\_\_\_ Otro (Especifique): \_\_\_\_\_

<sup>28</sup> Curso a inactivar sujeto a la creación del nuevo curso:

No aplica \_\_\_\_\_ Sí; especifique el curso a inactivar: \_\_\_\_\_

29 APROBACIÓN Y CERTIFICACIÓN A NIVEL DE LA UNIDAD	NOMBRE Y FIRMA	FECHA
Decano de Asuntos Académicos:		

PARA USO DE LA VICEPRESIDENCIA DE ASUNTOS ACADÉMICOS E INVESTIGACIÓN		
<sup>30</sup> Codificación:	_____	Fecha de codificación: _____
Funcionario que procesó la solicitud:	_____	Fecha de envío a unidad: _____

**Appendix 15**

**ENFE 8009- Theories in Nursing Sciences Syllabus**

UNIVERSITY OF PUERTO RICO  
MEDICAL SCIENCES CAMPUS  
SCHOOL OF NURSING  
GRADUATE DEPARTMENT  
DOCTOR OF NURSING SCIENCES PROGRAM

**SYLLABUS**

<b>TITLE:</b>	Theories in Nursing Science
<b>COURSE CODIFICATION:</b>	ENFE 8009
<b>CREDIT/CONTACT HOURS:</b>	3 cr. /3 hrs. per week (54 hrs. semester)
<b>PRE-REQUISITES:</b>	ENFE 8005
<b>CO-REQUISITES:</b>	None
<b>OTHER REQUIREMENTS:</b>	None

**COURSE DESCRIPTION:**

This course integrates hybrid modality to prepare doctoral students in the study of nursing theories, their historical evolution, philosophical underpinnings, and the epistemological contribution to the discipline. The course includes concept analysis, methods, and application. Students will be encouraged to critically think towards the development, use, and evaluation of nursing theories in research and practice. Issues and future trends in the development of nursing theories are explored.

**LEARNING OBJECTIVES:**

1. Analyze the fundamentals of nursing theories, its historical evolution, and epistemological contribution to the discipline.
2. Discuss the development of theoretical thinking.
3. Distinguish the philosophical foundations of nursing theories.
4. Compare concept analysis definitions and components.
5. Evaluate methods for concept analysis and its applications.
6. Develop a concept analysis related to the research phenomenon of interest.
7. Analyze the development of nursing theory.
8. Discuss the analysis and evaluation of nursing theories.
9. Appraise the use of Nursing theories in research and practice.
10. Criticize issues in theory development in Nursing.
11. Explore future trends in nursing theory development



## **INSTRUCTIONAL STRATEGIES:**

- Lectures (synchronous and asynchronous)
- Reflexive discussions forums (synchronous and asynchronous)
- Independent work (group/individual)
- Assigned readings
- Written assignments

All students must participate in weekly discussions and write a brief summary of major ideas learned from assigned readings.

## **LEARNING RESOURCES AND MINIMUM FACILITIES AVAILABLE OR REQUIRED:**

- Personal computer
- InFocus projector
- Institutional e-mail account
- Internet access
- Blackboard Learn Ultra or the current learning management system adopted by the Medical Sciences Campus
- MSC Library
- Center for Research and Evidence Based-Practice of the School of Nursing

## **EVALUATION TECHNIQUES:**

- Active participation in discussion forums.....15%
- Review of literature for concept analysis.....20%
- Concept analysis paper .....25%
- Critique and evaluation of theory .....30%
- Comprehensive exam question.....10%

## **REASONABLE MODIFICATION:**

Any student who presents a condition or health situation that qualifies him / her before the law to receive reasonable modification, has the right to make his request in writing in the Office of Services for Students with Disabilities (OSEI), following the procedure established in the document Request for Services and Reasonable Modification. A copy of this document is obtained in the OSEI Office, located on the third floor of the Dr. Guillermo Arbona Irizarry building, office B-349 (next to Medical Services for Students) and on the RCM's website in the Deanship of Students portal. The application does not exempt the student from fulfilling the academic requirements of the study programs.

CIPE - Amended and Updated on 02-07-2018.

## **ACADEMIC INTEGRITY:**

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the University of Puerto Rico General Student Regulations (Board of Trustees Certification 154 2010-2011) in section 6.2.1 defines **Academic Dishonesty**

as: “Any form of dishonesty or lack of academic integrity, including, but not limited to, fraudulent actions, obtaining grades or degrees using false or fraudulent simulations, copying in whole or in part the academic work of another person, plagiarizing in whole or in part the work of another person, to copy in whole or in part the answers to the questions of an examination from another person, making or getting another person to take any oral or written test or examination on their behalf, as well as help or facilitate that another person incurs in said behavior”. Section 6.2.2. defines **Fraudulent Conduct** as: “Conduct with intent to defraud, including, but not limited to, malicious alteration or falsification of grades, records, identification cards or other official documents of the University or any other institution. Any act or action of passing or circulating as genuine and true any of the documents specified above will also be subject to disciplinary sanction, knowing that they are false or altered”. Any of these actions will be subject to disciplinary sanctions in accordance with the procedure established in the current University of Puerto Rico General Student Regulations. **DISCLAIMER:** The above statement is an English Translation of certain parts Article 6.2 of the General Student Regulations of the University of Puerto Rico (Reglamento General de Estudiantes de la Universidad de Puerto Rico – Cert. JS 154 2010-2011). It was originally prepared by the Deanship of Academic Affairs of the Medical Sciences Campus, and revised and approved by the Academic Senate on March 2, 2017. In case of a discrepancy or disagreement with the original text in Spanish, the Spanish version will always prevail and be given priority.

Approved by the Academic Senate, Certification 049, 2016-2017.

## **TITLE IX: NO DISCRIMINATION**

The Medical Sciences Campus (MSC) of the University of Puerto Rico (UPR) does not discriminate in its academic offerings because of sex, race, color, age, national origin, political or religious ideas, gender, gender identity or expression, pregnancy, civil status, sexual orientation, ethnic origin or because of being a victim or be perceived as a victim of domestic violence, sexual assault, sexual harassment or stalking. This policy complies with federal statutes under Title IX, as amended, and related the institutional policies of the UPR. It is the duty of every member of the university community to notify any discrimination or complaint event before the Office of the Title IX Coordinator, telephone 787-758-2525, ext. 1368 or 1360, or accessing the web page [www.rcm.upr.edu/tituloix](http://www.rcm.upr.edu/tituloix).

Approved by the Academic Senate, Certification 035, 2018-2019, Amended.

**GRADING SYSTEM:** Academic achievement will be measured by the Grading System as followed: (A, B, C, D y F).

100% - 90% = A  
89% - 80% = B  
79% - 70% = C  
69% - 60% = D  
59% - 0% = F

Minimum criteria: Student must pass the course with 80%, (B) or more.

## **BIBLIOGRAPHY:**

\*\*Nursing knowledge advances continually and new nursing knowledge is disseminated via journals and other publications. In addition to assigned readings, students are expected to develop their own bibliography of readings that are current in the individual topics under study according to personal interest and need.

### **Suggested Textbooks**

McEwen, M., Wills, E. (2019). *Theoretical basis for nursing* (5<sup>th</sup> ed.). Wolters Kluwer Health. ISBN-13: 978-1496351203.

Rodgers, B.L & Knafl, K.A. (2000). *Concept development in nursing: Foundations, techniques, and applications* (2<sup>nd</sup> ed.). W.B. Saunders. ISBN-13: 978-0721682433.

### **Other Books**

Alligood, M.R. (2018). *Nursing theorists and their work*. (9<sup>th</sup> ed.). Elsevier/Mosby. ISBN-13: 978-0323402248

Chinn, P., & Kramer, M. (2018). *Knowledge development in nursing: Theory and process*. (10<sup>th</sup> ed.). Elsevier/Mosby. ISBN-13: 978-0323530613

Fawcett, J. & DeSanto-Madeya, S. (2013). *Contemporary nursing knowledge: Analysis and evaluation of nursing models and theories* (3<sup>rd</sup> ed.). F.A. Davis Co. ISBN-13: 978-0803627659

Jeffries, P. (2016). *The NLN Jeffries Simulation Theory*. Wolters Kluwer. ISBN-13: 978-1934758243

Johnson, B.M. & Webber, P. B. (2015) *An introduction to theory and reasoning in Nursing* (4<sup>th</sup> ed.). Lippincott Williams & Wilkins. ISBN-13: 978-1451190359

Peterson, S. & Bredow, T. (2017). *Middle-range theories: Application to nursing research and practice* (4<sup>th</sup> ed.). Wolters Kluwer Lippincott Williams & Wilkins. ISBN-13: 978-0060000448

Powers, B.A. & Knapp, T.R. (2011). *Dictionary of nursing theory and research* (4<sup>th</sup> ed.). Springer Publishing Company. ISBN-13: 978-0826106650

Smith, M. (2020). *Nursing theories & nursing practice* (5<sup>th</sup> ed.). F.A. Davis Company. ISBN-13: 978-0803679917

Skretkowski, V. (2010). *Florence Nightingale's notes on nursing*. Scutari Press. ISBN 9780826118424

Suppe, F. (1977). *The structure of scientific theories* (2<sup>nd</sup> ed.). University of Illinois Press. ISBN-13: 978-0252006340

Van der Peet, R. (1995). *The Nightingale model of nursing*. Campion Press. ISBN-13: 978-1873732113

Walker, L. O., & Avant, K. C. (2019). *Strategies for theory construction in nursing* (6<sup>th</sup> ed.). Pearson Prentice Hall. ISBN-13: 978-0134754079

### **Electronic References:**

Bond, A., Eshah, N., Bani-Khaled, M., Hamad, A., Habashneh, S., Kataua', H., & ... Maabreh, R. (2011). Who uses nursing theory? A univariate descriptive analysis of five years' research articles. *Scandinavian Journal of Caring Sciences*, 25(2), 404-409. doi:10.1111/j.1471-6712.2010.00835.x.

Clarke, P. N. (2017). The Elusive Nursing Science: Implications for the Future. *Nursing Science Quarterly*, 30(4), 310–311. <https://doi.org/10.1177/0894318417724469>.

Donohue-Porter, P., Forbes, M. O., & White, J. H. (2011). Nursing theory in curricula today: Challenges for faculty at all levels of education. *International Journal of Nursing Education Scholarship*, 8(1). <https://doi.org/10.2202/1548-923X.2225>.

Dudley-Brown, S. (1997) The evaluation of nursing theory: a method for our madness. *Inter Journal Nurs Stu*. 34,76-83. [https://doi.org/10.1016/S0020-7489\(96\)000247](https://doi.org/10.1016/S0020-7489(96)000247).

Fawcett, J. (2012). Thoughts on concept analysis: Multiple approaches, one result. *Nursing Science Quarterly*, 25(3), 285–287. <https://doi.org/10.1177/0894318412447545>.

Finfgeld-Connett, D. (2008). Qualitative convergence of three nursing concepts: Art of nursing, presence and caring. *Journal of Advanced Nursing*, 63(5), 527–534. <https://doi.org/10.1111/j.1365-2648.2008.04622.x>

Hanna, D. R. (2011). Teaching theoretical thinking for a sense of salience. *Journal of Nursing Education*, 50(8), 479–482. <https://doi.org/10.3928/01484834-20110517-02>.

Hoeck, B. & Delmar, C. (2018). *Theoretical development in the context of nursing-The hidden epistemology of nursing theory*. *Nursing Philosophy*. doi:10.1111/nup.12196.

- Jasovsky, D., Morrow, M., Clementi, P., & Hindle, P. (2010). Theories in action and how nursing practice changed. *Nursing Science Quarterly*, 23(1), 29-38. doi:10.1177/0894318409353806.
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- Létourneau, D., Cara, C., & Goudreau, J. (2017). Humanizing Nursing Care: An Analysis of Caring Theories Through the Lens of Humanism. *International Journal of Human Caring*, 21(1), 32–40. doi:10.20467/1091-5710.21.1.32
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- Malinski, V. M. (2003). Nursing Research and Nursing Conceptual Models: Betty Neuman's Systems Model. *Nursing Science Quarterly*, 16(3), 201. <https://doi.org/10.1177/0894318403016003004>.
- McCarthy, C., & Aquino-Russell, C. (2009). A comparison of two nursing theories in practice: Peplau and Parse. *Nursing Science Quarterly*, 22(1), 34-40. doi:10.1177/0894318408329339.
- Neto, JMR, Marques, DKA, Fernandes, MGM, Nóbrega, MML. (2016) Meleis' Nursing Theories Evaluation: integrative review. *Rev Bras. Enferm.*69(1):1628.DOI:<http://dx.doi.org/10.1590/0034-7167.2016690123i>.
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- Pilkington, F. B. (2006). Transgenerational rhythms in nursing theory development. *Nursing Science Quarterly*, 19(1), 6. <https://doi.org/10.1177/0894318405283530>.
- Practice, E., & Pipe, T. B. (2007). Optimizing Nursing Care by Integrating Theory-Driven. *Journal of Nursing Care Quality*, 22(3), 234:238. doi:10.1097/01.NCQ.0000277780.27771.91.
- Ramvalho Neto, J. M., Marques, D. K. A., Fernandes, M. das G. M., & da Nóbrega, M. M. L. (2016). Meleis' Nursing Theories Evaluation: integrative review. *Revista Brasileira de Enfermagem*, 69(1), 162–168. <https://doi.org/10.1590/0034-7167.2016690123i>.

Risjord, M. (2009). Rethinking concept analysis. *Journal of Advanced Nursing*, 65(3), 684–691. <https://doi.org/10.1111/j.1365-2648.2008.04903.x>.

Risjord, M. (2019). *Middle-range theories as models: New criteria for analysis and evaluation*. *Nursing Philosophy*, 20,1-10. doi: 10.1111/nup.12225.

Rodgers, B. L., Jacelon, C. S., & Knaf, K. A. (2018). Concept Analysis and the Advance of Nursing Knowledge: State of the Science. *Journal of Nursing Scholarship*, 50(4), 451–459. <https://doi.org/10.1111/jnu.12386>.

Sadat Hoseini, A. S. (2019). A Proposed Islamic Nursing Conceptual Framework. *Nursing Science Quarterly*, 32(1), 49–53. <https://doi.org/10.1177/0894318418807944>.

Weaver, K., & Mitcham, C. (2008). Nursing concept analysis in North America: State of the art: Original article. *Nursing Philosophy*, 9(3), 180–194. <https://doi.org/10.1111/j.1466-769X.2008.00359.x>.

Rev. GO/SP 6.2020

**Appendix 16**

**ENFE 8009- Theories Changes in Registered Courses Form**



**UNIVERSIDAD DE PUERTO RICO  
VICEPRESIDENCIA DE ASUNTOS ACADÉMICOS E INVESTIGACIÓN**

CERTIFICACIÓN  
NÚM. 42  
2019-2020

**SOLICITUD DE CAMBIOS EN CURSOS REGISTRADOS<sup>1</sup>**

Unidad: Recinto de Ciencias Médicas Facultad: Enfermería  
 Departamento/Programa: Graduado/Doctorado en Ciencias en Enfermería  
 Codificación alfanumérica: ENFE 8009 Título del curso: Construcción, Análisis y Evaluación de Teorías para Enfermería

**INFORMACIÓN SOBRE CAMBIOS SOLICITADOS<sup>2</sup>**

TIPO DE CAMBIO	INFORMACIÓN VIGENTE	CAMBIO SOLICITADO
<input type="checkbox"/> Código alfabético		
<input type="checkbox"/> Código numérico		
<input checked="" type="checkbox"/> Título en español	Construcción, Análisis y Evaluación de Teorías para Enfermería	Teorías en Ciencias en Enfermería
<input checked="" type="checkbox"/> Título Abreviado en español (26 caracteres)	Const Anali Eval Teor Enf	Teorías Ciencias Enfe
<input checked="" type="checkbox"/> Título en inglés	Construction, Analysis, and Evaluation of Theories for Nursing	Theories of Nursing Sciences
<input checked="" type="checkbox"/> Título Abreviado en inglés (26 caracteres)	Const Anly Eval Theo Nurs	Theories Nurs Sciences
<input type="checkbox"/> Tipo de curso <sup>3</sup>		
<input checked="" type="checkbox"/> Modalidad en que se ofrece <sup>4</sup>	Presencial	Híbrido
<input checked="" type="checkbox"/> Prerrequisitos <sup>5</sup>	ENFE 8005 y ENFE 8007	permanece: ENFE 8005, Eliminar: ENFE 800
<input type="checkbox"/> Correquisitos <sup>5</sup>		
<input type="checkbox"/> Sistema de calificación <sup>5</sup>		
<input type="checkbox"/> Horas contacto/créditos <sup>6</sup>		
<input checked="" type="checkbox"/> Descripción		
<b>DESCRIPCIÓN ANTERIOR EN ESPAÑOL</b>	<b>NUEVA DESCRIPCIÓN EN ESPAÑOL</b>	
Analizará la conceptualización y construcción de teorías, desde una perspectiva histórica y epistemológica en diversos contextos socioculturales. Se estudiará la naturaleza cíclica de las teorías, en la investigación y la práctica. Las teorías se analizarán críticamente utilizando un modelo sistemático de evaluación. Los estudiantes conducirán su propio meta-análisis de teorías de enfermería y análisis de un concepto.	Este curso integra la modalidad híbrida para preparar estudiantes doctorales en el estudio de las teorías de enfermería, su evolución histórica, fundamentos filosóficos y la contribución epistemológica a la disciplina. El curso incluye el análisis de conceptos, métodos y su aplicación. Se fomentará en los estudiantes el pensamiento crítico hacia el desarrollo, uso y evaluación de las teorías de enfermería en la investigación y la práctica. Se exploran los problemas y las tendencias futuras en el desarrollo de las teorías de enfermería.	

