

**NUR721 Research in Health Care****School:** School of Health - Nursing

2025 | Semester 1

Online

ONLINE

You can do this course without coming onto campus.

*Please go to [usc.edu.au](https://usc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.*

**1. What is this course about?****1.1. Description**

Understanding and implementing evidence-based health practice (EBP) is an imperative for all health care practitioners. In this course you will build on undergraduate research knowledge to develop a critical understanding of the approaches, methods and procedures involved in generating rigorous research knowledge. You will investigate and critique EBP guidelines and the issues that surround the implementation of evidence in healthcare. You will learn about the procedures required to approve and support research, applying their knowledge by developing a research proposal.

**1.2. How will this course be delivered?**

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE			
<b>Online</b> – Online asynchronous learning and teaching materials and options for lecturer and peer to peer collaborations, and lecturer and peer zoom drop ins.	3hrs	Week 1	13 times

**1.3. Course Topics**

- Introduction to research and evidence based practice
- Research foundations
- Research proposals
- Approaches and methods
- Reporting and dissemination

**2. What level is this course?**

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

**3. What is the unit value of this course?**

12 units

#### 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES		GRADUATE QUALITIES
On successful completion of this course, you should be able to...		Completing these tasks successfully will contribute to you becoming...
1	Analyse and describe the relationships among health research and evidence-based practice (EBP).	Knowledgeable Creative and critical thinker
2	Critique the assumptions underpinning research approaches that are commonly used in healthcare research.	Knowledgeable Creative and critical thinker Engaged
3	Demonstrate knowledge and understanding of methods and processes commonly used in healthcare research.	Creative and critical thinker Engaged
4	Apply knowledge of procedures required to conduct and support healthcare research by developing a research proposal in a specific, relevant context.	Knowledgeable Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed

#### 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

##### 5.1. Pre-requisites

Enrolled in Program SC723, SC713, SC742, SC423, SC420 OR SC546

##### 5.2. Co-requisites

Not applicable

##### 5.3. Anti-requisites

Not applicable

##### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

#### 6. How am I going to be assessed?

##### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

##### 6.2. Details of early feedback on progress

##### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Written Piece	Individual	20%	500 words	Week 4	Online Assignment Submission with plagiarism check
All	2	Written Piece	Individual	30%	2000 words	Week 8	Online Assignment Submission with plagiarism check
All	3	Written Piece	Individual	50%	2500 words	Week 12	Online Assignment Submission with plagiarism check

### All - Assessment Task 1: Written assignment: Form a research question

<b>GOAL:</b>	The goal of this assessment is to develop and deepen your knowledge about finding a potential research topic and proposing a research question.		
<b>PRODUCT:</b>	Written Piece		
<b>FORMAT:</b>	Present a research question with a brief discussion which includes a <ul style="list-style-type: none"> <li>• Rationale for choosing your research question, supported by current evidence</li> <li>• Identification of the elements of the research question including: PICO: Population, intervention, comparison, outcome OR PICO: Population, phenomenon of interest, context</li> </ul>		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	The structure of the research question	3
	2	The rationale for the question	1 2
	3	Information literacy skills: use of sources and citations	3
	4	Written presentation including use of research terms structure and grammar, application of referencing style (APA 6th edition)	3
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Information literacy		

### All - Assessment Task 2: Annotated bibliography and evidence evaluation

<b>GOAL:</b>	The goal of this assessment is to critique evidence in peer reviewed research articles to develop and deepen your knowledge about a potential research topic.		
<b>PRODUCT:</b>	Written Piece		
<b>FORMAT:</b>	Prepare a 2000 word written assignment (excluding references and appendices) using the template provided. You will include: <ul style="list-style-type: none"> <li>• Annotations for 10 peer reviewed research journal articles (Follow the annotation structure provided on CANVAS)</li> <li>• An appraisal of each source using one of the appraisal tools/checklists provided on the CANVAS site/Assessment/Task 2 folder</li> <li>• Summary of the key findings from the review with respect to a research question</li> </ul>		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Appraisal of the peer reviewed journal articles consistent with selected appraisal tool	1 3
	2	Discussion of the evidence from the articles appraised	1 2 3
	3	Structure and clarity of the annotations	1
	4	Written presentation including use of research terms structure and grammar, application of referencing style (APA 6th edition).	1 2 3
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Applying technologies, Information literacy		

### All - Assessment Task 3: Research proposal

GOAL:	The goal of this assessment task is to apply your theoretical research knowledge to develop a research proposal for your chosen research project.			
PRODUCT:	Written Piece			
FORMAT:	The proposal will be 2500 words. In the proposal, you will apply methods and procedures suitable to conduct research into your research question and you will apply relevant ethical principles to the proposed research. Your proposal will adhere to the APA (7th ed) style.			
CRITERIA:	No.		Learning Outcome assessed	
	1	Knowledge and understanding of the assumptions underpinning the research approach chosen for the research question.	1	
	2	Application of a selected method to the research question	3	4
	3	Application of procedures to conduct the research.	2	3 4
	4	Application of research ethics principles to the proposed research.	2	3 4
	5	Information literacy skills: use of sources and citations.	1	
	6	Written presentation including use of research terms, grammar, application of referencing style (APA 7th edition)	4	
GENERIC SKILLS:	Communication, Problem solving, Organisation, Applying technologies, Information literacy			

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

### 7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Introduction to research and evidence based practice	Online learning
Research foundations	Online learning
Research proposals	Online learning
Approaches and methods	Online learning
Reporting and dissemination	Online learning

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Edited by Pranee Liamputtong	2021	Research Methods and Evidence-Based Practice	4th Edition	Oxford University Press

### 8.2. Specific requirements

You will require a computer and access to the internet to access materials for the course in CANVAS and to interact with Library resources which are a key component of this course.

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

#### **Eligibility for Supplementary Assessment**

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

### 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty  
From 15 minutes to 30 minutes: 20% penalty  
More than 30 minutes: 100% penalty

### 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

### 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

### 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10. General Enquiries

### In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)