

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	RESEARCH 1: INTRODUCTION TO EVIDENCE-BASED PRACTICE AND RESEARCH
<b>Unit ID:</b>	NURBN1015
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	060301

## Description of the Unit:

This unit is designed to develop foundational skills in understanding and applying evidence-based practice so that students become informed consumers of research with the ability to relate research to nursing practice. The unit will examine the major steps in the research process and the principles of evidence-based practice. In order to provide the highest quality nursing care, students must be able to access, interpret and evaluate the best available evidence, and incorporate into nursing practice. The knowledge and skills developed in this unit can be utilised across all units of the Bachelor of Nursing course.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**Does Recognition of Prior Learning apply to this Unit?** No

**Placement Component:** No

**Supplementary Assessment:** Yes

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

**CourseLevel:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

### Learning Outcomes:

#### 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 search and locate appropriate evidence-based literature.
- S2.** Appraise research methodologies used in the investigation of nursing problems
- S3.** Critically analyse research articles in terms of 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
- A2.** Apply research concepts, reflection and systematic inquiry in nursing practice.

#### Unit Content:

The current NMBA Registered Nurse Standards for Practice, NMBA Code of Conduct for Nurses, Code of Ethics for Nurses, National Safety and Quality Health Service Standards, Aged Care Quality Standards, National Health Priority Areas and where applicable the NMBA National Competency Standards for the Midwives, NMBA Code of Conduct for Midwives, ICM/NMBA Code of Ethics for Midwives have informed the content development of this unit.

- Research awareness
- Introduction to literature reviews
- Contemporary approaches to research in nursing
- Approaches to sampling and data collection
- Approaches to analysing research data
- Understanding research findings and evidence-based practice

#### Learning Task and Assessment:

A 15-credit point unit 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 learner directed learning. Additional hours will be required to complete the associated assessment tasks. Learner-directed hours will include self-directed learning, directed activities and formative assessment opportunities via the learning management system. The teacher-directed

hours of learning in this unit will be through a variety of in-person or online small group learning sessions. Students are expected to attend and engage with all scheduled classes as per the assessment hurdle requirements for this unit.

The hurdle assessment task is excluded from supplementary assessment.

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, A1, A2	Attendance at Active Learning Sessions	80% Attendance at Active Learning Sessions	S/U Hurdle
K1, S1, S2, S3, A2	Analyse and report on the quality of research literature, considering evidence based practice principles.	Research Report	40-60%
K1, K2, K3, S1, S2, A1, A2	Critical analysis of evidence based literature relating to contemporary nursing issues.	Essay	40-60%

### Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

**MICS Mapping has been undertaken for this Unit**

Yes

Date:

May 12, 2023

### Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)