DESCRIPCIÓN ANTERIOR EN INGLÉS		NUEVA DESCRIPCIÓN EN INGLÉS			
<p>Conceptualization and construction of theories, from a historical and epistemological perspective in diverse socio-cultural contexts will be analyzed. The cyclical nature of theories, research and practice will be studied. Theories will be critically</p>		<p><i>This course integrates hybrid modality to prepare doctoral students in the study of nursing theories, their historical evolution, philosophical underpinnings, and the epistemological contribution to the discipline. The course includes concept analysis, methods, and application. Students will be encouraged to critically think towards the development, use, and evaluation of nursing theories in research and practice. Issues and future trends in the development of nursing theories are explored.</i></p>			
<p><b>JUSTIFICACIÓN DE LOS CAMBIOS:</b></p> <p><i>Los cambios van dirigidos a enfocar el curso hacia la disciplina de enfermería en las áreas de investigación y práctica, por lo tanto estos cambios se reflejan en el cambio de título, pre-requisitos y descripción. La modalidad del curso cambió de presencial a híbrido.</i></p>					
<p><b>FECHA DE EFECTIVIDAD DE LOS CAMBIOS:</b> Agosto 2021</p>					
APROBACIÓN Y CERTIFICACIÓN A NIVEL DE LA UNIDAD		NOMBRE Y FIRMA		FECHA	
Decano de Asuntos Académicos 2:					
VICEPRESIDENCIA DE ASUNTOS ACADÉMICOS E INVESTIGACIÓN					
Recibido:			Anotado:		
Notificado:			Funcionario:		
Devuelto:			Funcionario:		
Motivo:					

**Appendix 17**

**ENFE 8010- Guided Study: Development and Validation of Research Instruments  
Syllabus**

UNIVERSITY OF PUERTO RICO  
MEDICAL SCIENCES CAMPUS  
SCHOOL OF NURSING  
GRADUATE DEPARTMENT  
DOCTOR OF NURSING SCIENCES PROGRAM

**SYLLABUS**

<b>TITLE:</b>	Guided Study: Development and Validation of Research Instruments
<b>COURSE CODIFICATION:</b>	ENFE 8010
<b>CREDIT/CONTACT HOURS:</b>	2 cr. /2 hrs. per week (36 hrs. semester)
<b>PRE-REQUISITES:</b>	ENFE 8XXX-Biostatistics for Nursing Research II ENFE 8009-Theories in Nursing Sciences
<b>CO-REQUISITES:</b>	ENFE 8008 - Quantitative Research Methods
<b>OTHER REQUIREMENTS:</b>	None

**COURSE DESCRIPTION:**

This course will give students the opportunity to study measurement theories. Students will be exposed to a set of experiences related to the inductive and deductive process for constructing and testing instruments. Issues pertaining to the construction of instruments, development and use of scales, tests, inventories, and the importance of conducting pilot studies for validation and reliability will also be discussed. Students will develop or evaluate an instrument that measures one of the constructs related to their research interest and will submit it to validation and reliability testing. The course will be taught using hybrid modality.

**LEARNING OBJECTIVES:**

1. Review measurement theories.
2. Evaluate issues pertaining to the construction of instruments, scales, tests, and inventories.
3. Analyze measurement issues and methods for dealing with psychometric properties of instruments.
4. Evaluate the measurement tools available to determine their adoption, adaptation or construction of a new one.
5. Develop instrument pertaining to their research interest.

**COURSE MAIN TEXTBOOK:**

None



## EVALUATION TECHNIQUES:

- Students will demonstrate knowledge about types of instruments, their construction and strategies to establish validity and reliability, through group discussion. Will be evaluated by rubric.....20%
- Students will submit a portfolio with several different entries of writing work and elements of their research tool. Will be evaluated by rubric.....30%
- Students will submit an instrument built on a theoretical framework with its validation process and reliability data.....50%

## REASONABLE MODIFICATION:

Any student who presents a condition or health situation that qualifies him / her before the law to receive reasonable modification, has the right to make his request in writing in the Office of Services for Students with Disabilities (OSEI), following the procedure established in the document Request for Services and Reasonable Modification. A copy of this document is obtained in the OSEI Office, located on the third floor of the Dr. Guillermo Arbona Irizarry building, office B-349 (next to Medical Services for Students) and on the RCM's website in the Deanship of Students portal. The application does not exempt the student from fulfilling the academic requirements of the study programs.

CIPE - Amended and Updated on 02-07-2018.

## ACADEMIC INTEGRITY:

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the University of Puerto Rico General Student Regulations (Board of Trustees Certification 154 2010-2011) in section 6.2.1 defines **Academic Dishonesty** as: "Any form of dishonesty or lack of academic integrity, including, but not limited to, fraudulent actions, obtaining grades or degrees using false or fraudulent simulations, copying in whole or in part the academic work of another person, plagiarizing in whole or in part the work of another person, to copy in whole or in part the answers to the questions of an examination from another person, making or getting another person to take any oral or written test or examination on their behalf, as well as help or facilitate that another person incurs in said behavior". Section 6.2.2. defines **Fraudulent Conduct** as: "Conduct with intent to defraud, including, but not limited to, malicious alteration or falsification of grades, records, identification cards or other official documents of the University or any other institution. Any act or action of passing or circulating as genuine and true any of the documents specified above will also be subject to disciplinary sanction, knowing that they are false or altered". Any of these actions will be subject to disciplinary sanctions in accordance with the procedure established in the current University of Puerto Rico General Student Regulations. **DISCLAIMER:** The above statement is an English Translation of certain parts Article 6.2 of the General Student Regulations of the University of Puerto Rico (*Reglamento General de Estudiantes de la Universidad de Puerto Rico – Cert. JS 154 2010-2011*). It was originally prepared by the Deanship of Academic Affairs of the Medical Sciences Campus, and revised and approved by the Academic Senate on March 2, 2017. In case of a discrepancy or disagreement with the original text in Spanish, the Spanish version will always prevail and be given priority.

Approved by the Academic Senate, Certification 049, 2016-2017.

## **TITLE IX: NO DISCRIMINATION**

The Medical Sciences Campus (MSC) of the University of Puerto Rico (UPR) does not discriminate in its academic offerings because of sex, race, color, age, national origin, political or religious ideas, gender, gender identity or expression, pregnancy, civil status, sexual orientation, ethnic origin or because of being a victim or be perceived as a victim of domestic violence, sexual assault, sexual harassment or stalking. This policy complies with federal statutes under Title IX, as amended, and related the institutional policies of the UPR. It is the duty of every member of the university community to notify any discrimination or complaint event before the Office of the Title IX Coordinator, telephone 787-758-2525, ext. 1368 or 1360, or accessing the web page [www.rcm.upr.edu/tituloix](http://www.rcm.upr.edu/tituloix).

Approved by the Academic Senate, Certification 035, 2018-2019, Amended.

## **GRADING SYSTEM:**

100% - 90% = A  
89% - 80% = B  
79% - 70% = C  
69% - 60% = D  
59% - 0% = F

Minimum criteria: Student must pass the course with 80%, (B) or more.

## **BIBLIOGRAPHY:**

### **Internet Resources:**

CAPS: Center for AIDS Prevention Studies. <http://caps.ucsf.edu/resources/survey-instruments/>

CHIPTS: Assessment instruments used for HIV and behavioral research projects. <https://prevention.ucsf.edu/resources/survey-instruments-and-scales>

Institute for Objective Measurement, Inc [www.rasch.org](http://www.rasch.org)

RAND Health Surveys and Tools: Surveys to investigate health issues for better policy decisions. [https://www.rand.org/health-care/surveys\\_tools.html](https://www.rand.org/health-care/surveys_tools.html)

### **Books:**

Polit, D.F., & Yang, F.M. (2016). *Measurement and the measurement of change: A primer for the health professions*. Wolters Kluwer.

Portney, L.G., & Watkins, M.P. (2008). *Foundations of clinical research: Applications to practice* (3<sup>rd</sup> ed.). Prentice Hall, Inc.

### **Electronic References:**

Banfield, B. (2011). Nursing agency: the link between practical nursing science and nursing practice. *Nursing Science Quarterly*, 24(1), 42-47.  
doi:10.1177/0894318410389060

Kulbok, P. A., & Ervin, N. E. (2012). Nursing science and public health: Contributions to the discipline of nursing. *Nursing Science Quarterly*, 25(1), 37-43.  
doi:10.1177/0894318411429034

Titler, M. G., & Pressler, S. J. (2011). Advancing effectiveness science: an opportunity for nursing. *Research & Theory for Nursing Practice*, 25(2), 75-79.  
doi:10.1891/1541-6577.25.2.75

Rev.FR/CMAN 6.2020

**Appendix 18**

**ENFE 8010- Guided Study Changes in Registered Courses Form**



**UNIVERSIDAD DE PUERTO RICO  
VICEPRESIDENCIA DE ASUNTOS ACADÉMICOS E INVESTIGACIÓN**

CERTIFICACIÓN  
NÚM. 42  
2019-2020

**SOLICITUD DE CAMBIOS EN CURSOS REGISTRADOS<sup>1</sup>**

Unidad: Recinto de Ciencias Médicas Facultad: Enfermería

Departamento/Programa: Graduado/ Doctorado en Ciencias en Enfermería

Codificación alfanumérica: ENFE 8010 Título del curso: Estudio Dirigido: Desarrollo y Validación de Instrumentos de Investigación

**INFORMACIÓN SOBRE CAMBIOS SOLICITADOS<sup>2</sup>**

TIPO DE CAMBIO	INFORMACIÓN VIGENTE	CAMBIO SOLICITADO
<input type="checkbox"/> Código alfabético		
<input type="checkbox"/> Código numérico		
<input type="checkbox"/> Título en español		
<input type="checkbox"/> Título Abreviado en español (26 caracteres)		
<input type="checkbox"/> Título en inglés		
<input type="checkbox"/> Título Abreviado en inglés (26 caracteres)		
<input type="checkbox"/> Tipo de curso <sup>3</sup>		
<input checked="" type="checkbox"/> Modalidad en que se ofrece <sup>4</sup>	<i>Presencial</i>	<i>Híbrida</i>
<input checked="" type="checkbox"/> Prerrequisitos <sup>5</sup>	<i>BIOE 8005, ENFE 8008, ENFE 8009</i>	<i>ENFE 8XXX Bioest Invest Enferme II, ENFE 8009</i>
<input checked="" type="checkbox"/> Correquisitos <sup>5</sup>	<i>None</i>	<i>ENFE 8008</i>
<input type="checkbox"/> Sistema de calificación <sup>5</sup>		
<input type="checkbox"/> Horas contacto/créditos <sup>6</sup>		
<input checked="" type="checkbox"/> Descripción		
DESCRIPCIÓN ANTERIOR EN ESPAÑOL	NUEVA DESCRIPCIÓN EN ESPAÑOL	
<p>Este curso dará a los estudiantes la oportunidad de estudiar las teorías de medición. Los estudiantes se expondrán a un conjunto de experiencias relacionadas al proceso inductivo o deductivo para construir y probar instrumentos. Se discutirán temas relacionados con la construcción de instrumentos, desarrollo y uso de escalas, pruebas, inventarios y la importancia de la realización de estudios pilotos para validación y confiabilidad. Los estudiantes desarrollarán o evaluarán un instrumento que mide constructos relacionados al área de interés de investigación y la someterá a la validación y pruebas de confiabilidad.</p>	<p>Este curso ofrece a los estudiantes la oportunidad de estudiar teorías de medición. Los estudiantes estarán expuestos a una serie de experiencias relacionadas con el proceso inductivo y deductivo para construir y probar instrumentos. Se discutirán asuntos relevantes a la construcción de instrumentos, desarrollo y uso de escalas, pruebas, inventarios y la importancia de conducir estudios pilotos para la validación y confiabilidad. Los estudiantes desarrollarán o evaluarán un instrumento que mida uno de los constructos relacionado a su área de interés y lo someterá a prueba para su validación y confiabilidad. El curso se impartirá utilizando la modalidad híbrida.</p>	

DESCRIPCIÓN ANTERIOR EN INGLÉS		NUEVA DESCRIPCIÓN EN INGLÉS	
<p><i>This course will give students the opportunity to study measurement theories. Students will be exposed to a set of experiences related to the inductive and deductive process for constructing and testing instruments. Issues pertaining to the construction of instruments, development and use of scales, tests, inventories and the importance of conducting pilot studies for validation and reliability will also be discussed. Students will develop or evaluate an instrument that measures one of the constructs related to their research interest and will submit it to validation and reliability testing.</i></p>		<p><i>This course will give students the opportunity to study measurement theories. Students will be exposed to a set of experiences related to the inductive and deductive process for constructing and testing instruments. Issues pertaining to the construction of instruments, development and use of scales, tests, inventories, and the importance of conducting pilot studies for validation and reliability will also be discussed. Students will develop or evaluate an instrument that measures one of the constructs related to their research interest and will submit it to validation and reliability testing. The course will be taught using hybrid modality.</i></p>	
<p><b>JUSTIFICACIÓN DE LOS CAMBIOS:</b></p> <p><i>Debido al cambio en la secuencia curricular, ENFE 8008 será co-requisito en lugar de ser pre-requisito. El contenido de Bioest Invest Enfermer II (pre-requisito) sustituirá el de BIOE 8005. Cambiar la modalidad del curso a híbrida.</i></p>			
<p><b>FECHA DE EFECTIVIDAD DE LOS CAMBIOS:</b> Agosto 2021</p>			
APROBACIÓN Y CERTIFICACIÓN A NIVEL DE LA UNIDAD		NOMBRE Y FIRMA	FECHA
Decano de Asuntos Académicos <sup>2</sup> :			
VICEPRESIDENCIA DE ASUNTOS ACADÉMICOS E INVESTIGACIÓN			
Recibido:		Anotado:	
Notificado:		Funcionario:	
Devuelto:		Funcionario:	
Motivo:			

**Appendix 19**

**ENFE 8016- Guided Research I Syllabus**

UNIVERSITY OF PUERTO RICO  
MEDICAL SCIENCES CAMPUS  
SCHOOL OF NURSING  
GRADUATE DEPARTMENT  
DOCTOR OF NURSING SCIENCES PROGRAM

**SYLLABUS**

<b>TITLE:</b>	Guided Research I
<b>COURSE CODIFICATION:</b>	ENFE 8016
<b>CREDIT/CONTACT HOURS:</b>	4 cr/4 hr per week (72 hr semester)
<b>PRE-REQUISITES:</b>	ENFE 8007- Qualitative Research Methods ENFE 8008- Quantitative Research Methods ENFE 8010- Guided Study: Development and Validation of Research Instruments
<b>CO-REQUISITES:</b>	None
<b>OTHER REQUIREMENTS:</b>	None

**COURSE DESCRIPTION:**

In this course, the student will identify a research problem that can be studied using a deductive or inductive approach. Students will organize and present the knowledge gained through literature review of what is known about their research problem. The student will select a theoretical model that can help answer their research questions. The course will be taught using hybrid modality.

**LEARNING OBJECTIVES:**

1. Critically analyze literature in order to identify a nursing research problem.
2. Identify literature gaps, unresolved issues, conflicting or contradictory findings, deficiencies in the research studies reviewed, or potential angles.
3. Formulate research question(s) problem statement that has the potential to be answered by the proposed related to nursing science.
4. Analyze a theoretical method to guide the proposed research question(s).

**COURSE MAIN TEXTBOOK:**

Creswell, J.W. (2018). *Research design: Qualitative, quantitative, and mixed method approaches* (5<sup>th</sup> ed.). Sage Publications, Inc. Print ISBN: 9781506386706, eText ISBN: 9781506386690

## CONTENT OUTLINE AND TIME DISTRIBUTION:

I.	Research Problem.....	4 hrs. distance
	A. Discussion about topic or phenomenon of interest for research	8 hrs. face-to-face
	B. Evaluation of research problems with respect to relevance for nursing discipline, susceptibility, and viability from different paradigms	
	C. Formulation, delimitation, and writing the research problem	
	D. Research purpose	
	E. Conceptual and operational definitions	
II.	Questions, hypothesis and objectives (aims).....	8 hrs. distance
	A. Characteristics	4 hrs. face-to-face
	B. Hypothesis formulation	
	1. Directional	
	2. Non-directional	
	3. Null or statistical	
	4. Research or substantive	
III.	Instrument selection.....	2 hrs. distance
IV.	Academic writing strategies.....	8 hrs. face-to-face
V.	Theoretical and substantive literature.....	10 hr. distance
	A. Theory or theories selection	8 hrs. face-to-face
	B. Establishing a conceptual model	
	C. Organizing research matrixes	
	D. Literature appraisal and review	
VI.	Proposal writing process.....	16 hrs distance
		4 hr face-to-face
		<b>Total: (72 hrs.)</b>
		<b>40 hrs. distance</b>
		<b>32 hrs. face-to-face</b>

## INSTRUCTIONAL STRATEGIES:

- Lectures (synchronous or asynchronous)
- Reflexive discussions about selected topics related to proposal development (face-to-face or asynchronous discussion forums)
- Individual mentoring and sessions between student and professor and/or mentor (face-to-face or videoconference)
- Independent study where student will work on their research proposal

## LEARNING RESOURCES AND MINIMUM FACILITIES AVAILABLE OR REQUIRED:

- DNS Dissertation Manual and Research Proposal Guidelines for Quantitative, Qualitative and Mixed Methodologies
- Guest speakers
- Personal computer

- InFocus projector
- Internet access
- Blackboard Learn Ultra or the current learning management system adopted by the Medical Sciences Campus
- MSC Library
- Center for Research and Evidence-Based Practice of the School of Nursing

**EVALUATION TECHNIQUES:**

Review of the writing process during coordinated meetings between the course professor and students. Each student must meet a minimum of three times with their mentor.

- Practice exercises and participation in group discussions..... 10%
- Homework..... 10%
- Writing Chapters 1 and 2 of the proposal .....65%
- Oral presentation of Chapters 1 and 2..... 15%

**REASONABLE MODIFICATION:**

Any student who presents a condition or health situation that qualifies him / her before the law to receive reasonable modification, has the right to make his request in writing in the Office of Services for Students with Disabilities (OSEI), following the procedure established in the document Request for Services and Reasonable Modification. A copy of this document is obtained in the OSEI Office, located on the third floor of the Dr. Guillermo Arbona Irizarry building, office B-349 (next to Medical Services for Students) and on the RCM's website in the Deanship of Students portal. The application does not exempt the student from fulfilling the academic requirements of the study programs.

CIPE - Amended and Updated on 02-07-2018.

**ACADEMIC INTEGRITY:**

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the University of Puerto Rico General Student Regulations (Board of Trustees Certification 154 2010-2011) in section 6.2.1 defines **Academic Dishonesty** as: “Any form of dishonesty or lack of academic integrity, including, but not limited to, fraudulent actions, obtaining grades or degrees using false or fraudulent simulations, copying in whole or in part the academic work of another person, plagiarizing in whole or in part the work of another person, to copy in whole or in part the answers to the questions of an examination from another person, making or getting another person to take any oral or written test or examination on their behalf, as well as help or facilitate that another person incurs in said behavior”. Section 6.2.2. defines **Fraudulent Conduct** as: “Conduct with intent to defraud, including, but not limited to, malicious alteration or falsification of grades, records, identification cards or other official documents of the University or any other institution. Any act or action of passing or circulating as genuine and true any of the documents specified above will also be subject to disciplinary sanction, knowing that they are false or altered”. Any of these actions will be subject to disciplinary sanctions in accordance with the procedure established in the current University of Puerto Rico General Student Regulations. **DISCLAIMER:** The above statement is an English Translation of certain parts Article 6.2 of the General Student Regulations of the

University of Puerto Rico (*Reglamento General de Estudiantes de la Universidad de Puerto Rico – Cert. JS 154 2010-2011*). It was originally prepared by the Deanship of Academic Affairs of the Medical Sciences Campus, and revised and approved by the Academic Senate on March 2, 2017. In case of a discrepancy or disagreement with the original text in Spanish, the Spanish version will always prevail and be given priority.

