



Course Outline (Higher Education)

School:	School of Health
Course Title:	NURSING CONTEXT 5: RESEARCH AND EVIDENCE-BASED PRACTICE
Course ID:	SHMCN6006
Credit Points:	15.00
Prerequisite(s):	(SHMCN6001)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	060301

Description of the Course:

This course is designed to build on existing knowledge and skills regarding ethical research and practice, and enable an exploration of the role of research and research methods in ensuring safe, high quality patient care. The course will examine the major steps in the research process, the principles of evidence-based practice and key frameworks from translating evidence into practice. Students will consider the importance of becoming informed consumers of research literature. Students will be expected to explore research strategies and develop a research proposal to investigate an important professional or clinical issue, which may provide results that can inform and/or be translated into nursing or interdisciplinary practice.

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

Placement Component: No

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"/>	<input type="checkbox"/>
Intermediate	<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:**Knowledge:**

- K1.** Evaluate the principles of ethical research and research integrity
- K2.** Demonstrate an understanding of research methodologies and research methods in answering professionally and clinically relevant questions
- K3.** Explain key characteristics of research evidence, including in relation to assessing its relevance and applicability for nursing practice
- K4.** Outline the principles of evidence-based practice and the importance of evidence-informed practice

Skills:

- S1.** Describe research methodologies used in the investigation of professional and clinical problems
- S2.** Critically analyse research literature and assess its application for nursing practice
- S3.** Demonstrate a capacity for collecting, analysing and presenting data at the level of a beginning nurse researcher
- S4.** Interpret and translate research evidence into professional and clinical practice

Application of knowledge and skills:

- A1.** Translate systematic inquiry, critical thinking and reflective practice skills into evidence-based nursing practice
- A2.** Effectively apply a range of resources to enhance critical and clinical decision-making skills
- A3.** Demonstrate competency in developing a professionally or clinically-relevant research proposal
- A4.** Apply the principles of research and evidence-based practice, incorporating research evidence in the delivery of high-quality nursing care

Course Content:

The NMBA Registered Nurse Standards for Practice (2016), Code of Professional Conduct for Nurses (2018) and Code of Ethics for Nurses (2018), National Safety and Quality Health Service Standards (2017-2019), National Safety and Quality Primary and Community Healthcare Standards (2021), Aged Care Quality Standards (2021), National Standards in Mental Health Services (2017), Prescribing Competencies Framework (2021), National Digital Health Framework (2021), National Health Priority areas and the Registered Nurse Cultural Standards (2018) have informed the syllabus/content of this course. Additionally, the content of this course is informed by the National Statement on Ethical Conduct in Human Research (2007, updated 2018) and the Federation University Ethical Conduct of Research Policy – Policy Code: RS1921 (2020).

- What research is and how research evidence informs health services, health care and clinical practice
- The major paradigms and approaches to research – quantitative, qualitative and mixed-methods
- Populations and samples
- Research questions – PICO(T) and PICO
- Data types and sources, methods of data collection
- Managing, collating, analysing, summarising and presenting data
- Data comparisons, associations, significance and inference
- Major study types, strength of evidence and risk of bias
- Critical analysis of research literature – research rigour and outcomes, including generalisability and professional and clinical relevance
- Clinical audits and clinical practice improvement

- Evidence, evidence translation and evidence-informed practice
- Research integrity and research ethics review

Values:

- V1.** Appreciate the importance of ethical research and research integrity
- V2.** Appreciate the quality and relevance of research evidence
- V3.** Appreciate the importance of implementing evidence-informed professional and clinical practice

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Students will be equipped with advanced level knowledge of the determinants of health, health determinants and the skills, motivation and confidence to engage in continuous learning to meet the personal, professional and vocational challenges of an ever changing world;

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A3, A4	AT1, AT2, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K1, K2, K3, K4, S1, S3, A1, A2, A3	AT3
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, K2, K3, K4, S1, S3, A1, A2, A3	AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A4	AT2, AT3

GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K1, K2, K3, K4, S1, S3, A1, A2, A3	AT3
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Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, S1, S2, S3, S4, A1, A2, A4	Explore and critique data collection, analysis, presentation and application for practice	Online quizzes and activities	20-30%
K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A4	Critical review of research literature relating to a professionally or clinically-relevant issue	Written Assessment	30-40%
K1, K2, K3, K4, S1, S3, A1, A2, A3	Develop a research proposal relating to a professionally or clinically-relevant question	Application for Human Research Ethics Committee Approval - standard form	40-50%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)