



Course Outline

Code: NUR131

Title: Research Foundations for Health Practice

School of:	Nursing, Midwifery & Paramedicine
Teaching Session:	Semester 2
Year:	2019
Course Coordinator:	Sam Edwards Email: sedwards@usc.edu.au
Course Moderator:	Ann Framp

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1 Description

This course introduces research as a means of underpinning evidence based health practices. You will develop foundational skills in research that will enable you to explore evidence based health care practice. A focus will be on the development of skills in accessing and evaluating information and critical appraisal of research literature.

1.2 Course topics

Evidence-based practice in health care

The research process

Principles of quantitative and qualitative research methods

The literature review – searching and reviewing literature

Critical appraisal of research literature

Application of evidence and research to healthcare services and practices.

2. What level is this course?

100 level Introductory - Discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Normally associated with the first full-time year of an undergraduate program

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

Specific Learning Outcomes On successful completion of this course you should be able to:	Assessment Tasks You will be assessed on the learning outcome in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to you becoming:
Understand the principles of quantitative and qualitative methods of collecting, analysing and presenting information in health research	Task 1A : Online Quiz Task 1B: In class test Task 2: Research workbook Task 3: Poster presentation	Knowledgeable.
Manage information systems to identify and find relevant peer reviewed literature to explore a health care research question	Task 2: Research workbook Task 3: Poster presentation	Knowledgeable.
Critically appraise health care research literature	Task 2: Research workbook Task 3: Poster presentation	Knowledgeable.
Engage with the principles of evidence based practice to understand the requirements of delivering therapeutic and safe care across diverse health care settings.	Task 2: Research Workbook Task 2: Poster presentation	Engaged.

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1 Enrolment restrictions

Enrolled in Program SC391 or SC393 or SC394 or SC335 or SC367 or SC373 or SC374 or SC375 or SC376 or SC377 or UU301 or XU301

5.2 Pre-requisites

Nil

5.3 Co-requisites

Nil

5.4 Anti-requisites

PAR131 or NUR321

5.5 Specific assumed prior knowledge and skills (where applicable)

No assumed knowledge or skills

6. How am I going to be assessed?

6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 Details of early feedback on progress

One online quiz will be conducted early in the semester (week 3). The feedback from the online quiz is provided to students at the time of completion. The feedback will identify correct responses and identify where to find correct information for incorrect responses. This formative feedback will inform students about progress within the course and highlight the areas requiring additional support.

6.3 Assessment Tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1A	Online Quiz	Individual	10%	30 minutes	Week 3	Online: see Blackboard for details
1B	In class test	Individual	15%	40 minutes	week 6	In class
2	Research workbook	Individual	35%	1500 word equivalent	Week 8	Blackboard Safe Assign
3	Poster presentation	Individual	40%	Approx 1000 words	Due week 10, presentation Week 11 & 12	Blackboard Safe Assign

Assessment Task 1A: Online Quiz Week 3

Goal:	The goal of this assessment is designed to help develop your research terminology and literacy skills.
Product:	Online quiz
Format:	The quiz will include short answer questions and multiple choice questions. Further information about the online quiz assessment will be posted on the Blackboard course site.
Criteria:	Understand the principles of quantitative and qualitative methods of collecting, analysing and presenting information in health research Manage information systems to identify and find relevant peer reviewed literature to explore a health care research question

Assessment Task 1B: In class test Week 6

Goal:	The goal of this assessment is designed to help build your research terminology and literacy skills.
Product:	In class test
Format:	The in class test will include short answer questions and multiple choice questions. You can bring 1 x A4 page of hand-written notes with you to the test Further information about the in-class test will be posted on the Blackboard course site.
Criteria:	Understand the principles of quantitative and qualitative methods of collecting, analysing and presenting information in health research