Approved by the Academic Senate, Certification 049, 2016-2017.

## **TITLE IX: NO DISCRIMINATION**

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Approved by the Academic Senate, Certification 035, 2018-2019, Amended.

## **GRADING SYSTEM:**

100% - 90% = A  
89% - 80% = B  
79% - 70% = C  
69% - 60% = D  
59% - 0% = F

Minimum criteria: Student must pass the course with 80%, (B) or more.

## **BIBLIOGRAPHY:**

### **Books**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). <https://doi.org/10.1037/0000165-000>

Chasan-Taber, L. (2014). *Writing dissertation and grant proposals: Epidemiology, preventive medicine and biostatistics*. Taylor and Francis Group, LLC.

Hulley, S. B., Cummings, S.R., Browner, W.S., Grady, D.G., & Newman, T. B. (2013). *Designing clinical research: An epidemiologic approach* (4<sup>th</sup> ed.). Wolters Kluwer Health and Lippincott, Williams & Wilkins.

Polit, D. & Beck, C.T. (2021). *Nursing research: Generating and assessing evidence for nursing practice* (11<sup>th</sup> ed.). Wolters Kluwer.

## **References**

Attard, N. (2018). WASP (Write a Scientific Paper): Writing an academic research proposal. *Early Human Development*, 40(3), 130–134.  
<https://doi.org/10.1016/j.earlhumdev.2018.04.011>

Sudheesh, K., Duggappa, D., & Nethra, S. (2016). How to write a research proposal? *Indian Journal of Anaesthesia*, 60(9), 631. <https://doi.org/10.4103/0019-5049.190617>

Rev. CMAN/ 6.2020

**Appendix 20**

**ENFE 8016- Guided Research I Changes in Registered Courses Form**



**UNIVERSIDAD DE PUERTO RICO  
VICEPRESIDENCIA DE ASUNTOS ACADÉMICOS E INVESTIGACIÓN**

CERTIFICACIÓN  
NÚM. 42  
2019-2020

**SOLICITUD DE CAMBIOS EN CURSOS REGISTRADOS<sup>1</sup>**

Unidad: Recinto de Ciencias Medicas Facultad: Enfermería

Departamento/Programa: Graduado/ Programa de Doctorado en Ciencias en Enfermería

Codificación alfanumérica: ENFE 8016 Título del curso: Investigación Guiada I

**INFORMACIÓN SOBRE CAMBIOS SOLICITADOS <sup>2</sup>**

TIPO DE CAMBIO	INFORMACIÓN VIGENTE	CAMBIO SOLICITADO
<input type="checkbox"/> Código alfabético		
<input type="checkbox"/> Código numérico		
<input type="checkbox"/> Título en español		
<input type="checkbox"/> Título Abreviado en español (26 caracteres)		
<input type="checkbox"/> Título en inglés		
<input type="checkbox"/> Título Abreviado en inglés (26 caracteres)		
<input type="checkbox"/> Tipo de curso <sup>3</sup>		
<input checked="" type="checkbox"/> Modalidad en que se ofrece <sup>4</sup>	<i>Presencial</i>	<i>Híbrida</i>
<input checked="" type="checkbox"/> Prerrequisitos <sup>5</sup>	<i>ENFE 8010</i>	<i>ENFE 8007, ENFE 8008, ENFE 8010</i>
<input type="checkbox"/> Correquisitos <sup>5</sup>		
<input type="checkbox"/> Sistema de calificación <sup>5</sup>		
<input type="checkbox"/> Horas contacto/créditos <sup>6</sup>		
<input checked="" type="checkbox"/> Descripción		
DESCRIPCIÓN ANTERIOR EN ESPAÑOL	NUEVA DESCRIPCIÓN EN ESPAÑOL	
<i>En este curso el estudiante identificará un problema o pregunta de investigación que puede ser estudiada usando un acercamiento deductivo o inductivo según el área o el interés de investigación del programa. Organizarán y presentarán la información obtenida a través de la revisión de la literatura sobre lo que se conoce en torno a la pregunta de investigación. Desarrollarán o seleccionarán un modelo teórico que guíe el diseño del estudio.</i>	<i>En este curso, el estudiante identificará un problema de investigación que puede estudiarse utilizando un enfoque deductivo o inductivo. Los estudiantes organizarán y presentarán el conocimiento adquirido a través de la revisión de la literatura de lo que se conoce sobre su problema de investigación. El estudiante seleccionará un modelo teórico que pueda ayudar a responder sus preguntas de investigación. El curso se impartirá utilizando la modalidad híbrida.</i>	

DESCRIPCIÓN ANTERIOR EN INGLÉS		NUEVA DESCRIPCIÓN EN INGLÉS	
<p><i>In this course the student will identify a research problem or question that can be studied using a deductive or inductive approach according to the area or research interest of the Program. Students will organize and present knowledge gained through literature revision about what is known pertaining to their research question. Students will develop a theoretical model that will guide their study design.</i></p>		<p><i>In this course, the student will identify a research problem that can be studied using a deductive or inductive approach. Students will organize and present the knowledge gained through literature review of what is known about their research problem. The student will select a theoretical model that can help answer their research questions. The course will be taught using hybrid modality.</i></p>	
<p><b>JUSTIFICACIÓN DE LOS CAMBIOS:</b></p> <p><i>Cambiar la modalidad del curso a híbrida. En la descripción del curso en lugar "que los estudiantes desarrollarán un modelo teórico" lo correcto es "seleccionarán un modelo teórico". Añadir dos cursos pre-requisitos necesarios para lograr el objetivo del curso.</i></p>			
<p><b>FECHA DE EFECTIVIDAD DE LOS CAMBIOS:</b> Agosto 2021</p>			
APROBACIÓN Y CERTIFICACIÓN A NIVEL DE LA UNIDAD		NOMBRE Y FIRMA	FECHA
Decano de Asuntos Académicos 2:			
VICEPRESIDENCIA DE ASUNTOS ACADÉMICOS E INVESTIGACIÓN			
Recibido:		Anotado:	
Notificado:		Funcionario:	
Devuelto:		Funcionario:	
Motivo:			

## **Appendix 21**

### **ENFE 8018- Development of the Role of Nursing as a Researcher Syllabus**

UNIVERSITY OF PUERTO RICO  
MEDICAL SCIENCES CAMPUS  
SCHOOL OF NURSING  
GRADUATE DEPARTMENT  
DOCTOR OF NURSING SCIENCES PROGRAM

**SYLLABUS**

<b>TITLE:</b>	Development of the Role of Nursing as a Researcher
<b>COURSE CODIFICATION:</b>	ENFE 8018
<b>CREDIT/CONTACT HOURS:</b>	3 cr. /3 hrs. per week (54 hrs. semester)
<b>PRE-REQUISITES:</b>	None
<b>CO-REQUISITES:</b>	None
<b>OTHER REQUIREMENTS:</b>	None

**COURSE DESCRIPTION:**

This course gives students the opportunity to analyze options and settings where they may perform the role of a nurse researcher once they have completed the doctoral program. The students will be able to plan his/her research career trajectory by establishing short- and long-term goals and objectives as well as the specific strategies necessary to achieve them. They will also evaluate the relevancy of research in the inter-professional context. Students will be exposed to diverse methods of dissemination of research findings, including the preparation of abstracts and poster presentations for scientific forums, and manuscript writing to publish in peer-reviewed journals. Students will also perform searches for external funding utilizing formats established by various government and private organizations and foundations. The course will be taught using hybrid modality.

**LEARNING OBJECTIVES:**

At the end of the course the doctoral student will be able to:

1. Propose ideas related to his/her future role as a researcher in the academy or other scenarios.
2. Design a plan focused on his/her professional goals and areas of research interest for the next 3-5 years, after selecting an appropriate mentor.
3. Create effective summaries, posters or presentations for scientific conferences.
4. Explain the components, forms and procedures for submitting proposals to various entities (federal, governmental, foundations, private agencies, and others).



## LEARNING RESOURCES AND MINIMUM FACILITIES AVAILABLE OR REQUIRED:

- Guest speakers
- Online training
- Center for Research and Evidence-Based Practice of the School of Nursing
- Personal Computer
- InFocus projector
- Institutional e-mail Account
- Blackboard Ultra Learning Management System or the current platform adopted by the Medical Sciences Campus
- MSC Library

## EVALUATION TECHNIQUES:

- Online course: Developing Nursing Scientists .....5%
- Individual Research Career Development Plan (IDP).....25%
- Concept Paper.....25%
- Essay and oral presentation mentor/mentee.....25%
- Development of a summary and professional poster for scientific forums.....20%

## REASONABLE MODIFICATION:

Any student who presents a condition or health situation that qualifies him / her before the law to receive reasonable modification, has the right to make his request in writing in the Office of Services for Students with Disabilities (OSEI), following the procedure established in the document Request for Services and Reasonable Modification. A copy of this document is obtained in the OSEI Office, located on the third floor of the Dr. Guillermo Arbona Irizarry building, office B-349 (next to Medical Services for Students) and on the RCM's website in the Deanship of Students portal. The application does not exempt the student from fulfilling the academic requirements of the study programs.

CIPE - Amended and Updated on 02-07-2018.

## ACADEMIC INTEGRITY:

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accordance with the procedure established in the current University of Puerto Rico General Student Regulations. **DISCLAIMER:** The above statement is an English Translation of certain parts Article 6.2 of the General Student Regulations of the University of Puerto Rico (Reglamento General de Estudiantes de la Universidad de Puerto Rico – Cert. JS 154 2010-2011). It was originally prepared by the Deanship of Academic Affairs of the Medical Sciences Campus, and revised and approved by the Academic Senate on March 2, 2017. In case of a discrepancy or disagreement with the original text in Spanish, the Spanish version will always prevail and be given priority.

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Approved by the Academic Senate, Certification 035, 2018-2019, Amended.

## **GRADING SYSTEM:**

100% - 90% = A  
89% - 80% = B  
79% - 70% = C  
69% - 60% = D  
59% - 0% = F

Minimum criteria: Student must pass the course with 80%, (B) or more.

## **BIBLIOGRAPHY:**

### **Books:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). <https://doi.org/10.1037/0000165-000>

Gastel, B. & Day, R.A. (2017). *How to write and publish a scientific paper*. (8<sup>th</sup> Ed.). Cambridge University Press.

Oermann, M.H., & Hays, J. (2010). *Writing for publication in nursing* (2<sup>nd</sup> ed.). Springer.

### **Electronic References:**

Bozeman, B., & Feeney, K.M. (2007). Toward a useful theory of mentoring: A conceptual analysis and critique. *Administration and Society*.39; 719-739. doi: 10.1177/0095399707304119

Emanuel, E., Abdoler, E., & Stunkel, L. (2010). *Research ethics: How to treat people who participate in research*. National Institute of Health, Clinical Center Department of Bioethics. [www.bioethics.nih.gov](http://www.bioethics.nih.gov).

Milton, L.C., (2013). Ethical issues surrounding inter-professional collaboration *Nursing Science Quartely*. 26(4), 316-318. doi: 10.1177/0894318413500314

National Institute of Nursing Research (2016). The NINR Strategic Plan: Advancing science, improving lives. Retrieved [https://www.ninr.nih.gov/sites/files/docs/NINR\\_StratPlan2016\\_reduced.pdf](https://www.ninr.nih.gov/sites/files/docs/NINR_StratPlan2016_reduced.pdf)

Njie-Carr, S.P.V & Glass, E.N. (2010). The new nurse investigator. *Journal of the Association of Nurses in AIDS Care*, 21(6), 459-462. doi:10.1016/janac.2010.03.001.

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Lev, L.E., Kolassa, J., & Bakken, L.L. (2010). Faculty mentors' and students' perceptions of students' research self-efficacy. *Nurse Educ. Today*, 30(2), 1-15.

Minnink, F.A., Norman, D.L., Donaghey, B., Fisher, W.L. & McKirgan, M.I. (2010). Leadership in doctoral research programs. *Journal of Nursing Education*, 49(9), 504-510.

Nickitas, M.D. (2014). Mentorship in nursing: An interview with Connie Vance. *Nursing Economics*, 32(2), 65-69.

Russell, W.S. & Morrison, C.D. (2018). The grant application writer's workshop. National Institutes of Health Version. <http://www.grantcentral.com/workbooks.html>

Stoilescu, D., & Mc Dougall, D. (2010). Starting to publish academic research as a doctoral student. *International Journal of Doctoral Studies*, 5, 80-92.

### **Internet Resources:**

- Online Course: Developing Nursing Scientists <https://nursescientist.ninr.nih.gov/student/APIFS.aspx>
- NIH Institutes and Centers: <http://www.nih.gov/icd/>
- Thoughts on choosing a research mentor: Mentoring guide: [https://www.training.nih.gov/mentoring\\_guidelines](https://www.training.nih.gov/mentoring_guidelines)

- Grants and Funding Opportunities: <http://grants1.nih.gov/grants/>
- Research Training Opportunities: <http://grants1.nih.gov/training/index.htm>
- Forms and Applications: <http://grants1.nih.gov/grants/forms.htm>
- <http://grants.nih.gov/training/careerdevelopmentawards.htm>

M.Rivero/septiembre/2013/its  
Rev: 2014/2015/2016/2018/2020

**Appendix 22**

**ENFE 8018- Development of the Role of Nursing as a Researcher Changes in Registered Courses Form**



**UNIVERSIDAD DE PUERTO RICO  
VICEPRESIDENCIA DE ASUNTOS ACADÉMICOS E INVESTIGACIÓN**

CERTIFICACIÓN  
NÚM. 42  
2019-2020

**SOLICITUD DE CAMBIOS EN CURSOS REGISTRADOS<sup>1</sup>**

Unidad: Recinto de Ciencias Médicas Facultad: Enfermería  
 Departamento/Programa: Graduado/ Doctorado en Ciencias en Enfermería  
 Codificación alfanumérica: ENFE 8018 Título del curso: Desarrollo del Rol de Investigador/a en Enfermería

INFORMACIÓN SOBRE CAMBIOS SOLICITADOS <sup>2</sup>		
TIPO DE CAMBIO	INFORMACIÓN VIGENTE	CAMBIO SOLICITADO
<input type="checkbox"/> Código alfabético		
<input type="checkbox"/> Código numérico		
<input type="checkbox"/> Título en español		
<input type="checkbox"/> Título Abreviado en español (26 caracteres)		
<input type="checkbox"/> Título en inglés		
<input type="checkbox"/> Título Abreviado en inglés (26 caracteres)		
<input type="checkbox"/> Tipo de curso <sup>3</sup>		
<input checked="" type="checkbox"/> Modalidad en que se ofrece <sup>4</sup>	<i>Presencial</i>	<i>Híbrida</i>
<input type="checkbox"/> Prerrequisitos <sup>5</sup>		
<input type="checkbox"/> Correquisitos <sup>5</sup>		
<input type="checkbox"/> Sistema de calificación <sup>5</sup>		
<input type="checkbox"/> Horas contacto/créditos <sup>6</sup>		
<input checked="" type="checkbox"/> Descripción		
DESCRIPCIÓN ANTERIOR EN ESPAÑOL	NUEVA DESCRIPCIÓN EN ESPAÑOL	
<i>Este curso provee a las/os estudiantes la oportunidad de analizar opciones y escenarios para ejercer el rol de enfermero/a investigador/a una vez culmine el programa doctoral. Los estudiantes estarán capacitados/as para planificar su trayectoria en la investigación estableciendo metas y objetivos de corto y largo alcance y las estrategias específicas para lograrlo. Evaluará la relevancia de la investigación en el contexto de la inter-profesionalidad. Se expondrá a diversos métodos de divulgación de hallazgos de investigación incluyendo la preparación de resúmenes y carteles para presentaciones en foros científicos, y manuscritos para revistas arbitradas. Los estudiantes además realizarán búsqueda de fondos usando los formatos establecidos por las diversas agencias de fondos externos tales como entidades federales, gubernamentales, privadas y fundaciones.</i>	<i>Este curso provee a los estudiantes la oportunidad de analizar opciones y escenarios para ejercer el rol de enfermero investigador una vez culmine el programa doctoral. Los estudiantes estarán capacitados para planificar su trayectoria en la investigación estableciendo metas y objetivos de corto y largo alcance y las estrategias específicas para lograrlo. Evaluará la relevancia de la investigación en el contexto de la inter-profesionalidad. Se expondrá a diversos métodos de divulgación de hallazgos de investigación incluyendo la preparación de resúmenes y carteles para presentaciones en foros científicos, y manuscritos para revistas arbitradas. Los estudiantes además realizarán búsqueda de fondos usando los formatos establecidos por las diversas agencias de fondos externos tales como entidades federales, gubernamentales, privadas y fundaciones. El curso se impartirá utilizando la modalidad híbrida.</i>	

DESCRIPCIÓN ANTERIOR EN INGLÉS		NUEVA DESCRIPCIÓN EN INGLÉS			
<p><i>This course gives students the opportunity to analyze options and settings where they may perform the role of a nurse researcher once they have completed the doctoral program. The students will be able to plan his/her research career trajectory by establishing short and long term goals and objectives as well as the specific strategies necessary to achieve them. They will also evaluate the relevancy of research in the inter-professional context. Students will be exposed to diverse methods of dissemination of research findings, including the preparation of abstracts and poster presentations for scientific forums, and manuscript writing to publish in peer-reviewed journals. Students will also perform searches for external funding utilizing formats established by various government and private organizations and foundations.</i></p>		<p><i>This course gives students the opportunity to analyze options and settings where they may perform the role of a nurse researcher once they have completed the doctoral program. The students will be able to plan his/her research career trajectory by establishing short- and long-term goals and objectives as well as the specific strategies necessary to achieve them. They will also evaluate the relevancy of research in the inter-professional context. Students will be exposed to diverse methods of dissemination of research findings, including the preparation of abstracts and poster presentations for scientific forums, and manuscript writing to publish in peer-reviewed journals. Students will also perform searches for external funding utilizing formats established by various government and private organizations and foundations. The course will be taught using hybrid modality.</i></p>			
<b>JUSTIFICACIÓN DE LOS CAMBIOS:</b>					
El cambio en la descripción consistió en añadir la modalidad del curso a híbrida.					
<b>FECHA DE EFECTIVIDAD DE LOS CAMBIOS:</b> Agosto 2021					
APROBACIÓN Y CERTIFICACIÓN A NIVEL DE LA UNIDAD		NOMBRE Y FIRMA		FECHA	
Decano de Asuntos Académicos 2:					
VICEPRESIDENCIA DE ASUNTOS ACADÉMICOS E INVESTIGACIÓN					
Recibido:			Anotado:		
Notificado:			Funcionario:		
Devuelto:			Funcionario:		
Motivo:					

**Appendix 23**

**ENFE 8025- Seminar: Nursing Science and Public Policy Syllabus**

UNIVERSITY OF PUERTO RICO  
MEDICAL SCIENCES CAMPUS  
SCHOOL OF NURSING  
GRADUATE DEPARTMENT  
DOCTOR OF NURSING SCIENCES PROGRAM

**SYLLABUS**

<b>TITLE:</b>	Seminar: Nursing Science and Public Policy
<b>COURSE CODIFICATION:</b>	ENFE 8025
<b>CREDIT/CONTACT HOURS:</b>	2 cr./2 hrs. per week (36 hrs. semester)
<b>PRE-REQUISITES:</b>	None
<b>CO-REQUISITES:</b>	None
<b>OTHER REQUIREMENTS:</b>	None

**COURSE DESCRIPTION:**

In this seminar, students will analyze and deliberate about the advancements in nursing science from a scientific knowledge and social recognition perspective. Students will analyze the role of nursing in the development of policies in the areas of service providing, work setting, government, organizations, and the community. The social, economic, legal, bioethical and technological impact on health policy from a local, national, and global perspective will be studied. It is expected that students will develop a public policy project that can be presented in the appropriate forums. The course will be taught using hybrid modality.

