

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	RESEARCH 2: APPLICATION OF EVIDENCE-BASED PRACTICE AND RESEARCH
<b>Unit ID:</b>	NURBN3035
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(1st and 2nd year commencing students)
<b>ASCED:</b>	060301

## Description of the Unit:

This unit is designed to strengthen students' practical use of evidence-based practice, focusing on integrating clinical experience with research in nursing. In this unit, students will explore the intersection of their practical nursing experiences and current research, enhancing their ability to critically analyse and apply research evidence in clinical settings. Students will explore and present research findings, articulate necessary changes in nursing practice, and propose evidence-based solutions to inform nursing practice. The unit aims to equip students with the skills to evaluate and implement evidence-based knowledge confidently, enhancing the quality of patient care.

**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.

**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, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**Course Level:**

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

### Learning Outcomes:

#### Knowledge:

- K1.** Describe the principles of evidence-based practice, recognising the importance of incorporating research evidence into practice to the delivery of high-quality nursing care
- K2.** Examine ethical considerations and dilemmas in clinical research, focusing on identifying and articulating ethical challenges and implications within nursing practice.
- K3.** Assess current and relevant literature to discern and interpret the findings to develop a research question.

#### Skills:

- S1.** Differentiate between research methodologies and select appropriate methods to address a clinical research question.
- S2.** Analyse and investigate relevant literature to identify research gaps in clinical practice and devise a research question that addresses this gap.
- S3.** Effectively communicate the analysis and findings from the nursing literature.

#### Application of knowledge and skills:

- A1.** Determine the relevance and credibility of research related to evidence-based practice.
- A2.** Translate research findings into practice recommendations, considering the potential impact of clinical outcomes and patient care.
- A3.** Independently source and critically evaluate information from various sources to enhance decision-making around evidence-based care.
- A4.** Apply ethical principles to analyse and address potential ethical issues that arise during clinical research.

#### Unit Content:

The NMBA Registered Nurse Standards for Practice, NMBA Code of Conduct for Nurses and Code of Ethics for Nurses, National Safety and Quality Health Service (NSQHS) Standards, and National Health Priority areas have substantially informed the syllabus/content of this unit.

- Understand the scientific method of research and methodologies
- Demonstrate refining research questions
- Perform a literature review related to the specific research question
- Develop a research proposal and articulate it to an audience
- Applying nursing research to evidence person-centered care ( NSQHS Standards, Aged Care Standards, Paediatric Quality Standards)
- Introduction to the National Statement on Ethical Conduct in Human Research

## FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	<p>Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in:</p> <ul style="list-style-type: none"> <li>Using effective verbal and non-verbal communication</li> <li>Listening for meaning and influencing via active listening</li> <li>Showing empathy for others</li> <li>Negotiating and demonstrating conflict resolution skills</li> <li>Working respectfully in cross-cultural and diverse teams.</li> </ul>	K1, K2, S2, S3, A2, A3, A4	AT2, AT3
FEDTASK 2 Leadership	<p>Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>Creating a collegial environment</li> <li>Showing self-awareness and the ability to self-reflect</li> <li>Inspiring and convincing others</li> <li>Making informed decisions</li> <li>Displaying initiative</li> </ul>	K2, A2, S2	AT2, AT3
FEDTASK 3 Critical Thinking and Creativity	<p>Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>Reflecting critically</li> <li>Evaluating ideas, concepts and information</li> <li>Considering alternative perspectives to refine ideas</li> <li>Challenging conventional thinking to clarify concepts</li> <li>Forming creative solutions in problem solving.</li> </ul>	K1, K2, K3, S1, S3, A2, A3, A4	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	<p>Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>• Collating, managing, accessing and using digital data securely</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Contributing actively to digital teams and working groups</li> <li>• Participating in and benefiting from digital learning opportunities.</li> </ul>	K1, K2, S1,A1, A2,	AT1, AT3
FEDTASK 5 Sustainable and Ethical Mindset	<p>Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	K1, K2, K3, S2, S3, A2, A3, A4	AT1, AT2, AT3

### Learning Task and Assessment:

## Planned Student Learning Experience

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 student/learner directed learning. The *teacher-directed* hours of student learning in this unit 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. You are expected to attend all scheduled classes and actively participate during class sessions. Attendance at all residential intensives (flexible students), 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	Assessment Tasks	Assessment Type	Weighting
K1, K3, S2, S3, A1, A2, A3	Research proposal	Research report	50-70%
K1, K2, S1, S3, A2, A4	Research presentation	Research report	30-50%
K1, K2, K3, S1, S2, S3, A1, A2, A3	Attendance at Active Learning Sessions	80% Attendance at Active Learning Sessions	S/U Hurdle

### Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)