



Course Outline (Higher Education)

School:	School of Health
Course Title:	INTRODUCTION TO RESEARCH & EVIDENCE-BASED PRACTICE
Course ID:	NURBN1005
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	060301

Description of the Course :

This Course is designed to develop foundational skills in understanding and applying Evidence Based Practice in order for students to become informed consumers of research with the ability to relate research to nursing practice. The course will examine the major steps in the research process and the principles of Evidence Based Practice. In order to provide the highest quality of nursing care, students must be able to access, interpret and evaluate the best available evidence, and how this can be incorporated into nursing practice. The knowledge and skills developed in this course can be utilised across all courses of the Associate Degree of Enrolled Nursing and the Bachelor of Nursing Programs.

Grade Scheme: Graded (HD, D, C, etc.)

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

On successful completion of this course the students are expected to be able to:

Knowledge:

- K1.** Identify the principles of ethical research;
- K2.** Describe the relationship between nursing and research and the role of critical thinking and reflection in the development of nursing knowledge;
- K3.** Describe the principles of evidence-based practice, recognising the importance of incorporating research evidence into practice to the delivery of high quality nursing care;

Skills:

- S1.** Develop critical thinking skills and enquiring strategies to locate literature and compare findings;
- S2.** Describe research methodologies used in the investigation of problems of significance to nursing;
- S3.** Critically analyse the skills necessary to incorporate research into nursing practice, including the use of research articles, comparing methodologies, data collection and analysis techniques;

Application of knowledge and skills:

- A1.** Discuss the concept of evidence-based practice in relation to the provision of safe, effective, holistic nursing care; and
- A2.** Apply research concepts and skills, reflective practice skills, and the value of systematic inquiry in Nursing.

Course Content:

The NMBA Registered Nurse Standards for Practice (2016): NMBA Code of Professional Conduct for Nurses (2013) and NMBA Code of Ethics for Nurses (2013) have substantially informed the syllabus/content of this course.

Topics may include:	
1.	Research awareness <ul style="list-style-type: none"> • health research appreciation and application using a range of communication skills • knowledge of nursing and research theories and philosophies • relating professional standards of practice and requirements of the NMBA registered nurse standards for practice (2016) to nursing research • collaborative implementation of nursing research to enhance person-centered outcomes • the nurse as researcher and consumer of research • socio-cultural considerations in nursing practice and nursing research. • research skills development framework for undergraduate programs • ways of thinking and knowing in nursing
2.	Introduction and overview of the following: <ul style="list-style-type: none"> • literature review, including information and digital literacy skills for data base searches • major approaches to research • common quantitative research methods • common qualitative research methods • mixed methods research • sampling and data collection; in quantitative research & in qualitative research • approaches to analysing data • measure and relationships between variables • establishing rigor • descriptive and inferential statistics • presenting findings • trustworthiness
3.	Principles of ethical research in health care <ul style="list-style-type: none"> • Evidence Based Practice (EBP) • thinking critically to appraise, interpret and communicate research findings • applying research knowledge to inform nursing practice

Values and Graduate Attributes:
Values:

- V1.** Understand the application of research to improving nursing practice.
- V2.** Appreciate the relationship of research to best practice in nursing.

Graduate Attributes

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens. These have been applied to nursing context below:

Nursing Graduate Attributes:

The Bachelor of Nursing is a graduate capabilities outcomes-based curriculum. This course develops and/or assesses the following Federation University Australia and Registered Nursing Graduate Capabilities and the NMBA Registered Nurse Standards for Practice (2016).

Federation University Graduate Attributes	Registered Nurse Graduate Capabilities	Low Focus	Medium Focus	High Focus	Assessed
Responsible, ethical, engaged Social/cultural perspectives Local/national/international communities	1. Professional and ethical decision maker		X		
	2. Politically astute, situational leader and citizen		X		
	3. Socially and culturally aware agent for change				
Critical, creative and enquiring Problem solver Ongoing learning	4. Critical, reflective thinker adept in clinical reasoning			X	X
	5. Creative problem solver			X	X
	6. Life-long researcher			X	X
Capable, flexible and work ready Communication skills Independent & collaborative worker	7. Skilled therapeutic Communicator		X		
	8. Capable Inter-Disciplinary Healthcare Team Member				
	9. Competent, caring, safe and professional practitioner			X	X

Learning Task and Assessment:

Planned Student Learning Experience

A 15 credit point course will involve a minimum of 150 hours of learning. For every one hour of teacher directed learning there will be a minimum of two hours of student/learner directed learning. The Teacher-directed hours of student learning in this course will be experienced primarily through teaching innovations like interactive technology enhanced learning, class discussions, audio-visual presentations, flexible blended and on-line learning, low and high fidelity simulations, exploration of case studies and inquiry-based learning. Active participation is encouraged during class sessions. Attendance at all clinical placement and laboratory sessions is compulsory.

Learner-directed hours will include focused learning activities, simulated laboratory learning, practice and reflection on practice, and role modelling. Students are expected to access electronic research databases and use computers to facilitate learning.

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, A1, A2	Group presentation - using research literature to critically analyse a contemporary nursing practice, arguing for/against the practice	Oral presentation/Debate	40-60%
K1, K2, K3, S1, S2, A1, A2,	Critical review of research literature relating to contemporary nursing issues	Essay	40-60%

Adopted Reference Style:

APA