**LEARNING OBJETIVES:**

1. Analyze advances in nursing science and how these have contributed to the profession.
2. Evaluate the relationship between nursing, health policy and health services administration.
3. Discuss the implications of new challenges, trends and the nursing agenda, the economy and ethics, in public health policy for different society sectors.
4. Analyze major trends and current issues in national health policy and the standards of nursing practice.
5. Analyze the role of interest groups, elected and appointed officials and other actors in formulating, implementing and revising health policy.
6. Evaluate the process, stages and strategies for the establishment of public policy.
7. Analyze conflict management in public policy and implications for nursing.

8. Analyze the ethical and legal dimensions of public policy of health practice and nursing.
9. Argue about the role of professional nursing in the professional organization for the development of public policy.
10. Create a public policy project for a nursing controversy in the politic setting: healthcare access, in the workplace, in the government, organization or in the community.

**COURSE MAIN TEXTBOOK:**

None

**CONTENT OUTLINE AND TIME DISTRIBUTION:**

I.	Historical perspectives of public policy and nursing .....	2 hrs. face-to-face
II.	Social, economic and technological changes, ethics and their impact in the establishment of public policy.....	2 hrs. distance
III.	Process of development, strategies and analysis of public policy.....	6 hrs. distance
IV.	Creation of coalitions for successful public policy.....	4 hrs. distance
V.	Legislations and regulations that affect nursing practice, working class and nursing environment.....	4 hrs. face-to-face
VI.	Role of nursing in the development of public policy, experiences as legislators, agenda officials, political leaders, and client advocates.....	4 hrs. distance
VII.	Conflict management in public policy.....	4 hrs. face-to-face
VIII.	Public policy impact on community health problems.....	4 hrs. face-to-face
IX.	Professional organizations and advocacy groups in the development of public policy.....	2 hrs. distance
X.	Role of nursing in quality care advancement.....	2 hrs. distance
XI.	Controversies in healthcare financing, interdisciplinary practice, education, and regulations.....	2 hrs. distance
	<b>Total:</b>	<b>(36 hrs.)</b>
		<b>22 hrs. distance</b>
		<b>14 hrs. face-to-face</b>

**INSTRUCTIONAL STRATEGIES:**

- Lectures (synchronous and asynchronous)
- Discussion forums (synchronous and asynchronous)
- Practice experience in a legislative forum, professional organization or community where a public policy project is on the agenda.
- Guest speakers

## LEARNING RESOURCES AND MINIMUM FACILITIES AVAILABLE OR REQUIRED:

- Personal computer
- InFocus projector
- Internet access
- Institutional email account
- Blackboard Learn Ultra or the current learning management system adopted by the Medical Sciences Campus
- MSC Library

## EVALUATION TECHNIQUES:

- Argumentative essay evaluated by rubric.....20%
- Understand process and strategies for development of public policy (visit)....20%
- Literature review to support written public policy project.....25%
- Written public policy pre-project .....25%
- Attendance.....10%

## REASONABLE MODIFICATION:

Any student who presents a condition or health situation that qualifies him / her before the law to receive reasonable modification, has the right to make his request in writing in the Office of Services for Students with Disabilities (OSEI), following the procedure established in the document Request for Services and Reasonable Modification. A copy of this document is obtained in the OSEI Office, located on the third floor of the Dr. Guillermo Arbona Irizarry building, office B-349 (next to Medical Services for Students) and on the RCM's website in the Deanship of Students portal. The application does not exempt the student from fulfilling the academic requirements of the study programs.

CIPE - Amended and Updated on 02-07-2018.

## ACADEMIC INTEGRITY:

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the University of Puerto Rico General Student Regulations (Board of Trustees Certification 154 2010-2011) in section 6.2.1 defines **Academic Dishonesty** as: "Any form of dishonesty or lack of academic integrity, including, but not limited to, fraudulent actions, obtaining grades or degrees using false or fraudulent simulations, copying in whole or in part the academic work of another person, plagiarizing in whole or in part the work of another person, to copy in whole or in part the answers to the questions of an examination from another person, making or getting another person to take any oral or written test or examination on their behalf, as well as help or facilitate that another person incurs in said behavior". Section 6.2.2. defines **Fraudulent Conduct** as: "Conduct with intent to defraud, including, but not limited to, malicious alteration or falsification of grades, records, identification cards or other official documents of the University or any other institution. Any act or action of passing or circulating as genuine and true any of the documents specified above will also be subject to disciplinary sanction, knowing that they are false or altered". Any of these actions will be subject to disciplinary sanctions in accordance with the procedure established in the current University of Puerto Rico General Student Regulations. **DISCLAIMER:** The above statement is an English

Translation of certain parts Article 6.2 of the General Student Regulations of the University of Puerto Rico (*Reglamento General de Estudiantes de la Universidad de Puerto Rico – Cert. JS 154 2010-2011*). It was originally prepared by the Deanship of Academic Affairs of the Medical Sciences Campus, and revised and approved by the Academic Senate on March 2, 2017. In case of a discrepancy or disagreement with the original text in Spanish, the Spanish version will always prevail and be given priority.

Approved by the Academic Senate, Certification 049, 2016-2017.

## **TITLE IX: NO DISCRIMINATION**

The Medical Sciences Campus (MSC) of the University of Puerto Rico (UPR) does not discriminate in its academic offerings because of sex, race, color, age, national origin, political or religious ideas, gender, gender identity or expression, pregnancy, civil status, sexual orientation, ethnic origin or because of being a victim or be perceived as a victim of domestic violence, sexual assault, sexual harassment or stalking. This policy complies with federal statutes under Title IX, as amended, and related the institutional policies of the UPR. It is the duty of every member of the university community to notify any discrimination or complaint event before the Office of the Title IX Coordinator, telephone 787-758-2525, ext. 1368 or 1360, or accessing the web page [www.rcm.upr.edu/tituloix](http://www.rcm.upr.edu/tituloix).

Approved by the Academic Senate, Certification 035, 2018-2019, Amended.

## **GRADING SYSTEM:**

100% - 90% = A

89% - 80% = B

79% - 70% = C

69% - 60% = D

59% - 0% = F

Minimum criteria: Student must pass the course with 80%, (B) or more.

## **BIBLIOGRAPHY:**

Altman, S.T., Butler, A.S., & Shern, L. Editors; *Assessing progress on the Institute of Medicine report: The future of nursing*. (2016). The National Academies Press. PDF available at <http://www.nap.edu/21838>

Committee on the Robert Wood Johnson Foundation. (2011). *The future of nursing: Leading change, advancingHealth*. The National Academies Press.

Crinson, I. (2009). *Health policy a critical perspective*. SAGE Publications.

Dwyer, P., & Dhaw, S. (2013). *An introduction to social policy*. SAGE Publications.

Hinshaw, A. S., & Grady, P. A. (2011). *Shaping health policy through nursing research*. Springer Publishing Company.

Mason, D. J., Leavitt, J. K., & Chafee, M.W. (2014). *Policy and politics in nursing and health care* (6<sup>th</sup> ed.). Elsevier Saunders.

Milstead, J. A, & Short, N. M. (2017). *Health policy and politics: A nurse's guide* (6<sup>th</sup> ed.). Jones and Bartlett Learning.

Nickitas D. M., Middaugh, D. J., & Aries, N. (2016). *Policy and politics for nurses and other health professionals* (2<sup>nd</sup> ed.). Jones and Bartlett Learning.

Smith, C. F. (2016). *Writing public policy, a practical guide to communicating in the policy making process* (4<sup>th</sup> ed.). Oxford.

Stanhope, M. & Lancaster, J. (2020). *Public health nursing: Population-centered health care in the community* (10<sup>th</sup> ed). Elsevier Inc.

**Internet Resources:**

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

[www.interscience.wiley.com](http://www.interscience.wiley.com)

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

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

[www.cms.hhs.gov](http://www.cms.hhs.gov)

Rev. BR/CMAN 6.2020

**Appendix 24**

**ENFE 8025- Seminar Nursing Science and Public Policy Changes in Registered Courses  
Form**



**UNIVERSIDAD DE PUERTO RICO  
VICEPRESIDENCIA DE ASUNTOS ACADÉMICOS E INVESTIGACIÓN**

CERTIFICACIÓN  
NÚM. 42  
2019-2020

**SOLICITUD DE CAMBIOS EN CURSOS REGISTRADOS<sup>1</sup>**

Unidad: Recinto de Ciencias Medicas Facultad: Enfermería  
 Departamento/Programa: Graduado/ Programa de Doctorado en Ciencias en Enfermería  
 Codificación alfanumérica: ENFE 8025 Título del curso: Seminario II: Nursing Science and Public Policy

**INFORMACIÓN SOBRE CAMBIOS SOLICITADOS<sup>2</sup>**

TIPO DE CAMBIO	INFORMACIÓN VIGENTE	CAMBIO SOLICITADO
<input type="checkbox"/> Código alfabético		
<input type="checkbox"/> Código numérico		
<input checked="" type="checkbox"/> Título en español	<i>Seminario II: Ciencias de Enfermería y Política Pública</i>	<i>Seminario: Ciencias de Enfermería y Política Pública</i>
<input checked="" type="checkbox"/> Título Abreviado en español (26 caracteres)	<i>Sem II: Cs Enf &amp; Polit Publ</i>	<i>Sem: Cs Enf &amp; Polit Publ</i>
<input checked="" type="checkbox"/> Título en inglés	<del><i>Seminario III: Nursing Science and Public Policy</i></del>	<del><i>Seminario: Nursing Science and Public Policy</i></del>
<input checked="" type="checkbox"/> Título Abreviado en inglés (26 caracteres)	<i>Sem II: Nurs Sc &amp; Publ Pol</i>	<i>Sem: Nurs Sc &amp; Publ Policy</i>
<input type="checkbox"/> Tipo de curso <sup>3</sup>		
<input checked="" type="checkbox"/> Modalidad en que se ofrece <sup>4</sup>	<i>Presencial</i>	<i>Hibrida</i>
<input checked="" type="checkbox"/> Prerrequisitos <sup>5</sup>	<i>ENFE 8016, ENFE 8027</i>	<i>Ninguno</i>
<input type="checkbox"/> Correquisitos <sup>5</sup>		
<input type="checkbox"/> Sistema de calificación <sup>5</sup>		
<input type="checkbox"/> Horas contacto/créditos <sup>6</sup>		
<input checked="" type="checkbox"/> Descripción		
<b>DESCRIPCIÓN ANTERIOR EN ESPAÑOL</b>	<b>NUEVA DESCRIPCIÓN EN ESPAÑOL</b>	
<i>En este seminario, los estudiantes analizarán y deliberarán sobre los avances en la ciencia de la enfermería desde una perspectiva de conocimiento científico y el reconocimiento social. Los estudiantes analizarán el papel de la enfermería en el desarrollo de políticas en las áreas de servicio, en escenarios de trabajo, el gobierno, las organizaciones y la comunidad. Se estudiará el impacto social, económico, jurídico, bioético y tecnológico en materia de política de salud desde una perspectiva local, nacional y global. Se espera que los estudiantes formulen un proyecto de política pública que se pueda presentar en los foros apropiados.</i>	<i>En este seminario, los estudiantes analizarán y deliberarán sobre los avances en la ciencia de la enfermería desde una perspectiva de conocimiento científico y el reconocimiento social. Los estudiantes analizarán el rol de la enfermería en el desarrollo de políticas en las áreas de servicio, en escenarios de trabajo, el gobierno, las organizaciones y la comunidad. Se estudiará el impacto social, económico, jurídico, bioético y tecnológico en materia de política de salud desde una perspectiva local, nacional y global. Se espera que los estudiantes formulen un proyecto de política pública que se pueda presentar en los foros apropiados. El curso se impartirá utilizando la modalidad híbrida.</i>	

DESCRIPCIÓN ANTERIOR EN INGLÉS		NUEVA DESCRIPCIÓN EN INGLÉS	
<p><i>In this seminar, students will analyze and deliberate about the advancements in nursing science from a scientific knowledge and social recognition perspective. Students will analyze the role of nursing in the development of policies in the areas of service providing, work setting, government, organizations and the community. The social, economic, legal, bioethical and technological impact on health policy from a local, national and global perspective will be studied. It is expected that students will formulate a public policy project that can be presented in the appropriate forums.</i></p>		<p><i>In this seminar, students will analyze and deliberate about the advancements in nursing science from a scientific knowledge and social recognition perspective. Students will analyze the role of nursing in the development of policies in the areas of service providing, work setting, government, organizations, and the community. The social, economic, legal, bioethical and technological impact on health policy from a local, national, and global perspective will be studied. It is expected that students will develop a public policy project that can be presented in the appropriate forums. The course will be taught using hybrid modality.</i></p>	
<p><b>JUSTIFICACIÓN DE LOS CAMBIOS:</b></p> <p><i>El título se cambió de Seminario II a Seminario ya que, por el cambio de secuencia curricular, el Seminario II se ofrecería antes del Seminario I. Además se cambió la modalidad del curso a híbrida. Eliminar cursos pre-requisitos que no eran necesarios.</i></p>			
<p><b>FECHA DE EFECTIVIDAD DE LOS CAMBIOS:</b> Agosto 2021</p>			
APROBACIÓN Y CERTIFICACIÓN A NIVEL DE LA UNIDAD		NOMBRE Y FIRMA	FECHA
Decano de Asuntos Académicos 2:			
VICEPRESIDENCIA DE ASUNTOS ACADÉMICOS E INVESTIGACIÓN			
Recibido:		Anotado:	
Notificado:		Funcionario:	
Devuelto:		Funcionario:	
Motivo:			

**Appendix 25**

**ENFE 8026- Guided Research II Syllabus**

UNIVERSITY OF PUERTO RICO  
MEDICAL SCIENCES CAMPUS  
SCHOOL OF NURSING  
GRADUATE DEPARTMENT  
DOCTOR OF NURSING SCIENCES PROGRAM

**SYLLABUS**

<b>TITLE:</b>	Guided Research II
<b>COURSE CODIFICATION:</b>	ENFE 8026
<b>CREDIT/CONTACT HOURS:</b>	4 cr. /4 hrs. per week (72 hrs semester)
<b>PRE-REQUISITES:</b>	ENFE 8016 Guided Research I ENFE 8027 Mixed Methods Research
<b>CO-REQUISITES:</b>	None
<b>OTHER REQUIREMENTS:</b>	None

**COURSE DESCRIPTION:**

Students through independent studies, mentoring, and seminars will design the methodology of their research proposal that adheres to qualitative, quantitative, or mixed-method standards. In this course, students will take the comprehensive exam and will select their Dissertation Committee. The course will be taught using hybrid modality.

**LEARNING OBJECTIVES:**

1. Synthesize information related to the research phenomenon and develop the methodology section of the research proposal with a qualitative, quantitative or mixed-method design.
2. Design a data collection plan with its appropriate methods, techniques, and instruments.
3. Design a data or information analysis plan based on the qualitative, quantitative or mixed methodology selected.

**COURSE MAIN TEXTBOOK:**

Creswell, J.W. (2018). *Research design: Qualitative, quantitative, and mixed method approaches* (5<sup>th</sup> ed.). Sage Publications, Inc. Print ISBN: 9781506386706, eText ISBN: 9781506386690

## CONTENT OUTLINE AND TIME DISTRIBUTION:

I.	Research proposal.....	8 hrs. face-to-face
	A. Characteristics of a good design	4 hrs. distance
	1. Quantitative	
	2. Qualitative	
	3. Mixed	
	B. Data/information collection and techniques, instruments and quality standards of the design	
	1. Quantitative	
	2. Qualitative	
	3. Mixed	
	C. Data/information analysis plan	
	1. Quantitative	
	2. Qualitative	
	3. Mixed	
II.	Chapter 3 writing and proposal revision (independent study and meetings with mentor/course professor).....	4 hrs. face-to-face 32 hrs. distance
III.	Strategies and challenges for conducting successful research studies.....	4 hrs. face-to-face
IV.	Comprehensive exam.....	20 hrs distance
V.	Dissertation manual.....	2 hrs. distance
	A. Criteria for selecting members of a Dissertation Committee	
		<b>Total: (72 hrs.)</b>
		<b>18 hrs. face-to-face</b>
		<b>54 hrs. distance</b>

## INSTRUCTIONAL STRATEGIES:

- Reflexive discussions about selected topics related to proposal development (face-to-face and asynchronous discussion forums)
- Individual mentoring and sessions between student and professor and/or mentor (face-to-face or videoconference)
- Independent work where student will work on their research proposal

## LEARNING RESOURCES AND MINIMUM FACILITIES AVAILABLE OR REQUIRED:

- DNS Dissertation Manual and Research Proposal Guidelines for Quantitative, Qualitative and Mixed Methodologies
- Guest speakers
- Personal computer
- Qualitative and/or qualitative analysis software

- InFocus projector
- Internet access
- Blackboard Learn Ultra or the current learning management system or video meeting application adopted by the Medical Sciences Campus
- MSC Library
- Center for Research and Evidence-Based Practice of the School of Nursing

**EVALUATION TECHNIQUES:**

- Participation in group discussions and workshops.....10%
- Homework.....10%
- Quality of written proposal, which will be determined by a standard procedures document, developed for this purpose .....65%
- Oral presentation of research proposal .....15%

**REASONABLE MODIFICATION:**

Any student who presents a condition or health situation that qualifies him / her before the law to receive reasonable modification, has the right to make his request in writing in the Office of Services for Students with Disabilities (OSEI), following the procedure established in the document Request for Services and Reasonable Modification. A copy of this document is obtained in the OSEI Office, located on the third floor of the Dr. Guillermo Arbona Irizarry building, office B-349 (next to Medical Services for Students) and on the RCM's website in the Deanship of Students portal. The application does not exempt the student from fulfilling the academic requirements of the study programs.

