



The University of Southern Queensland

Course specification

Description: Nursing Research						
Subject	Cat-nbr	Class	Term	Mode	Units	Campus
NUR	3060	44386	2, 2005	EXT	1.00	Toowoomba

Academic group:	FOSCI
Academic org:	FOS004
Student contribution band:	National Priority Nursing
ASCED code:	060399

STAFFING

Examiner: Roslyn Reilly
Moderator: Cath Rogers-Clark

OTHER-REQUISITES

BN (Pre-Reg) students are strongly advised to have completed 12 Bachelor of Nursing courses before enrolling in this course and may only enrol in the EXT mode with the permission of the Examiner. For BN (Post-Reg) students there are no pre-requisites for enrolment in this course but it is strongly recommended that this course be the last to enrol in before completion of the programme.

RATIONALE

Graduates with a Bachelor's Degree in Nursing are expected to effectively utilize Nursing Research and actively participate in the Scholarship of Nursing. This course with its theoretical base and applications provides students with opportunities to prepare themselves for their roles in scholarship and research in Nursing.

SYNOPSIS

The course provides an introduction to the role of research processes and scholarship activity in the Nursing profession. Content includes an examination of the research process and methodologies (qualitative and quantitative). Issues of validity, reliability, sampling, generalisation and application of findings are addressed from the research consumer perspective. The professional nurse's role in the dissemination of knowledge is examined as a scholarly expectation including the skills of scientific writing, publication and professional speaking.

OBJECTIVES

On completion of this course students will be able to:

1. describe the various approaches to the research process;
2. identify appropriate basic techniques to collect and analyse data at a beginning level;
3. describe the link between nursing research and professional practice;

4. critically examine the issues and ethical considerations which impact on Nursing research; and
5. demonstrate achievement of professional scholarship skills such as scientific writing, formulation of a research proposal and the critique of published studies.

TOPICS

	Description	Weighting (%)
1.	The Research Process	6.00
2.	Critiquing scholarly/research articles	6.00
3.	Ethical Considerations	6.00
4.	Literature Review	6.00
5.	The Research Problem	5.00
6.	Feasibility of a Study	5.00
7.	Methodologies - the quantitative paradigm & the qualitative paradigm	12.00
8.	Data Collection	12.00
9.	Data Analysis	12.00
10.	Interpreting Outcomes	12.00
11.	Proposals and Final Reports	6.00
12.	Communicating Research Findings	6.00
13.	Utilisation of Research in Nursing	6.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Schneider, Z, Elliott, D, Beanland, C, LoBiondo-Wood, G & Haber, J 2003, *Nursing Research: Methods, Critical Appraisal and Utilization*, 2nd edn, Mosby, Sydney.

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Brink, P & Wood, M 1994, *Basic Steps in Planning Nursing Research: From Planning to Appraisal*, 4th edn, Jones and Bartlett Publishers, Boston.

Burnard, P & Morrison, P 1994, *Nursing Research in Action: Developing Basic Skills*, 2nd edn, MacMillan, Basingstoke.

Clifford, C 1997, *Nursing and Health Care Research: A skills-based introduction*, 2nd edn, Prentice Hall, New York.

Crookes, P & Davies, S 1998, *Research into Practice*, Bailliere Tindall, Edinburgh.

Dempsey, PA & Dempsey, AD 1996, *Nursing Research: text and workbook*, 4th edn, Little/Brown, Boston.

LoBiondo-Wood, G & Haber, J 2002, *Nursing Research: Methods, Critical Appraisal and Utilisation*, 5th edn, The CV Mosby Company, St Louis.

Mateo, MA & Kirchhoff, KT 1999, *Using and Conducting Nursing Research in the Clinical Setting*, 2nd edn, WB Saunders, Philadelphia.

Polgar, S & Thomas, SA 2000, *Introduction to Research in the Health Sciences*, 4th edn, Churchill Livingstone, Edinburgh.

Polit, DF, Beck, CT & Hungler, BP 2001, *Essentials of Nursing Research Methods Appraisal and Utilization*, 5th edn, Lippincott, Philadelphia.

(Both Text and Study Guide)

Roberts, K & Taylor, B 2002, *Nursing Research Processes: An Australian Perspective*, 2nd edn, Nelson, South Melbourne.

Talbot, LA (Ed) 1995, *Principles and Practice of Nursing Research*, Mosby, St Louis.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Directed Study	50.00
Private Study	100.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
RESEARCH APPROACH	100.00	30.00	08 Aug 2005
LITERATURE REVIEW	100.00	30.00	05 Sep 2005
RESEARCH OUTLINE	100.00	40.00	21 Oct 2005

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:
N/A.
- 3 Penalties for late submission of required work:
If students submit assignments after the due date without prior approval then a penalty of 10% of the total marks available for the assignment will apply for each working day late.
- 4 Requirements for student to be awarded a passing grade in the course:

To be assured of receiving a passing grade a student must achieve at least 50% of the available weighted marks for the summative assessment items and must have submitted each of the assessment items.

- 5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.
- 6 Examination information:
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:
There will be no Deferred or Supplementary examinations in this course.
- 8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

ASSESSMENT NOTES

- 9 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner.
- 10 Students must retain a copy of each item submitted for assessment. If requested, students will be required to provide a copy of assignments submitted for assessment purposes. Such copies should be despatched to USQ within 24 hours of receipt of a request to do so from the Examiner.
- 11 In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next day. Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience.
- 12 Students can expect that questions in assessment items in this course may draw upon knowledge and skills that they can reasonably be expected to have acquired before enrolling in the course. This includes knowledge contained in pre-requisite courses and appropriate communication, information literacy, analytical, critical thinking, problem solving or numeracy skills. Students who do not possess such knowledge and skills should not expect to achieve the same grades as those students who do possess them.