

## Course Outline

**Code: NUR131**

**Title: Research Foundations for Health Practice**

**School:** Nursing, Midwifery & Paramedicine  
**Teaching Session:** Semester 2  
**Year:** 2020  
**Course Coordinator:** Dr John Rosenberg, Email: jrosenbe@usc.edu.au  
**Course Moderator:** Matthew Mason, Email: mmason1@usc.edu.au

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 Field trips, WIL placements or activities required by professional accreditation

Activity	Details
Nil	Nil

#### 1.3 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

### 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?

<b>Specific Learning Outcomes</b> On successful completion of this course, you should be able to:	<b>Assessment tasks</b> You will be assessed on the learning outcomes in task/s:	<b>Graduate Qualities or Professional Standards mapping</b> Completing these tasks successfully will contribute to:
Understand the principles of quantitative and qualitative methods of collecting, analysing and presenting information in health research	Task 1 Task 2 Task 3	Knowledgeable.
Manage information systems to identify and find relevant peer reviewed literature to explore a health care research question	Task 2 Task 3	Knowledgeable.
Critically appraise health care research literature	Task 2 Task 3	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 Task 3	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 4). 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 Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Quiz/zes	Individual	20%	30 minutes	Week 4	Quiz (Online Test)
2	Written Piece	Individual	30%	1500 words	Week 7	Online Assignment Submission with Plagiarism check
3	Artefact - Technical and Scientific	Individual	50%	750 - 1000 words	Week 12	Online Assignment Submission with Plagiarism check
			100%			

### Assessment Task 1: Online Quiz (Week 4)

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

### Assessment Task 2: Research workbook (Week 7)

<b>Goal:</b>	The goal of this assessment is to demonstrate your understanding of research principles and methods.
<b>Product:</b>	Written Piece
<b>Format:</b>	The research workbook will include a set of questions about: 1) selected videoed research presentations, and 2) a selected 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.
<b>Criteria:</b>	Completion of the research workbook will be assessed according to the following criteria: <ul style="list-style-type: none"> <li>• Manage information systems to identify and find relevant peer reviewed literature to explore a health care research question</li> <li>• Critically appraise health care research literature</li> <li>• Discussion of the relevance to evidence-based practice.</li> </ul>

### Assessment Task 3: Poster presentation (Week 12)

<b>Goal:</b>	The goal of this assessment is to write a research question relevant to health care practice, search the literature for evidence that supports practice, and present in a narrated poster presentation.
<b>Product:</b>	Artefact - Technical and Scientific
<b>Format:</b>	The poster should: <ul style="list-style-type: none"> <li>• Identify the research question</li> <li>• Describe the literature retrieval process</li> <li>• Summarise what is known about the topic on the basis of the literature review conducted</li> <li>• Answer the research question using the literature found</li> <li>• Summarise the questions/issues that arise from the review conducted</li> </ul> Further information about the poster requirements will be posted on Blackboard in the Assessment content area.
<b>Criteria:</b>	The poster presentation will be assessed on the following criteria: <ul style="list-style-type: none"> <li>• Ability to write a research question</li> <li>• Ability to manage information systems to identify and find relevant peer-reviewed literature to explore a health care research question</li> <li>• Ability to critically appraise the literature to answer a health care practice question and describe how the evidence supports the practice</li> <li>• Oral communication and visual presentation of material in a narrated poster format</li> <li>•</li> </ul>

## 7. 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 learning and teaching recordings:** A series of online research recordings will be presented in the course. Recordings will be provided in weeks 1-9. The topics will be posted on Blackboard at course commencement. The recordings will present research topics that demonstrate how nurses engage in contributing to the domain of nursing knowledge. Guest presenters will highlight different research topics that nurses engage with, and theoretical and practical issues relevant to nursing practice.

This course will be delivered via technology-enabled learning and teaching. All teaching will remain in this mode for Semester 2, 2020.

Location:	Directed study hours for location:
USC Sunshine Coast	9 x weekly online learning and teaching recordings 9 x 2-hour face-to-face technology-enabled tutorials/workshops
USC Moreton Bay	
USC Fraser Coast	
USC Gympie	
USC Caboolture	

## 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) or course reader

Please note that you need to have regular access to the required resource listed below:

Author	Year	Title	Publisher
Greenhalgh TM, Bidewell J, Crisp E, Lambros A & Warland J	2020	Understanding research methods for evidence-based practice in health, 2nd edition	Wiley, Australia

## 8.2 Specific requirements

There are no special requirements for this course.

## 9. How are risks managed in this course?

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:

- The final mark is in the percentage range 47% to 49.4%
- The course is graded using the Standard Grading scale
- 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](mailto:studentcentral@usc.edu.au)

### 10.5 Wellbeing Services

Student Wellbeing Support Staff are available to assist on a wide range of personal, academic, social and psychological matters to foster positive mental health and wellbeing for your success. Student Wellbeing is comprised of professionally qualified staff in counselling, health and disability Services.

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, mental health issue, learning disorder, injury or illness, or you are a primary carer for someone with a disability, [AccessAbility Services](#) can provide assistance, advocacy and reasonable academic adjustments.

To book an appointment with either service go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or [accessability@usc.edu.au](mailto:accessability@usc.edu.au) or call 07 5430 1226

### 10.6 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>

### 10.7 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** – Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie

## Course Outline: NUR131 Research Foundations for Health Practice

- **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](mailto:studentcentral@usc.edu.au)

### 10.8 School specific information

NMBA Registered Nurse standards for practice addressed in this course:

<b>NMBA Registered Nurse standards for practice</b>	
<b>Standard</b>	<b>Criterion</b>
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	

<b>NMBA Midwife standards for practice</b>	
<b>Standard</b>	
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	