CIPE - Amended and Updated on 02-07-2018.

**ACADEMIC INTEGRITY:**

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the University of Puerto Rico General Student Regulations (Board of Trustees Certification 154 2010-2011) in section 6.2.1 defines **Academic Dishonesty** as: “Any form of dishonesty or lack of academic integrity, including, but not limited to, fraudulent actions, obtaining grades or degrees using false or fraudulent simulations, copying in whole or in part the academic work of another person, plagiarizing in whole or in part the work of another person, to copy in whole or in part the answers to the questions of an examination from another person, making or getting another person to take any oral or written test or examination on their behalf, as well as help or facilitate that another person incurs in said behavior”. Section 6.2.2. defines **Fraudulent Conduct** as: “Conduct with intent to defraud, including, but not limited to, malicious alteration or falsification of grades, records, identification cards or other official documents of the University or any other institution. Any act or action of passing or circulating as genuine and true any of the documents specified above will also be subject to disciplinary sanction, knowing that they are false or altered”. Any of these actions will be subject to disciplinary sanctions in accordance with the procedure established in the current University of Puerto Rico General Student Regulations. **DISCLAIMER:** The above statement is an English Translation of certain parts Article 6.2 of the General Student Regulations of the University of Puerto Rico (*Reglamento General de Estudiantes de la Universidad de*

*Puerto Rico – Cert. JS 154 2010-2011*). It was originally prepared by the Deanship of Academic Affairs of the Medical Sciences Campus, and revised and approved by the Academic Senate on March 2, 2017. In case of a discrepancy or disagreement with the original text in Spanish, the Spanish version will always prevail and be given priority.

Approved by the Academic Senate, Certification 049, 2016-2017.

## **TITLE IX: NO DISCRIMINATION**

The Medical Sciences Campus (MSC) of the University of Puerto Rico (UPR) does not discriminate in its academic offerings because of sex, race, color, age, national origin, political or religious ideas, gender, gender identity or expression, pregnancy, civil status, sexual orientation, ethnic origin or because of being a victim or be perceived as a victim of domestic violence, sexual assault, sexual harassment or stalking. This policy complies with federal statutes under Title IX, as amended, and related the institutional policies of the UPR. It is the duty of every member of the university community to notify any discrimination or complaint event before the Office of the Title IX Coordinator, telephone 787-758-2525, ext. 1368 or 1360, or accessing the web page [www.rcm.upr.edu/tituloix](http://www.rcm.upr.edu/tituloix).

Approved by the Academic Senate, Certification 035, 2018-2019, Amended.

## **GRADING SYSTEM:**

100% - 90% = A

89% - 80% = B

79% - 70% = C

69% - 60% = D

59% - 0% = F

Minimum criteria: Student must pass the course with 80%, (B) or more and pass the comprehensive examination in all its parts.

## **BIBLIOGRAPHY:**

### **Books**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). <https://doi.org/10.1037/0000165-000>.

Chasan-Taber, L. (2014). *Writing dissertation and grant proposals: Epidemiology, preventive medicine and biostatistics*. Taylor and Francis Group, LLC.

Hulley, S. B., Cummings, S.R., Browner, W.S., Grady, D.G., & Newman, T. B. (2013). *Designing clinical research: An epidemiologic approach* (4<sup>th</sup> ed.). Wolters Kluwer Health and Lippincott, Williams & Wilkins.

Polit, D. & Beck, C.T. (2021). *Nursing research: Generating and assessing evidence for nursing practice* (11<sup>th</sup> ed.). Wolters Kluwer.

## **References**

Yuan, I., Topjian, A. A., Kurth, C. D., Kirschen, M. P., Ward, C. G., Zhang, B., & Mensinger, J. L. (2019). Guide to the statistical analysis plan. *Pediatric Anesthesia*, 29(3), 237–242. <https://doi.org/10.1111/pan.13576>.

M.Rivero/9.2013/its  
Rev. CMAN/ 6.2020

**Appendix 26**

**ENFE 8026- Guided Research II Changes in Registered Courses Form**



**UNIVERSIDAD DE PUERTO RICO  
VICEPRESIDENCIA DE ASUNTOS ACADÉMICOS E INVESTIGACIÓN**

CERTIFICACIÓN  
NÚM. 42  
2019-2020

**SOLICITUD DE CAMBIOS EN CURSOS REGISTRADOS<sup>1</sup>**

Unidad: Recinto de Ciencias Médicas Facultad: Enfermería

Departamento/Programa: Graduado/ Doctorado en Ciencias en Enfermería

Codificación alfanumérica: ENFE 8026 Título del curso: Investigación Guiada II

**INFORMACIÓN SOBRE CAMBIOS SOLICITADOS<sup>2</sup>**

TIPO DE CAMBIO	INFORMACIÓN VIGENTE	CAMBIO SOLICITADO
<input type="checkbox"/> Código alfabético		
<input type="checkbox"/> Código numérico		
<input type="checkbox"/> Título en español		
<input type="checkbox"/> Título Abreviado en español (26 caracteres)		
<input type="checkbox"/> Título en inglés		
<input type="checkbox"/> Título Abreviado en inglés (26 caracteres)		
<input type="checkbox"/> Tipo de curso <sup>3</sup>		
<input checked="" type="checkbox"/> Modalidad en que se ofrece <sup>4</sup>	<i>Presencial</i>	<i>Híbrida</i>
<input checked="" type="checkbox"/> Prerrequisitos <sup>5</sup>	<i>ENFE 8016</i>	<i>ENFE 8016, ENFE 8027</i>
<input type="checkbox"/> Correquisitos <sup>5</sup>		
<input type="checkbox"/> Sistema de calificación <sup>5</sup>		
<input type="checkbox"/> Horas contacto/créditos <sup>6</sup>		
<input checked="" type="checkbox"/> Descripción		
DESCRIPCIÓN ANTERIOR EN ESPAÑOL	NUEVA DESCRIPCIÓN EN ESPAÑOL	
Los estudiantes a través del estudio independiente, tutoría, y seminarios, seleccionarán un constructo teórico que puede ayudar a contestar su pregunta de investigación ya sea en forma cuantitativa o cualitativa. Luego, diseñarán un estudio adecuado donde aplicarán modelos cualitativos, cuantitativos o mixtos estándares con el fin de examinar la relación entre los conceptos y su pregunta de investigación. Los estudiantes también elegirán su comité de disertación.	Los estudiantes a través de estudios independientes, mentoría y seminarios diseñarán la metodología de su propuesta de investigación que cumpla con los estándares cualitativos, cuantitativos o de métodos mixtos. En este curso, los estudiantes tomarán el examen comprensivo y seleccionarán su Comité de Disertación. El curso se impartirá utilizando la modalidad híbrida.	

DESCRIPCIÓN ANTERIOR EN INGLÉS		NUEVA DESCRIPCIÓN EN INGLÉS	
<p><i>Students through independent study, mentoring and seminars, will select a theoretical construct that can help answer their research question whether it is in quantitative or qualitative form. Then, students will design an appropriate study adhering where will apply qualitative, quantitative or mixed models standards in order to examine the relationship between concepts and their research question. Students will also select their Dissertation Committee.</i></p>		<p><i>Students through independent studies, mentoring, and seminars will design the methodology of their research proposal that adheres to qualitative, quantitative, or mixed-method standards. In this course, students will take the comprehensive exam and will select their Dissertation Committee. The course will be taught using hybrid modality.</i></p>	
<p><b>JUSTIFICACIÓN DE LOS CAMBIOS:</b></p> <p><i>Este cambio responde a la necesidad de adelantar el examen comprensivo, incluyéndolo en este curso, para así poder añadir un curso de disertación en el verano del año 3, en el nuevo secuencial de 4 años. Cambiar la modalidad del curso a híbrida.</i></p>			
<p><b>FECHA DE EFECTIVIDAD DE LOS CAMBIOS:</b> Agosto 2021</p>			
APROBACIÓN Y CERTIFICACIÓN A NIVEL DE LA UNIDAD		NOMBRE Y FIRMA	FECHA
Decano de Asuntos Académicos 2:			
VICEPRESIDENCIA DE ASUNTOS ACADÉMICOS E INVESTIGACIÓN			
Recibido:		Anotado:	
Notificado:		Funcionario:	
Devuelto:		Funcionario:	
Motivo:			

**Appendix 27**

**ENFE 8027- Mixed Methods Research Syllabus**

UNIVERSITY OF PUERTO RICO  
MEDICAL SCIENCES CAMPUS  
SCHOOL OF NURSING  
GRADUATE DEPARTMENT  
DOCTOR OF NURSING SCIENCES PROGRAM

**SYLLABUS**

<b>TITLE:</b>	Mixed Methods Research
<b>COURSE CODIFICATION:</b>	ENFE 8027
<b>CREDIT/CONTACT HOURS:</b>	3 Credits/3 hrs. per week (54 hrs. semester)
<b>PRE-REQUISITES:</b>	ENFE 8007 Qualitative Research Methods ENFE 8008 Quantitative Research Method
<b>CO-REQUISITES:</b>	None
<b>OTHER REQUIREMENTS:</b>	None

**COURSE DESCRIPTION:**

This course focuses on the mixed methods research to address research questions employing the combination of both quantitative and qualitative approaches. A theoretical understanding of mixed methods will introduce students in the philosophical assumptions and components of mixed method procedures to explore and explain complex phenomena in nursing and health care scenarios. This approach will provide students the opportunity to develop an innovative research design that will contribute to a comprehensive understanding of the phenomenon of interest. The course will be taught using hybrid modality.

**LEARNING OBJECTIVES:**

1. Design a mixed-methods research methodology considering the philosophical theoretical and scientific knowledge.
2. Integrate the knowledge of quantitative and qualitative methods to address a research question in a mixed method approach.
3. Judge the applicability of a mixed method approach for the phenomenon of interest after critically analyzing mixed methods research.
4. Propose a mixed method research design for a phenomenon of interest after analyzing values strengths and weakness of studies and its contribution.
5. Value the mixed methods research to advance nursing science.

**COURSE MAIN TEXTBOOK:**

Creswell, J.W. & Plano Clark, V.L. (2018). *Designing and conducting mixed methods research* (3<sup>rd</sup> ed.). Sage Publications, Inc.

**CONTENT OUTLINE AND TIME DISTRIBUTION:**

- I. Historical, philosophical, and theoretical foundation of mixed methods..... 3 hrs. face-to-face
- II. Conceptualization of mixed method approaches..... 3 hrs. distance
  - A. Nature of mixed methods
  - B. Advantage and challenges of mixed methods
  - C. Theoretical and conceptual issues of mixed methods in practice
- III. Mixed methods design..... 9 hrs. face-to-face
  - A. Principles of mixed methods design 3 hrs. distance
  - B. Purpose and philosophical assumptions of mixed methods designs
    - 1. Convergent design
    - 2. Explanatory sequential design
    - 3. Exploratory sequential design
    - 4. Embedded designs
    - 5. Transformative sequential designs
    - 6. Multiphase designs
- IV. Components of mixed methods research..... 3 hrs. face-to-face
  - A. Mixed method 6 hrs. distance
    - 1. Title
    - 2. Research problem
    - 3. Purpose statement
    - 4. Research question/hypotheses
- V. Data collection plan in mixed methods research..... 3 hrs. face-to-face
  - A. Procedures 6 hrs. distance
    - 1. Sampling
      - a. Basic
      - b. Sequential
      - c. Concurrent
      - d. Multilevel
    - 2. Permissions to collect data
    - 3. Recording data
    - 4. Data forms
- VI. Data analysis and interpretation by each mixed method research design..... 6 hrs. face-to-face
  - A. Convergent design 3 hrs. distance
  - B. Explanatory sequential design

	C. Exploratory sequential design	
	D. Embedded designs	
	E. Transformative sequential designs	
	F. Multiphase designs	
VII.	Proposal components of mixed methods designs.....	3 hrs. face-to-face 3 hrs. distance
VIII.	Steps to write a successful research proposal.....	3 hrs. distance
	<b>Total:</b>	<b>(54 hr)</b> <b>27 hrs. distance</b> <b>27 hrs. face-to-face</b>

**INSTRUCTIONAL STRATEGIES:**

- Lectures (synchronous and asynchronous)
- Discussion forums (synchronous and asynchronous)
- Independent work
- Assigned readings
- Research article critical appraisals

**LEARNING RESOURCES AND MINIMUM FACILITIES AVAILABLE OR REQUIRED:**

- Guest speakers
- Personal computer
- Statistical software
- InFocus projector
- Institutional e-mail account
- Internet access
- Blackboard Learn Ultra or the current learning management system adopted by the Medical Sciences Campus
- MSC Library
- Center for Research and Evidence-Based Practice of the School of Nursing

**EVALUATION TECHNIQUES:**

- *Student participation*- knowledge of content and mixed methods research skills will be verified through student's participation as a leader and member of the group during discussions and oral presentations. A standard procedures document will be used to ascertain mastery of these areas.....10%
- *Critical analysis* of mixed methods studies related to a research topic of interest.....10%
- Development of a research methodology section using the mixed method approach.....50%
- Oral presentation of the mixed methods methodology .....15%

## **REASONABLE MODIFICATION:**

Any student who presents a condition or health situation that qualifies him / her before the law to receive reasonable modification, has the right to make his request in writing in the Office of Services for Students with Disabilities (OSEI), following the procedure established in the document Request for Services and Reasonable Modification. A copy of this document is obtained in the OSEI Office, located on the third floor of the Dr. Guillermo Arbona Irizarry building, office B-349 (next to Medical Services for Students) and on the RCM's website in the Deanship of Students portal. The application does not exempt the student from fulfilling the academic requirements of the study programs.

CIPE - Amended and Updated on 02-07-2018.

## **ACADEMIC INTEGRITY:**

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Approved by the Academic Senate, Certification 049, 2016-2017.

## **TITLE IX: NO DISCRIMINATION**

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Approved by the Academic Senate, Certification 035, 2018-2019, Amended.

**GRADING SYSTEM:** Academic achievement will be evaluated using a quantifiable grading system (A, B, C, D and F)

100% - 90% = A  
89% - 80% = B  
79% - 70% = C  
69% - 60% = D  
59% - 0% = F

Minimum criteria: Student must pass the course with 80%, (B) or more.

## **BIBLIOGRAPHY:**

### **Books**

Andrew, Sharon & Halcomb, Elizabeth J. (Eds.) (2009). *Mixed methods research for nursing and the health sciences*. Wiley-Blackwell

Burns, N., & Grove, S.K. (2015). *Understanding nursing research: Building an evidence-based practice*. (6<sup>th</sup> ed.). Saunders Elsevier.

Creswell, J.W. (2015). *A concise introduction to mixed methods research*. SAGE Publications, Inc.

Creswell, J.W. (2011). *Design and conducting mixed method research approaches*. (2<sup>nd</sup> ed.). Sage Publications, Inc.

Creswell, J.W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3<sup>rd</sup> ed.). Sage.

Curry, L. (2015). *Mixed methods in health sciences research: A practical primer*. SAGE Publications, Inc.

DeCuir-Gunby, J. T., & Schutz, P. A. (2016). *Developing a mixed methods proposal: A practical guide for beginning researchers*. Sage.

Polit, D. & Beck, C.T. (2021). *Nursing research: Generating and assessing evidence for nursing practice* (11<sup>th</sup> ed.). Wolters Kluwer.

Ponce, O.A. (2011). *Investigación de métodos mixtos*. Publicaciones Puertorriqueñas, Inc.

Plano, V.L. & Ivankova, N.V. (2016). *Mixed methods research: A Guide to the field*. SAGE Publications, Inc.

