



The University of Southern Queensland

Course specification

This version produced 20 Dec 2007.

The current and official versions of the course specifications are available on the web at
<<http://www.usq.edu.au/coursespecification/current>>.

Please consult the web for updates that may occur during the year.

Description: Nursing Research

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
NUR	3060	66305	2, 2007	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

REQUISITES

Pre-requisite: (CMS1008 and MAT1008 and NUR1140 and NUR1120 and {Co-requisite or Pre-req NUR1200}) or (CMS1007 and NUR1140 and NUR1120 and {Co-req or Pre-req NUR1200}) or (CMS1007 and NUR2010 and NUR1020) or Students must be enrolled in the Program: BNPO

OTHER REQUISITES

BNUR (Pre-Reg) students may only enrol in the EXT mode with the permission of the examiner.

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.

OBJECTIVES

On completion of this course students will be able to:

1. describe the various approaches to the research process (Research Outline);

2. identify appropriate basic techniques to collect and analyse data at a beginning level (Literature Review);
3. describe the link between nursing research and professional practice (Research Outline & Literature Review, Research Method);
4. critically examine the issues and ethical considerations which impact on Nursing research (Research Method);
5. demonstrate achievement of professional scholarship skills such as scientific writing, formulation of a research proposal and the critique of published studies (Research Proposal).

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 2003, *Nursing Research: Methods, Critical Appraisal and Utilisation*, 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.

LoBiondo-Wood, G & Haber, J 2002, *Nursing research: methods, critical appraisal and utilisation*, 5th edn, The CV Mosby Company, St Louis.

Polgar, S & Thomas, SA 2000, *Introduction to research in the health sciences*, 4th edn, Churchill Livingstone, Edinburgh.

Polit, DF & Beck, CT 2006, *Essentials of nursing research methods appraisal and utilization*, 6th edn, Lippincott, Philadelphia.

Roberts, K & Taylor, B 2002, *Nursing research processes: an Australian perspective*, 2nd edn, Nelson, South Melbourne.

Taylor, B, Kermode, S & Roberts, K 2006, *Research in nursing and health care: evidence for practice*, 3rd edn, Thomson, South Melbourne.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Directed Study	50.00
Private Study	100.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
RESEARCH IDEA	1.00	10.00	13 Aug 2007
LITERATURE REVIEW	1.00	20.00	24 Sep 2007
RESEARCH METHOD	1.00	20.00	22 Oct 2007
RESEARCH PROPOSAL	50.00	50.00	16 Nov 2007 (see note 1)

NOTES

1. Research Proposal is optional, and involves the rewriting of Research Outline, Literature Review and Research Method. Students who choose to complete this assignment will be eligible for a full range of grades (eg pass, credit, distinction, high distinction).

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:
To satisfactorily complete the first three assessment items, students must achieve the 1 mark awarded for each of these items. Since the fourth assessment item is non-compulsory there are no requirements for satisfactory completion.

- 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 total weighted marks available for the course.
- 5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the aggregate of the weighted marks/grades 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:
As there are no examinations in this course, there will be no deferred or supplementary examinations.
- 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.