Assessment Task 2: Research workbook Week 8

Goal:	The goal of this assessment is to demonstrate your understanding of research principles and methods.
Product:	Research workbook
Format:	The research workbook will include a set of questions for: 1) identified research presentations, and 2) a peer reviewed journal article. The research workbook template and further information about this task will be posted on the course Blackboard site in the Assessment content area.
Criteria:	Completion of the research workbook will be assessed according to the following criteria: <ul style="list-style-type: none"> Understand the principles of quantitative and qualitative methods of collecting, analysing and presenting information in health research Manage information systems to identify and find relevant peer reviewed literature to explore a health care research question Critically appraise health care research literature Discussion of the relevance to evidence based practice

Assessment Task 3: Poster presentation Submit Week 10, Poster presentations week 11 & 12

Goal:	The goal of this assessment is to write a research question relevant to health care practice and then search the literature to provide the evidence to answer the question.
Product:	Poster presentation individual or pair as negotiated
Format:	<p>The poster should:</p> <ul style="list-style-type: none"> • Identify the research question • Describe the literature retrieval process • Summarise what is known about the topic on the basis of the review that was conducted • Answer the research question using the literature found • Summarise the questions/issues that arise from the review conducted <p>Further information about the poster requirements will be posted on Blackboard in the Assessment content area.</p>
Criteria:	<p>The poster presentation will be assessed on the following criteria:</p> <ul style="list-style-type: none"> • Ability to write a research question • Ability to manage information systems to identify and find relevant peer reviewed literature to explore a health care research question • Ability to critically appraise the literature to answer a health care practice question • Visual presentation of material in a poster format • Oral communication

7. What are the course activities?**7.1 Directed study hours**

The directed study hours listed here are a portion of the workload for this course. A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

Online Lectures: A series of online research lectures will be presented in the course. Lectures will be conducted in weeks 1-9. The lecture topics will be posted on Blackboard at course commencement. The lectures will present research topics that demonstrate how nurses engage in producing knowledge that contributes to the nursing domain of knowledge. Guest lectures will highlight different research topics that nurses engage with, and theoretical and practical issues that are relevant to nurses in practice.

Location: Specific Campus(es) or online:	Directed study hours for location:
USC Sunshine Coast	12 x 2-hr workshops
USC Fraser Coast	12 x 2-hr workshops
USC Gympie	12 x 2-hr workshops
USC Caboolture	12 x 2-hr workshops

7.2 Course content

Week # / Module #	What key concepts/content will I learn?
1	Introduction to research, the research process and EBP
2	Asking questions and searching for evidence
3	Reviewing the literature Task 1A online quiz
4	Qualitative research
5	Quantitative research
6	Mixed methods research

	Task 1 B In class test
7	Sampling and levels of evidence
8	Presenting your findings: Preparing a research poster
9	Ethics
10	Research and evidence-based practice
11	Research in action
12	Research in action

Please note that the course activities may be subject to variation.

8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 Prescribed text(s)

Please note that you need to have regular access to the resource(s) listed below as they are required:

Author	Year	Title	Publisher
Greenhalgh, TM, Bidewell, J, Crisp, E, Lambros, A & Warland, J	2017	Understanding research methods for evidence-based practice in health, 1 st edition	Wiley, Australia

8.2 Specific requirements

There are no special requirements for this course.

9. Risk management

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2 Assessment: Additional requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC South Bank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au

10.7 School specific information

NMBA Registered Nurse standards for practice addressed in this course:

NMBA Registered Nurse standards for practice	
Standard	Criterion
Standard 1: Thinks critically and analyses nursing practice	1.1, 1.4, 1.5, 1.7
Standard 2: Engages in therapeutic and professional relationships	2.2, 2.7
Standard 3: Maintains the capability for practice	3.3, 3.7
Standard 4: Comprehensively conducts assessments	
Standard 5: Develops a plan for nursing practice	5.1
Standard 6: Provides safe, appropriate and responsive quality nursing practice	
Standard 7: Evaluates outcomes to inform nursing practice	

NMBA Midwife standards for practice	
Standard	
Standard 1: Promotes health and wellbeing through evidence-based midwifery practice	
Standard 3: Demonstrates the capability and accountability for midwifery practice	
Standard 5: Develops plans for midwifery practice	
Standard 6: Provides safety and quality in midwifery practice	