## **Internet Resources:**

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

<https://search.nih.gov/search?utf8=✓&affiliate=nih&query=mixed+method&commit=Search>

<http://mmr.sagepub.com>

<https://mmira.wildapricot.org/>

## **Electronic References**

- Evans, B. C., Coon, D. W., & Ume, E. (2011). Use of theoretical frameworks as a pragmatic guide for mixed methods studies: A methodological necessity? *Journal of Mixed Methods Research*, 5, 276-292. doi:10.1177/1558689811412972
- Fetters, M.D., Curry, L.A., & Creswell J.W. (2013). Achieving integration in mixed methods design: Principles and practices. *Health Services Research*, 48, 2134-56. doi: [10.1111/1475-6773.12117](https://doi.org/10.1111/1475-6773.12117)
- Fetters, M.D., & Freshwater, D. (2015). Publishing a methodological mixed methods research article. *Journal of Mixed Methods Research*, 9, 203-213. <https://doi.org/10.1177/1558689815594687>
- González, F., Kellison, J.G., Boyd, S.J., & Kopak, A. (2010). A Methodology for Conducting Integrative Mixed Methods Research and Data Analyses. *Journal of Mixed Methods Research*, 4, 342–360. doi:10.1177/1558689810382916
- Guetterman, T.C., Fetters, M.D., & Creswell, J.W. (2015) Integrating quantitative and qualitative results in health science <sup>[SEP]</sup>mixed methods research through joint displays. *Annals of Family Medicine*, 13, 554-61. <https://doi.org/10.1370/afm.1865>
- Pluye, P. (2013). Critical appraisal tools for assessing the methodological quality of qualitative, quantitative and mixed methods studies included in systematic mixed studies reviews. *Journal of Evaluation in Clinical Practice*. Advance online publication, 19,722. doi: 10.1111/jep.12017
- Walsh, T.S., Salisbury, L., Donaghy, E., Ramsay, P., Lee, R., Rattray, J., & Lone, N. (2016). Preventing early unplanned hospital readmission after critical illness (PROFILE): protocol and analysis framework for a mixed methods study. *BMJ Open*, 6, 1-9. doi: 10.1136/bmjopen-2016-012590.
- Wisdom, J. P., Cavaleri, M. A., Onwuegbuzie, A. J., & Green, C. A. (2012). Methodological reporting in qualitative, quantitative, and mixed methods health services research articles. *Health Services Research*, 47, 721-745. doi:10.1111/j.1475-6773.2011.01344.x

**Appendix 28**

**ENFE 8027- Mixed Changes in Registered Courses Form**



**UNIVERSIDAD DE PUERTO RICO  
VICEPRESIDENCIA DE ASUNTOS ACADÉMICOS E INVESTIGACIÓN**

CERTIFICACIÓN  
NÚM. 42  
2019-2020

**SOLICITUD DE CAMBIOS EN CURSOS REGISTRADOS<sup>1</sup>**

Unidad: Recinto de Ciencias Médicas Facultad: Enfermería  
 Departamento/Programa: Graduado/ Doctorado en Ciencias en Enfermería  
 Codificación alfanumérica: ENFE 8027 Título del curso: Seminario I - Métodos de Investigación Mixta

**INFORMACIÓN SOBRE CAMBIOS SOLICITADOS<sup>2</sup>**

TIPO DE CAMBIO	INFORMACIÓN VIGENTE	CAMBIO SOLICITADO
<input type="checkbox"/> Código alfabético		
<input type="checkbox"/> Código numérico		
<input checked="" type="checkbox"/> Título en español	<i>Seminario I - Métodos de Investigación Mixta</i>	<i>Investigación de Métodos Mixtos</i>
<input checked="" type="checkbox"/> Título Abreviado en español (26 caracteres)	<i>Seminario I Métood Inv Mix</i>	<i>Inv Métood Mix</i>
<input checked="" type="checkbox"/> Título en inglés	<del>Seminario I - Métodos de Investigación Mixta</del> <i>Seminar I - Mixed Methods Research</i>	<del>Mixed Methods Research</del> <i>Mixed Methods Research</i>
<input checked="" type="checkbox"/> Título Abreviado en inglés (26 caracteres)	<i>Seminar I Mixed Meth Resea</i>	<i>Mixed Meth Research</i>
<input type="checkbox"/> Tipo de curso <sup>3</sup>		
<input checked="" type="checkbox"/> Modalidad en que se ofrece <sup>4</sup>	<i>Presencial</i>	<i>Híbrido</i>
<input type="checkbox"/> Prerrequisitos <sup>5</sup>		
<input type="checkbox"/> Correquisitos <sup>5</sup>		
<input type="checkbox"/> Sistema de calificación <sup>5</sup>		
<input type="checkbox"/> Horas contacto/créditos <sup>6</sup>		
<input checked="" type="checkbox"/> Descripción		
DESCRIPCIÓN ANTERIOR EN ESPAÑOL	NUEVA DESCRIPCIÓN EN ESPAÑOL	
<i>Este curso está enfocado en la investigación de métodos mixtos para abordar preguntas de investigación empleando la combinación de ambos enfoques cuantitativo y cualitativo. Una comprensión teórica del método mixto introducirá a los estudiantes en los supuestos filosóficos y componentes de los procedimientos de método mixto para explorar y explicar fenómenos complejos en escenarios de enfermería y salud. La integración de este enfoque proporcionará a los estudiantes la oportunidad de desarrollar un proyecto de investigación innovador que contribuirá a una comprensión global del fenómeno de interés.</i>	<i>Este curso se enfoca en la investigación de métodos mixtos para abordar preguntas de investigación que emplean la combinación de los enfoques cuantitativo y cualitativo. Una comprensión teórica del método mixto introducirá a los estudiantes en los supuestos filosóficos y los componentes de los procedimientos de métodos mixtos para explorar y explicar fenómenos complejos en escenarios de enfermería y cuidados de salud. Este enfoque brindará a los estudiantes la oportunidad de desarrollar un diseño de investigación innovador que contribuirá a una comprensión integral del fenómeno de interés. El curso se impartirá utilizando la modalidad híbrida.</i>	

DESCRIPCIÓN ANTERIOR EN INGLÉS		NUEVA DESCRIPCIÓN EN INGLÉS			
<p><i>This course focuses on the mixed method research to address research questions employing the combination of both quantitative and qualitative approaches. A theoretical understanding of mixed method will introduce students in the philosophical assumptions and components of mixed method procedures to explore and explain complex phenomena in nursing and health care scenarios. The integration of this approach will provide students the opportunity to develop an innovative research design that will contribute to a comprehensive understanding of the phenomenon of interest.</i></p>		<p><i>This course focuses on the mixed method research to address research questions employing the combination of both quantitative and qualitative approaches. A theoretical understanding of mixed method will introduce students in the philosophical assumptions and components of mixed method procedures to explore and explain complex phenomena in nursing and health care scenarios. This approach will provide students the opportunity to develop an innovative research design that will contribute to a comprehensive understanding of the phenomenon of interest. The course will be taught using hybrid modality.</i></p>			
<p><b>JUSTIFICACIÓN DE LOS CAMBIOS:</b></p> <p><i>Se le eliminó del título "Seminario I" para mantener congruencia entre todos los cursos de metodologías. Cambiar la modalidad del curso a híbrida.</i></p>					
<p><b>FECHA DE EFECTIVIDAD DE LOS CAMBIOS:</b> Agosto 2021</p>					
APROBACIÓN Y CERTIFICACIÓN A NIVEL DE LA UNIDAD		NOMBRE Y FIRMA		FECHA	
Decano de Asuntos Académicos 2:					
VICEPRESIDENCIA DE ASUNTOS ACADÉMICOS E INVESTIGACIÓN					
Recibido:			Anotado:		
Notificado:			Funcionario:		
Devuelto:			Funcionario:		
Motivo:					

**Appendix 29**

**ENFE 8990- Doctoral Dissertation I Syllabus**

UNIVERSITY OF PUERTO RICO  
MEDICAL SCIENCES CAMPUS  
SCHOOL OF NURSING  
GRADUATE DEPARTMENT  
DOCTOR OF NURSING SCIENCES PROGRAM

**SYLLABUS**

<b>TITLE:</b>	Doctoral Dissertation I
<b>COURSE CODIFICATION:</b>	ENFE 8990
<b>CREDIT/CONTACT HOURS:</b>	4 cr. /4 hrs. per week (72 hrs. semester)
<b>PRE-REQUISITES:</b>	ENFE 8026 - Guided Research II Comprehensive examination approval
<b>CO-REQUISITES:</b>	None
<b>OTHER REQUIREMENTS:</b>	None

**COURSE DESCRIPTION:**

This course is designed with the purpose of having students continue developing the knowledge, skills and attitudes necessary to become a nursing scientist. Through the advisement of their Dissertation Committee, students will prepare to orally defend their research proposal and submit it to the Institutional Review Board (IRB) and other relevant boards for their approval as required. The course will be taught using hybrid modality.

**LEARNING OBJECTIVES:**

1. Apply adequate strategies to complete the writing of the research proposal and submitting to the Dissertation Committee.
2. Organize research proposal according to Dissertation Committee recommendations and the Program's Dissertation Manual.
3. Submit approved proposal with the proper authorizations to the University of Puerto Rico, Medical Sciences Campus IRB and any other committee as required.
4. Propose a realistic plan in which cultural elements of the study population, timeline, and appropriate strategies are included to conduct the study once it has been orally defended and approved by the Dissertation Committee.

**COURSE MAIN TEXTBOOK:**

None

**CONTENT OUTLINE AND TIME DISTRIBUTION:**

I.	Practical considerations and strategies to complete the writing of the research proposal.....	2 hrs. face-to-face 2 hrs. distance
II.	Meetings with Dissertation Committee chair and members to obtain written/verbal feedback and organize research proposal according to recommendations and Dissertation Manual.....	8 hrs. face-to-face 12 hrs. distance
III.	Periodic meetings with Committee Chair and Dissertation Committee to prepare the research proposal defense.....	4 hrs. face-to-face 8 hrs. distance
IV.	Information and documents required to submit the research proposal to the University of Puerto Rico, Medical Sciences Campus IRB and any other relevant boards.....	6 hrs. distance
V.	Research proposal submission for IRB evaluation process.....	6 hrs. distance
VI.	Elements to be considered to prepare a realistic work-plan and timeline to conduct the research.....	4 hrs. face-to-face
VII.	Conduct research study (begin data collection).....	20 hrs. distance
	Total:	<b>(72 hrs.)</b> <b>18 hrs. face-to-face</b> <b>54 hrs. distance</b>

**INSTRUCTIONAL STRATEGIES:**

- Individual mentoring between the student and Dissertation Committee chair/members for research proposal defense (face-to-face or video meeting).
- Independent work where student will work on their Individual mentoring with Dissertation Committee chair and members to provide feedback, organize the research proposal and prepare the necessary documents to submit to the University of Puerto Rico, Medical Sciences Campus IRB and any other relevant boards (face-to-face or video meeting).

**LEARNING RESOURCES AND MINIMUM FACILITIES AVAILABLE OR REQUIRED:**

- DNS Dissertation Manual
- Personal computer
- InFocus projector
- Internet access
- Video meeting application adopted by the Medical Sciences Campus
- MSC Library
- Center for Research and Evidence-Based Practice of the School of Nursing

## EVALUATION TECHNIQUES:

- Two dissertation competencies (design appropriate study and conduct research study) will be evaluated as well as three general competencies (critical thinking, writing, and presentation).
  - Written research proposal
  - Oral research proposal defense

## REASONABLE MODIFICATION:

Any student who presents a condition or health situation that qualifies him / her before the law to receive reasonable modification, has the right to make his request in writing in the Office of Services for Students with Disabilities (OSEI), following the procedure established in the document Request for Services and Reasonable Modification. A copy of this document is obtained in the OSEI Office, located on the third floor of the Dr. Guillermo Arbona Irizarry building, office B-349 (next to Medical Services for Students) and on the RCM's website in the Deanship of Students portal. The application does not exempt the student from fulfilling the academic requirements of the study programs.

CIPE - Amended and Updated on 02-07-2018.

## ACADEMIC INTEGRITY:

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the University of Puerto Rico General Student Regulations (Board of Trustees Certification 154 2010-2011) in section 6.2.1 defines **Academic Dishonesty** as: "Any form of dishonesty or lack of academic integrity, including, but not limited to, fraudulent actions, obtaining grades or degrees using false or fraudulent simulations, copying in whole or in part the academic work of another person, plagiarizing in whole or in part the work of another person, to copy in whole or in part the answers to the questions of an examination from another person, making or getting another person to take any oral or written test or examination on their behalf, as well as help or facilitate that another person incurs in said behavior". Section 6.2.2. defines **Fraudulent Conduct** as: "Conduct with intent to defraud, including, but not limited to, malicious alteration or falsification of grades, records, identification cards or other official documents of the University or any other institution. Any act or action of passing or circulating as genuine and true any of the documents specified above will also be subject to disciplinary sanction, knowing that they are false or altered". Any of these actions will be subject to disciplinary sanctions in accordance with the procedure established in the current University of Puerto Rico General Student Regulations. **DISCLAIMER:** The above statement is an English Translation of certain parts Article 6.2 of the General Student Regulations of the University of Puerto Rico (Reglamento General de Estudiantes de la Universidad de Puerto Rico – Cert. JS 154 2010-2011). It was originally prepared by the Deanship of Academic Affairs of the Medical Sciences Campus, and revised and approved by the Academic Senate on March 2, 2017. In case of a discrepancy or disagreement with the original text in Spanish, the Spanish version will always prevail and be given priority.

Approved by the Academic Senate, Certification 049, 2016-2017.

## TITLE IX: NO DISCRIMINATION

The Medical Sciences Campus (MSC) of the University of Puerto Rico (UPR) does not discriminate in its academic offerings because of sex, race, color, age, national origin, political or religious ideas, gender, gender identity or expression, pregnancy, civil status, sexual orientation, ethnic origin or because of being a victim or be perceived as a victim of domestic violence, sexual assault, sexual harassment or stalking. This policy complies with federal statutes under Title IX, as amended, and related the institutional policies of the UPR. It is the duty of every member of the university community to notify any discrimination or complaint event before the Office of the Title IX Coordinator, telephone 787-758-2525, ext. 1368 or 1360, or accessing the web page [www.rcm.upr.edu/tituloix](http://www.rcm.upr.edu/tituloix).

Approved by the Academic Senate, Certification 035, 2018-2019, Amended.

**GRADING SYSTEM:** Academic achievement is evaluated through a pass/not passed grade. In order to pass the candidate must accumulate a minimum of 80% in the standards and procedures document established for this process. If the student does not accumulate 80% he/she must enroll in this course once again.

## BIBLIOGRAPHY:

### Books

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). <https://doi.org/10.1037/0000165-000>

Creswell, J.W. (2018). *Research design: Qualitative, quantitative, and mixed method approaches* (5<sup>th</sup> ed.). Sage Publications, Inc.

Polit, D. & Beck, C.T. (2021). *Nursing research: Generating and assessing evidence for nursing practice* (11<sup>th</sup> ed.). Wolters Kluwer.

Rudestann, K.E., & Newton, R. (2015). *Surviving your dissertation: A comprehensive guide to content and process* (4<sup>th</sup> ed.). Sage Publications.

### Electronic References

Ahern, K. (2012). How to create a journal article from a thesis. *Nurse Researcher*, 19(4), 21–5. <http://doi.org/10.7748/nr2012.07.19.4.21.c9220>

Foster, R. (2009). Publishing your dissertation. *Journal for Specialists in Pediatric Nursing*, 14(1), 1-2. doi:10.1111/j.1744-6155.2009.00181.x

Quick, J., & Hall, S. (2015). Part four: The research dissertation: planning, producing and writing a thesis. *Journal of Perioperative Practice*, 25(11), 215–218. <https://doi.org/10.1177/175045891502501101>

**Appendix 30**

**ENFE 8990- Doctoral Dissertation I Changes in Registered Courses Form**



**UNIVERSIDAD DE PUERTO RICO  
VICEPRESIDENCIA DE ASUNTOS ACADÉMICOS E INVESTIGACIÓN**

CERTIFICACIÓN  
NÚM. 42  
2019-2020

**SOLICITUD DE CAMBIOS EN CURSOS REGISTRADOS<sup>1</sup>**

Unidad: Recinto de Ciencias Médicas Facultad: Enfermería

Departamento/Programa: Graduado/ Doctorado en Ciencias en Enfermería

Codificación alfanumérica: ENFE 8990 Título del curso: Disertación Doctoral I

INFORMACIÓN SOBRE CAMBIOS SOLICITADOS <sup>2</sup>		
TIPO DE CAMBIO	INFORMACIÓN VIGENTE	CAMBIO SOLICITADO
<input type="checkbox"/> Código alfabético		
<input type="checkbox"/> Código numérico		
<input type="checkbox"/> Título en español		
<input type="checkbox"/> Título Abreviado en español (26 caracteres)		
<input type="checkbox"/> Título en inglés		
<input type="checkbox"/> Título Abreviado en inglés (26 caracteres)		
<input type="checkbox"/> Tipo de curso <sup>3</sup>		
<input checked="" type="checkbox"/> Modalidad en que se ofrece <sup>4</sup>	<i>Presencial</i>	<i>Híbrido</i>
<input checked="" type="checkbox"/> Prerrequisitos <sup>5</sup>	<i>ENFE 8025, ENFE 8026, Aprob examen compr</i>	<i>Eliminar ENFE 8025. Dejar ENFE 8026 y examen</i>
<input type="checkbox"/> Correquisitos <sup>5</sup>		
<input type="checkbox"/> Sistema de calificación <sup>5</sup>		
<input checked="" type="checkbox"/> Horas contacto/créditos <sup>6</sup>	<i>6 hrs./6 cr.</i>	<i>4 hrs./4 cr.</i>
<input checked="" type="checkbox"/> Descripción		
DESCRIPCIÓN ANTERIOR EN ESPAÑOL	NUEVA DESCRIPCIÓN EN ESPAÑOL	
<i>Este curso está diseñado para que los estudiantes continúen desarrollando los conocimientos, habilidades y actitudes necesarias para poner en práctica su estudio de investigación. A través de la asesoría de su comité, los estudiantes se prepararán para defender oralmente su propuesta de tesis, aprobar el examen oral y presentar su propuesta a la Junta de Revisión Institucional y otras juntas pertinentes para su aprobación en la Institución.</i>	<i>Este curso está diseñado con el propósito de proporcionar a los estudiantes la oportunidad de continuar desarrollando el conocimiento, las destrezas y actitudes necesarias para convertirse en un investigador en enfermería. A través de la asesoría de su Comité de Disertación, los estudiantes se prepararán para defender oralmente su propuesta de investigación y someterla a la Junta de Revisión Institucional (IRB, por sus siglas en inglés) y otras juntas relevantes para su aprobación, según sea necesario. El curso se impartirá utilizando la modalidad híbrida.</i>	

DESCRIPCIÓN ANTERIOR EN INGLÉS		NUEVA DESCRIPCIÓN EN INGLÉS			
<p><i>This course is designed so that students continue developing the knowledge, skills and attitudes necessary in order to implement their research study. Through the advisement of their Committee, the students will prepare to orally defend their dissertation proposal, approve an oral examination and submit their proposal to the Institutional Review Board (IRB) and other relevant boards within the Institution for their approval.</i></p>		<p><i>This course is designed with the purpose of having students continue developing the knowledge, skills and attitudes necessary to become a nursing scientist. Through the advisement of their Dissertation Committee, students will prepare to orally defend their research proposal and submit it to the Institutional Review Board (IRB) and other relevant boards for their approval as required. The course will be taught using hybrid modality.</i></p>			
<p><b>JUSTIFICACIÓN DE LOS CAMBIOS:</b></p> <p><i>No es necesario el pre-requisito de ENFE 8025 (eliminar) y mantener los pre-requisitos de ENFE 8026 y haber aprobado el examen comprensivo. Cambiar la modalidad del curso a híbrida.</i></p>					
<p><b>FECHA DE EFECTIVIDAD DE LOS CAMBIOS:</b> Agosto 2021</p>					
APROBACIÓN Y CERTIFICACIÓN A NIVEL DE LA UNIDAD		NOMBRE Y FIRMA		FECHA	
Decano de Asuntos Académicos 2:					
<b>VICEPRESIDENCIA DE ASUNTOS ACADÉMICOS E INVESTIGACIÓN</b>					
Recibido:			Anotado:		
Notificado:			Funcionario:		
Devuelto:			Funcionario:		
Motivo:					

**Appendix 31**

**ENFE 8991- Doctoral Dissertation II Syllabus**

UNIVERSITY OF PUERTO RICO  
MEDICAL SCIENCES CAMPUS  
SCHOOL OF NURSING  
GRADUATE DEPARTMENT  
DOCTOR OF NURSING SCIENCES PROGRAM

**SYLLABUS**

<b>TITLE:</b>	Doctoral Dissertation II
<b>COURSE CODIFICATION:</b>	ENFE 8991
<b>CREDIT/CONTACT HOURS:</b>	4 cr./4 hrs. per week (72 hrs. semester)
<b>PRE-REQUISITES:</b>	ENFE 8990 - Doctoral Dissertation I
<b>CO-REQUISITES:</b>	None
<b>OTHER REQUIREMENTS:</b>	None

**COURSE DESCRIPTION:**

This course is designed with the purpose of having students continue developing the knowledge, skills, and attitudes necessary in order to implement their research study. Students will conduct their research study including, data collection and analysis, synthesis of data, and making the appropriate extrapolations. The course will be taught using hybrid modality.

**LEARNING OBJECTIVES:**

1. Collect quantitative, qualitative, or mixed data.
2. Evaluate study findings using proper inductive/deductive argumentation according to the research paradigm.
3. Analyze data considering study limitations.
4. Demonstrates scientific integrity in the process of writing, defending and disseminating research findings

**COURSE MAIN TEXTBOOK:**

None

## CONTENT OUTLINE AND TIME DISTRIBUTION:

I.	Practical considerations when writing the final chapters...	4 hrs. face-to-face
II.	Meetings with Dissertation Committee chair and members in order to prepare a work-plan at the beginning of the semester. This plan must include specific objectives, activities and itinerary .....	4 hrs. face-to-face
III.	Periodic meetings with Committee members .....	10 hrs. face-to-face 2 hrs. distance
IV.	Independent work collecting and analyzing data, writing the dissertation according to the specifications of the Program's Dissertation Manual .....	52 hrs. distance
<b>Total:</b>		<b>(72 hrs.)</b> <b>18 hrs. face-to-face</b> <b>54 hrs. distance</b>

## INSTRUCTIONAL STRATEGIES:

- Individual mentoring with Dissertation Committee chair and members in order to discuss findings and recommendations.
- Initial discussion in order to examine practical considerations when writing the final chapters. Then monthly or more frequently discussions (as needed) to analyze situations that arise during the data collection, analysis of results, and writing.

## LEARNING RESOURCES AND MINIMUM FACILITIES AVAILABLE OR REQUIRED:

- DNS Dissertation Manual
- Personal computer
- Software for Qualitative or Quantitative Analysis
- InFocus projector
- Internet access
- Video meeting application adopted by the Medical Sciences Campus
- MSC Library
- Center for Research and Evidence-Based Practice of the School of Nursing

## EVALUATION TECHNIQUES:

- Three dissertation competencies (conduct research study, synthesize study findings, and extrapolate findings) will be evaluated as well as two general competencies (critical thinking and writing).
  - Dissertation document

## REASONABLE MODIFICATION:

Any student who presents a condition or health situation that qualifies him / her before the law to receive reasonable modification, has the right to make his request in writing in

the Office of Services for Students with Disabilities (OSEI), following the procedure established in the document Request for Services and Reasonable Modification. A copy of this document is obtained in the OSEI Office, located on the third floor of the Dr. Guillermo Arbona Irizarry building, office B-349 (next to Medical Services for Students) and on the RCM's website in the Deanship of Students portal. The application does not exempt the student from fulfilling the academic requirements of the study programs.

CIPE - Amended and Updated on 02-07-2018.

### **ACADEMIC INTEGRITY:**

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Approved by the Academic Senate, Certification 049, 2016-2017.

### **TITLE IX: NO DISCRIMINATION**

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Approved by the Academic Senate, Certification 035, 2018-2019, Amended.

**GRADING SYSTEM:** Academic achievement is evaluated through a pass/not passed grade. In order to pass the candidate must accumulate a minimum of 80% in the Standards and Procedures document established for this process. If the student does not accumulate 80% he/she must enroll in this course once again.

## **BIBLIOGRAPHY:**

### **Books**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). <https://doi.org/10.1037/0000165-000>

Creswell, J.W. (2018). *Research design: Qualitative, quantitative, and mixed method approaches* (5<sup>th</sup> ed.). Sage Publications, Inc.

Polit, D. & Beck, C.T. (2021). *Nursing research: Generating and assessing evidence for nursing practice* (11<sup>th</sup> ed.). Wolters Kluwer.

Rudestann, K.E., & Newton, R. (2015). *Surviving your dissertation: A comprehensive guide to content and process* (4<sup>th</sup> ed.). Sage Publications.

### **Electronic References**

Ahern, K. (2012). How to create a journal article from a thesis. *Nurse Researcher*, 19(4), 21–5. <http://doi.org/10.7748/nr2012.07.19.4.21.c9220>

Foster, R. (2009). Publishing your dissertation. *Journal for Specialists in Pediatric Nursing*, 14(1), 1-2. doi:10.1111/j.1744-6155.2009.00181.x

Quick, J., & Hall, S. (2015). Part four: The research dissertation: planning, producing and writing a thesis. *Journal of Perioperative Practice*, 25(11), 215–218. <https://doi.org/10.1177/175045891502501101>

Rev. NDO/CMAN 6.2020

**Appendix 32**

**ENFE 8991- Doctoral Dissertation II Changes in Registered Courses Form**



**UNIVERSIDAD DE PUERTO RICO  
VICEPRESIDENCIA DE ASUNTOS ACADÉMICOS E INVESTIGACIÓN**

CERTIFICACIÓN  
NÚM. 42  
2019-2020

**SOLICITUD DE CAMBIOS EN CURSOS REGISTRADOS<sup>1</sup>**

Unidad: Recinto de Ciencias Médicas Facultad: Enfermería

Departamento/Programa: Graduado/ Doctorado en Ciencias en Enfermería

Codificación alfanumérica: ENFE 8991 Título del curso: Disertación Doctoral II

**INFORMACIÓN SOBRE CAMBIOS SOLICITADOS<sup>2</sup>**

TIPO DE CAMBIO	INFORMACIÓN VIGENTE	CAMBIO SOLICITADO
<input type="checkbox"/> Código alfabético		
<input type="checkbox"/> Código numérico		
<input type="checkbox"/> Título en español		
<input type="checkbox"/> Título Abreviado en español (26 caracteres)		
<input type="checkbox"/> Título en inglés		
<input type="checkbox"/> Título Abreviado en inglés (26 caracteres)		
<input type="checkbox"/> Tipo de curso <sup>3</sup>		
<input checked="" type="checkbox"/> Modalidad en que se ofrece <sup>4</sup>	<i>Presencial</i>	<i>Híbrido</i>
<input type="checkbox"/> Prerrequisitos <sup>5</sup>		
<input type="checkbox"/> Correquisitos <sup>5</sup>		
<input type="checkbox"/> Sistema de calificación <sup>5</sup>		
<input checked="" type="checkbox"/> Horas contacto/créditos <sup>6</sup>	<i>6 hrs./ 6 cr.</i>	<i>4 hrs./ 4 cr.</i>
<input checked="" type="checkbox"/> Descripción		
DESCRIPCIÓN ANTERIOR EN ESPAÑOL	NUEVA DESCRIPCIÓN EN ESPAÑOL	
<p><i>Este curso está diseñado con el propósito de que los estudiantes continúen el desarrollo de los conocimientos, habilidades y actitudes necesarias para convertirse en un científico de enfermería. Los estudiantes realizarán su trabajo de investigación, incluyendo la recopilación de datos y el análisis, la síntesis de los datos y hacer las debidas extrapolaciones. Discutirán los hallazgos y conclusiones del estudio, las contribuciones que representa para la teoría, la práctica y la ciencia de enfermería. Luego de completar el documento académico, defenderán oralmente la disertación y la presentarán por escrito.</i></p>	<p><i>Este curso está diseñado con el propósito de proporcionar a los estudiantes la oportunidad de continuar desarrollando el conocimiento, las destrezas y actitudes necesarias para implementar su estudio de investigación. Los estudiantes conducirán su estudio de investigación, incluida la recopilación y análisis de datos, la síntesis de datos y la realización de extrapolaciones apropiadas. El curso se impartirá utilizando la modalidad híbrida.</i></p>	

DESCRIPCIÓN ANTERIOR EN INGLÉS		NUEVA DESCRIPCIÓN EN INGLÉS	
<p><i>This course is designed with the purpose that students continue developing the knowledge, skills and attitudes necessary to become a nursing scientist. Students will conduct their research study including, data collection and analysis, synthesis of data and making the appropriate extrapolations. They will discuss their study findings, conclusions and the contributions that their study represents for theory, practice and for nursing science. Having completed a scholarly document, they will orally defend their dissertation as well as present it in writing.</i></p>		<p><i>This course is designed with the purpose of having students continue developing the knowledge, skills, and attitudes necessary in order to implement their research study. Students will conduct their research study including, data collection and analysis, synthesis of data, and making the appropriate extrapolations. The course will be taught using hybrid modality.</i></p>	
<p><b>JUSTIFICACIÓN DE LOS CAMBIOS:</b></p> <p><i>Eliminar de la descripción original del curso el proceso de diseminación de la investigación y la defensa de la disertación. Este contenido será cubierto en el nuevo curso propuesto Disertación Doctoral III. Cambiar la modalidad del curso a híbrida.</i></p>			
<p><b>FECHA DE EFECTIVIDAD DE LOS CAMBIOS:</b> Agosto 2021</p>			
APROBACIÓN Y CERTIFICACIÓN A NIVEL DE LA UNIDAD		NOMBRE Y FIRMA	FECHA
Decano de Asuntos Académicos 2:			
VICEPRESIDENCIA DE ASUNTOS ACADÉMICOS E INVESTIGACIÓN			
Recibido:		Anotado:	
Notificado:		Funcionario:	
Devuelto:		Funcionario:	
Motivo:			

**Appendix 33**

**ENFE 8XXX- Doctoral Dissertation III Syllabus**

UNIVERSITY OF PUERTO RICO  
MEDICAL SCIENCES CAMPUS  
SCHOOL OF NURSING  
GRADUATE DEPARTMENT  
DOCTOR OF NURSING SCIENCES PROGRAM

**SYLLABUS**

<b>TITLE:</b>	Doctoral Dissertation III
<b>COURSE CODIFICATION:</b>	ENFE 8XXX (8992-suggested)
<b>CREDIT/CONTACT HOURS:</b>	4 cr. /4 hrs. per week (72 hrs. semester)
<b>PRE-REQUISITES:</b>	ENFE 8991 - Doctoral Dissertation II
<b>CO-REQUISITES:</b>	None
<b>OTHER REQUIREMENTS:</b>	None

**COURSE DESCRIPTION:**

The course is designed with the purpose of providing students the opportunity to continue developing the knowledge, skills, and attitudes necessary to become a nurse scientist. They will discuss their study findings, conclusions, and the contributions that their study represents for theory, practice, and nursing science. Having completed a scholarly document, they will orally defend their dissertation as well as present it in a publication writing. The course will be taught using hybrid modality.

**LEARNING OBJECTIVES:**

1. Demonstrates scientific integrity in the process of dissertation writing.
2. Critic research findings using substantial scientific arguments.
3. Discuss study findings, conclusions and implications/ recommendations for health care and nursing discipline through oral dissertation defense.
4. Prepare an abstract and a manuscript to disseminate their dissertation research findings in a scientific forum and in a peer review scientific journal, respectively.

**COURSE MAIN TEXTBOOK:**

None

**CONTENT OUTLINE AND TIME DISTRIBUTION:**

I.	Practical considerations and scientific integrity in the process of dissertation writing, abstract, and manuscript...	4 hrs. distance
II.	Meetings with Dissertation Committee chair and members to obtain written/verbal feedback about research findings discussion, conclusions, implications and recommendations for health care, theory, practice and nursing discipline .....	12 hrs. distance 12 hrs. face-to-face
III.	Independent work analyzing data and writing the dissertation according to the specifications of the Program’s Dissertation Manual .....	36 hrs. distance
IV.	Elements to be considered to prepare an abstract and a manuscript to disseminate their dissertation research findings .....	4 hrs. distance
V.	Dissertation mock.....	6 hrs. face-to-face
	<b>Total:</b>	<b>(72 hr)</b> <b>18 hrs. face-to-face</b> <b>54 hrs. distance</b>

**INSTRUCTIONAL STRATEGIES:**

- Seminars to discuss the considerations and scientific integrity in the process of dissertation writing, abstract, and manuscript
- Individual mentoring with Dissertation Committee chair and members to complete a scholarly document and prepare the oral dissertation defense.
- Dissertation mock

**LEARNING RESOURCES AND MINIMUM FACILITIES AVAILABLE OR REQUIRED:**

- DNS Dissertation Manual
- Personal computer
- Software for Qualitative or Quantitative Analysis
- InFocus projector
- Internet access
- Video meeting application adopted by the Medical Sciences Campus
- MSC Library
- Center for Research and Evidence-Based Practice of the School of Nursing

**EVALUATION TECHNIQUES:**

- Two dissertation competencies (synthesize study findings and extrapolate findings) will be evaluated as well as three general competencies (critical thinking, writing, and presentation).
  - Dissertation document

- Dissertation defense

### **REASONABLE MODIFICATION:**

Any student who presents a condition or health situation that qualifies him / her before the law to receive reasonable modification, has the right to make his request in writing in the Office of Services for Students with Disabilities (OSEI), following the procedure established in the document Request for Services and Reasonable Modification. A copy of this document is obtained in the OSEI Office, located on the third floor of the Dr. Guillermo Arbona Irizarry building, office B-349 (next to Medical Services for Students) and on the RCM's website in the Deanship of Students portal. The application does not exempt the student from fulfilling the academic requirements of the study programs.

CIPE - Amended and Updated on 02-07-2018.

### **ACADEMIC INTEGRITY:**

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Approved by the Academic Senate, Certification 049, 2016-2017.

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the UPR. It is the duty of every member of the university community to notify any discrimination or complaint event before the Office of the Title IX Coordinator, telephone 787-758-2525, ext. 1368 or 1360, or accessing the web page [www.rcm.upr.edu/tituloix](http://www.rcm.upr.edu/tituloix).

Approved by the Academic Senate, Certification 035, 2018-2019, Amended.

**GRADING SYSTEM:** Academic achievement is evaluated through a pass/not passed grade. In order to pass the candidate must accumulate a minimum of 80% in the Standards and Procedures document established for this process. If the student does not accumulate 80% he/she must enroll in this course once again.

## **BIBLIOGRAPHY:**

### **Books**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). <https://doi.org/10.1037/0000165-000>

Creswell, J.W. (2018). *Research design: Qualitative, quantitative, and mixed method approaches* (5<sup>th</sup> ed.). Sage Publications, Inc.

Polit, D. & Beck, C.T. (2021). *Nursing research: Generating and assessing evidence for nursing practice* (11<sup>th</sup> ed.). Wolters Kluwer.

Rudestann, K.E., & Newton, R. (2015). *Surviving your dissertation: A comprehensive guide to content and process* (4<sup>th</sup> ed.). Sage Publications.

### **Electronic References**

Ahern, K. (2012). How to create a journal article from a thesis. *Nurse Researcher*, 19(4), 21–5. <http://doi.org/10.7748/nr2012.07.19.4.21.c9220>

Foster, R. (2009). Publishing your dissertation. *Journal for Specialists in Pediatric Nursing*, 14(1), 1-2. doi:10.1111/j.1744-6155.2009.00181.x

Quick, J., & Hall, S. (2015). Part four: The research dissertation: planning, producing and writing a thesis. *Journal of Perioperative Practice*, 25(11), 215–218. <https://doi.org/10.1177/175045891502501101>

**Appendix 34**

**ENFE 8XXX- Doctoral Dissertation III Creation of Course Form**



**UNIVERSIDAD DE PUERTO RICO**  
VICEPRESIDENCIA DE ASUNTOS ACADÉMICOS E INVESTIGACIÓN

CERTIFICACIÓN  
NÚM. 42  
2019-2020

**SOLICITUD DE CREACIÓN, CODIFICACIÓN UNIFORME Y  
REGISTRO DE CURSOS**

<sup>1</sup>Unidad: Recinto de Ciencias Médicas      <sup>1</sup>Facultad: Enfermería  
Graduado/Doctorado en Ciencias en Enfermería      Nancy Dávila Ortiz  
<sup>1</sup>Departamento/Programa: \_\_\_\_\_      <sup>1</sup>Profesor (es) proponentes: Carmen Mabel Arroyo Novoa  
<sup>2</sup>Certificaciones de autorización del programa: Junta de Gobierno: \_\_\_\_\_      <sup>2</sup>Junta de Instituciones Postsecundarias (JIPD): \_\_\_\_\_  
Num. 87 2008-2009      Núm. 2011-038

<sup>2</sup>Instancia académico-administrativa que autoriza el ofrecimiento del curso por una DECECP. Indique: N/A

<sup>3</sup>Fecha de solicitud: 20 de julio de 2020      <sup>4</sup>Fecha de vigencia del curso: Agosto 2021

*Disertación Doctoral III*

<sup>5</sup>Título completo en español: \_\_\_\_\_

<sup>6</sup>(Título abreviado a 26 espacios): Disertación Doctoral III

*Doctoral Dissertation III*

<sup>5</sup>Título completo en inglés: \_\_\_\_\_

<sup>6</sup>(Título abreviado a 26 espacios): Doctoral Dissertation III

<sup>7</sup>Materia principal del curso (en clave alfa): ENFE

<sup>8</sup>Justificación para la creación del curso:  
 Añadir un tercer curso de Disertación Doctoral al Programa proporcionará a los estudiantes más tiempo para completar con éxito todo el proceso de investigación.

<sup>9</sup>Nivel del curso (seleccione):

0	1	2	3	4	5	6	7	8	9
								✓	
Subgraduado						Graduado			

<sup>10</sup>Ubicación del curso, sea requisito, electivo o de continuación, en la secuencia curricular autorizada:  
 (Ea= Estudios Acelerados, B= Bimestre, S = Semestre; T = Trimestre; C = Cuatrimestre; V=Verano; A=Anual)

Periodo: \_\_\_\_\_ Ea1 \_\_\_\_\_ Ea2 \_\_\_\_\_ B1 \_\_\_\_\_ B2 \_\_\_\_\_ B3 \_\_\_\_\_ B4  
 Periodo: \_\_\_\_\_ S1  S2 \_\_\_\_\_ T1 \_\_\_\_\_ T2 \_\_\_\_\_ T3 \_\_\_\_\_ C1 \_\_\_\_\_ C2 \_\_\_\_\_ C3 \_\_\_\_\_ V

A partir del año de estudio de acuerdo a la secuencia: \_\_\_\_\_ 1<sup>ro</sup> \_\_\_\_\_ 2<sup>do</sup> \_\_\_\_\_ 3<sup>ro</sup>  4<sup>to</sup> \_\_\_\_\_ 5<sup>to</sup> \_\_\_\_\_ Otro \_\_\_\_\_ N/A

<sup>11</sup>Codificación alfanumérica sugerida: 8992      <sup>12</sup>Cantidad de créditos: 4

<sup>13</sup>Tipo de curso:  Requisito \_\_\_\_\_ Electivo \_\_\_\_\_ División de Educación Continua

<sup>14</sup>Tipo de créditos:  Fijo \_\_\_\_\_ Variable

Si es variable ¿puede repetirse con crédito?: \_\_\_\_\_ Sí \_\_\_\_\_ No

Si contesta sí, indique la cantidad máxima de créditos que se puede repetir: \_\_\_\_\_

**15** Distribución de horas contacto semanales dedicadas a la enseñanza:

	Conferencia		Laboratorio		Investigación
	Discusión		Taller	22	Tesis o Disertación
14	Seminario		Internado		Proyecto de conclusión (Capstone)
36	Estudio Independiente		Práctica Supervisada/clínica		

**16** Total de horas contacto: 72**17** Descripción del curso en español (que no exceda 1,000 caracteres):

*El curso está diseñado con el propósito de proporcionar a los estudiantes la oportunidad de continuar desarrollando el conocimiento, las destrezas y actitudes necesarias para convertirse en un investigador en enfermería. Discutirán los hallazgos de su estudio, las conclusiones y las contribuciones que su estudio representa para la teoría, la práctica y la ciencia de enfermería. Después de completar un documento académico, defenderán oralmente su disertación y la presentarán en una publicación escrita. El curso se impartirá utilizando la modalidad híbrida.*

## Descripción del curso en inglés (que no exceda 1,000 caracteres):

*The course is designed with the purpose of providing students the opportunity to continue developing the knowledge, skills, and attitudes necessary to become a nurse scientist. They will discuss their study findings, conclusions, and the contributions that their study represents for theory, practice, and nursing science. Having completed a scholarly document, they will orally defend their dissertation as well as present it in a publication writing. The course will be taught using hybrid modality.*

<b>19</b> Prerrequisitos*	<b>19</b> Correquisitos*
ENFE 8991 Disertación Doctoral II	

\* Especifique la codificación alfa y numérica, y título completo del curso

**20** Requerimientos especiales:

Ninguno

**21** Modalidad en que se ofrece el curso que se solicita:

<u>        </u> Curso presencial	<input checked="" type="checkbox"/> Curso híbrido	<u>        </u> Curso a distancia	<u>        </u> Curso en línea
Más del 75% de las horas contacto regular del curso se ofrecen de modo presencial.	Entre un 25% y 75% de las horas de contacto regular del curso se ofrecen a distancia	Más del 75% de las horas contacto regular del curso se ofrecen a distancia.	100% de las horas de contacto regular del curso se ofrecen a través de la Internet.

<sup>22</sup> Modalidad en que se ofrece el programa y los cursos, incluyendo el curso que se solicita\*\*:

\_\_\_\_\_ Indique el por ciento de cursos del programa que se ofrecen de forma presencial.

100 Indique el por ciento de cursos del programa que se ofrecen en modalidades no presenciales (a distancia o en línea.)

\_\_\_\_\_ Indique el por ciento de cursos del programa que se ofrecen en modalidades aceleradas.

**\*\*Todo programa académico que ofrezca el 50% o más de sus cursos en otras modalidades, requiere una enmienda a la licencia del JIPD, según el reglamento vigente.**

<sup>23</sup> Cargos por laboratorios \_\_\_\_\_ Sí  No

<sup>24</sup> Posibilidad de equivalencia (en la unidad o en otras unidades del sistema): \_\_\_\_\_ Sí  No

Cursos: \_\_\_\_\_

Unidad(es) que lo(s) ofrece(n): \_\_\_\_\_

<sup>25</sup> Equipo, materiales e instalaciones mínimas requeridas:

<sup>26</sup> Cantidad de estudiantes por sección: 5 Cupo mínimo 10 Cupo máximo

<sup>27</sup> Sistema de calificación:

\_\_\_\_\_ Letra (A, B, C, D o F)

\_\_\_\_\_ Aprobado (S), No aprobado (NS)

Aprobado (P), No aprobado (NP)

\_\_\_\_\_ Aprobado (PS: Aprobado sobresaliente; PN: Aprobado notable; PB: Aprobado bueno), No aprobado (NP)

\_\_\_\_\_ Aprobado (P), Fracasado (F)

\_\_\_\_\_ Otro (Especifique): \_\_\_\_\_

<sup>28</sup> Curso a inactivar sujeto a la creación del nuevo curso:

No aplica

\_\_\_\_\_ Sí; especifique el curso a inactivar: \_\_\_\_\_

<sup>29</sup> APROBACIÓN Y CERTIFICACIÓN A NIVEL DE LA UNIDAD	NOMBRE Y FIRMA	FECHA
Decano de Asuntos Académicos:		

PARA USO DE LA VICEPRESIDENCIA DE ASUNTOS ACADÉMICOS E INVESTIGACIÓN			
<sup>30</sup> Codificación:	_____	Fecha de codificación:	_____
Funcionario que procesó la solicitud:	_____	Fecha de envío a unidad:	_____

**Appendix 35**

**ENFE 8017- Independent Study Syllabus**

UNIVERSITY OF PUERTO RICO  
MEDICAL SCIENCES CAMPUS  
SCHOOL OF NURSING  
GRADUATE DEPARTMENT  
DOCTOR OF NURSING SCIENCES PROGRAM

**SYLLABUS**

<b>TITLE:</b>	Independent Study
<b>COURSE CODIFICATION:</b>	NURS 8017
<b>CREDIT/CONTACT HOURS:</b>	3 Credits (54 hours)
<b>PRE-REQUISITES:</b>	None
<b>CO-REQUISITES:</b>	None
<b>OTHER REQUIREMENTS:</b>	None

**COURSE DESCRIPTION:**

This course provides the student the opportunity to work independently in order to develop a scholarly work in an area of research interest under the supervision of a faculty assigned to the course. Among the activities to be performed the student can select secondary analysis with information from a database, review of the literature of a phenomenon of interest, or instrument validation.

**LEARNING OBJECTIVES:**

8. It is expected that when completing this course each student will prepare a scholarly writing to submit to publication based on one of the following activities: secondary analysis, literature revision of their phenomenon of interest or validation of instruments.

**COURSE MAIN TEXTBOOK:**

None

**CONTENT OUTLINE AND TIME DISTRIBUTION:**

- I. It will depend on the activity selected by the student. The student will develop a sketch of the content to be included with the approval of the assigned faculty or mentor. 54hrs.

Total: 54hrs.

**INSTRUCTIONAL STRATEGIES:**

- Independent Study
- Mentorship

**LEARNING RESOURCES AND MINIMUM FACILITIES AVAILABLE OR REQUIRED:**

- Develop a work plan that includes:  
Comprehensive literature review  
Evidence of integration of research concepts and statistics  
Consulting with statistics experts if apply and editors  
Complete the process established by the selected journal for the publication process.
- Learning resources required are:  
Statistical package  
Research database  
Personnel computer  
Institutional email account

**EVALUATION TECHNIQUES:**

- Article ready to be submitted to an arbitrated journal.....100%

**REASONABLE MODIFICATION:**

Any student who presents a condition or health situation that qualifies him / her before the law to receive reasonable modification, has the right to make his request in writing in the Office of Services for Students with Disabilities (OSEI), following the procedure established in the document Request for Services and Reasonable Modification. A copy of this document is obtained in the OSEI Office, located on the third floor of the Dr. Guillermo Arbona Irizarry building, office B-349 (next to Medical Services for Students) and on the RCM's website in the Deanship of Students portal. The application does not exempt the student from fulfilling the academic requirements of the study programs.

CIPE - Amended and Updated on 02-07-2018.

**ACADEMIC INTEGRITY:**

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the University of Puerto Rico General Student Regulations (Board of Trustees Certification 154 2010-2011) in section 6.2.1 defines **Academic Dishonesty** as: "Any form of dishonesty or lack of academic integrity, including, but not limited to,

fraudulent actions, obtaining grades or degrees using false or fraudulent simulations, copying in whole or in part the academic work of another person, plagiarizing in whole or in part the work of another person, to copy in whole or in part the answers to the questions of an examination from another person, making or getting another person to take any oral or written test or examination on their behalf, as well as help or facilitate that another person incurs in said behavior". Section 6.2.2. defines **Fraudulent Conduct** as: "Conduct with intent to defraud, including, but not limited to, malicious alteration or falsification of grades, records, identification cards or other official documents of the University or any other institution. Any act or action of passing or circulating as genuine and true any of the documents specified above will also be subject to disciplinary sanction, knowing that they are false or altered". Any of these actions will be subject to disciplinary sanctions in accordance with the procedure established in the current University of Puerto Rico General Student Regulations. **DISCLAIMER:** The above statement is an English Translation of certain parts Article 6.2 of the General Student Regulations of the University of Puerto Rico (Reglamento General de Estudiantes de la Universidad de Puerto Rico – Cert. JS 154 2010-2011). It was originally prepared by the Deanship of Academic Affairs of the Medical Sciences Campus, and revised and approved by the Academic Senate on March 2, 2017. In case of a discrepancy or disagreement with the original text in Spanish, the Spanish version will always prevail and be given priority.

Approved by the Academic Senate, Certification 049, 2016-2017.

## **TITLE IX: NO DISCRIMINATION**

The Medical Sciences Campus (MSC) of the University of Puerto Rico (UPR) does not discriminate in its academic offerings because of sex, race, color, age, national origin, political or religious ideas, gender, gender identity or expression, pregnancy, civil status, sexual orientation, ethnic origin or because of being a victim or be perceived as a victim of domestic violence, sexual assault, sexual harassment or stalking. This policy complies with federal statutes under Title IX, as amended, and related the institutional policies of the UPR. It is the duty of every member of the university community to notify any discrimination or complaint event before the Office of the Title IX Coordinator, telephone 787-758-2525, ext. 1368 or 1360, or accessing the web page [www.rcm.upr.edu/tituloix](http://www.rcm.upr.edu/tituloix).

Approved by the Academic Senate, Certification 035, 2018-2019, Amended.

## **GRADING SYSTEM:**

100% - 90% = A

89% - 80% = B

79% - 70% = C

69% - 60% = D

59% - 0% = F

Minimum criteria: Student must pass the course with 80%, (B) or more.

## **BIBLIOGRAPHY:**

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: American Psychological Association.
- Baker, J.D. (2016). The purpose, process, and methods of writing a literature review. *AORN Journal*, 103, 265-269. DOI: 10.1016/j.aorn.2016.01.016
- Boutron, I., Altman, D.G., Moher, D., Schulz, K.F., Ravaud, P. (2017). CONSORT statement for randomized trials of nonpharmacologic treatments: A 2017 update and a CONSORT extension for nonpharmacologic trial abstracts. *Annals of Internal Medicine*, 167, 40–7.
- Debajyoti, P., & Lorusso, L.N. (2018). Write a systematic review of the literature. *HERD*, 11, 15-30. doi: 10.1177/1937586717747384
- Hyatt, J.K., Bienenstock, E.J., & Tilan, J.U. (2017). A student guide to proofreading and writing in science. *Advances in Physiology Education*, 41,324-331. doi: 10.1152/advan.00004.2017.
- Jarongo, M.R., & Saracho, O.N. (2016). *Writing for publication: Transitions and tools that support scholars' success*. Springer International Publishing.
- Pautasso, M. (2013). Ten simple rules for writing a literature review. *PLoS Computational Biology*, 9, e1003149. doi: 10.1371/journal.pcbi.1003149
- Whittemore, R. & Knalf, K. (2005). The integrative review: updated methodology. *Journal of Advanced Nursing*. 52, 546-553.

## **ELECTRONIC REFERENCES:**

- <https://apastyle.apa.org/>
- <http://www.consort-statement.org/>
- <http://library.louisville.edu/kornhauser/EBP/PICO>
- <https://guides.nyu.edu/c.php?g=276561&p=1847897>
- <https://guides.temple.edu/c.php?g=78618&p=4260131>

**Appendix 36**

**ENFE 8017- Independent Study Form**



**UNIVERSIDAD DE PUERTO RICO  
VICEPRESIDENCIA DE ASUNTOS ACADÉMICOS E INVESTIGACIÓN**

CERTIFICACIÓN  
NÚM. 42  
2019-2020

**SOLICITUD DE CAMBIOS EN CURSOS REGISTRADOS<sup>1</sup>**

Unidad: Recinto de Ciencias Medicas Facultad: Enfermería  
 Departamento/Programa: Graduado/ Doctorado en Ciencias en Enfermería  
 Codificación alfanumérica: ENFE 8017 Título del curso: Estudio Independiente

**INFORMACIÓN SOBRE CAMBIOS SOLICITADOS <sup>2</sup>**

TIPO DE CAMBIO	INFORMACIÓN VIGENTE	CAMBIO SOLICITADO
<input type="checkbox"/> Código alfabético		
<input type="checkbox"/> Código numérico		
<input type="checkbox"/> Título en español		
<input type="checkbox"/> Título Abreviado en español (26 caracteres)		
<input type="checkbox"/> Título en inglés		
<input type="checkbox"/> Título Abreviado en inglés (26 caracteres)		
<input type="checkbox"/> Tipo de curso <sup>3</sup>		
<input type="checkbox"/> Modalidad en que se ofrece <sup>4</sup>		
<input checked="" type="checkbox"/> Prerrequisitos <sup>5</sup>	<i>ENFE 8007, 8008, 8010 BIOE 6535, 8005</i>	<i>Ninguno</i>
<input type="checkbox"/> Correquisitos <sup>5</sup>		
<input type="checkbox"/> Sistema de calificación <sup>5</sup>		
<input type="checkbox"/> Horas contacto/créditos <sup>6</sup>		
<input type="checkbox"/> Descripción		
DESCRIPCIÓN ANTERIOR EN ESPAÑOL	NUEVA DESCRIPCIÓN EN ESPAÑOL	

DESCRIPCIÓN ANTERIOR EN INGLÉS		NUEVA DESCRIPCIÓN EN INGLÉS	
<b>JUSTIFICACIÓN DE LOS CAMBIOS:</b>			
<i>Eliminar cursos prerequisites que no son necesarios.</i>			
<b>FECHA DE EFECTIVIDAD DE LOS CAMBIOS:</b> Agosto 2022			
APROBACIÓN Y CERTIFICACIÓN A NIVEL DE LA UNIDAD		NOMBRE Y FIRMA	FECHA
Decano de Asuntos Académicos <sup>2</sup> :			
VICEPRESIDENCIA DE ASUNTOS ACADÉMICOS E INVESTIGACIÓN			
Recibido:		Anotado:	
Notificado:		Funcionario:	
Devuelto:		Funcionario:	
Motivo:			

**Appendix 37**

**Budget: 4-year PhD Program**



**Consejo de Educación de Puerto Rico**  
**Área de Licenciamiento de Educación Superior**  
**Formulario de Presupuesto**  
**Evaluación de Enmiendas Licencia de Renovación**

**Nombre: Ofrecimiento Académico: Doctorado en Filosofía**

**Institución: Universidad de Puerto Rico**

**Unidad: Recinto de Ciencias Médicas**

<b>Ingresos</b> <b>Concepto</b>	<b>Año Académico (favor identificar)</b>			
	1	2	3	4
Matrícula (créditos)	\$75,000	\$150,000	\$225,000	\$300,000
Cuotas	5,000	10,000	15,000	20,000
Fondos Externos				
Otros (Si es necesario añada filas)				
<b>Total</b>	<b>\$80,000</b>	<b>\$160,000</b>	<b>\$240,000</b>	<b>\$320,000</b>
<b>Gastos (Resumen 1)</b>				
<b>Concepto</b>				
Salarios Docentes	\$4,997	\$4,997	\$4,997	\$4,997
Desarrollo Profesional	4,000	6,000	7,000	8,000
Salarios Administrativos	5,820	5,820	5,820	5,820
Recursos de Información / Serv. Consultoria	9,000	10,000	12,000	13,000
Manten. /Sustitución Equipo				
Materiales /Equipo	3,000	3,000	3,500	4,000
Gastos indirectos				
Investigación				
Actividades de Desarrollo de Estudiantes	2,000	2,000	2,500	3,000
Otros Gastos del Programa	2,000	4,000	5,000	6,000
<b>Total</b>	<b>\$30,817</b>	<b>\$35,817</b>	<b>\$40,817</b>	<b>\$44,817</b>
Sobrante o Déficit	\$49,183	\$124,183	\$199,183	\$275,183

**Certifico correcto (para uso de la institución)**

**Nombre: Suane E. Sánchez Colón**

**Título: Decana, Escuela de Enfermería**

**Firma:**

**Fecha: 5 de marzo de 2021**

**Certifico correcto (para uso de la institución)**

**Nombre: Yaralys Román Agosto**

**Título: Administradora, Escuela de Enfermería**

**Firma:**

**Fecha: 5 de marzo de 2021**

**ENDORSEMENT**

**Minute - Graduate Department Extraordinary Meeting**



**Minute – Graduate Department Extraordinary Meeting**

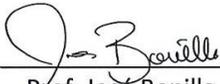
Date: June 30, 2020  
 Hour: 1:30pm- 2:15pm  
 Place: Virtual <https://meet.google.com/wca-vqvn-bhs>

Present:

- Dr. Carmen Mabel Arroyo (Director DNS Program)
- Dr. Nancy Dávila (Associate Dean Academic Affairs – SON)
- Dr. Janet Rodriguez (Director, Graduate Department SON)
- Prof. José L. Bonilla
- Dr. Milagros Figueroa
- Prof. Elba Ortiz
- Dr. Gloria Ortiz
- Dr. Sherily Pereira
- Dr. Blanca Ralat
- Dr. Marta Rivero
- Dr. Elizabeth Román
- Prof. Lilliana Villar

Topic	Determinations
I. Opening	Meeting was started at 1:40pm by Dr. Janet Rodríguez, Director, Graduate Department.
II. Quorum	Quorum established with 11 faculty members.
III. Presentation of Proposal for Academic Changes in the Doctor of Nursing Science (DNS) Program	Dr. Mabel Arroyo, DNS Program Director presents the proposal including background, evaluation results, and proposed changes to currently offerings.
IV. Question and Answer Sessions	<p><i>Dr. Elizabeth Román</i> – What is the current status of DNS Alumni?</p> <p><i>Dr. Arroyo’s response:</i> All of them currently hold a faculty/administrative position at a local school of nursing.</p> <p><i>Dr. Elizabeth Román</i> – What about ongoing research activities (from alumni)?</p>

Topic	Determinations
	<i>Dr. Arroyo's response:</i> Some of them are working in their manuscript development. Recent graduate has expressed her desire to develop their research career.
V. Endorsement	<p>Hosted by Dr. Janet Rodríguez.</p> <p>Dr. Gloria Ortiz- Motion for Doctorate in Nursing Science Revision Approval by Faculty Members. Motion seconded by all present faculty members.</p> <p>Doctoral degree revision proposal was approved by unanimity.</p>
VI. Closing	Meeting ended at 2:15pm.

Minute prepared by:  \_\_\_\_\_  
Prof. José Bonilla