

WESTERN SYDNEY
UNIVERSITY



**401011 Research Principles for Nursing and
Midwifery**

School of Nursing and Midwifery | Autumn 2016

LEARNING GUIDE

Undergraduate – Nursing & Midwifery

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1 Introduction to the unit

1.1 Unit Details

Unit Code and Unit Name: 401011 Research Principles for Nursing and Midwifery
Teaching Session and Year: Autumn 2016
Credit Points: 10

1.2 Handbook summary

This unit introduces nursing and midwifery students to the major paradigms, research principles and concepts that inform critical analysis of literature and the basis of evidence based practice.

1.3 Staff

Position	Contact Details		
Unit Coordinator	Name: Dr Stacy Blythe Email: s.blythe@westernsydney.edu.au Phone: (02) 4570 1930		
Campus Coordinators	Campbelltown Dr Steve Frost s.frost@westernsydney.edu.au (02) 4620 3415	Hawkesbury Dr Stacy Blythe s.blythe@westernsydney.edu.au (02) 4570 1930	Parramatta Ms Rona Pillay rona.pillay@westernsydney.edu.au (02) 9685 9504
Teaching Staff	Please refer to the unit vUWS site for a full list of teaching staff.		
Contact Protocol	Your tutor is the point of first contact for students who have queries relating to the unit. If you are unable to contact your Tutor please contact your Campus Coordinator. If the staff member is not available leave a telephone message, including your name and contact telephone number, alternatively, you can send an email. Email communication with academic staff must be via Western Sydney University student email accounts only. Emails sent from any non Western Sydney University address will not receive a response. Student Email Accounts can be activated via the Western Sydney University Home page from myc3.		
Student Consultation	Tutors will advise of consultation times on the vUWS site or outside their offices or in the School of Nursing and Midwifery reception area. If you are unable to contact your tutor please contact your Campus Coordinator.		

1.4 Essential requirements

Essential equipment

Access to a computer and the internet is essential in order to be able to: access course materials; to participate in discussion groups; and to access additional resources provided by the lecturer during the session. See

http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support for further information.

1.5 Changes to unit as a result of student feedback

The University values student feedback in order to improve the quality of its educational programs. As a result of student feedback, the following changes and improvements to this unit have recently been made:

- Blended learning strategies (online discussion board, explicative podcast and exemplars) have been introduced to ensure students' understanding of the assessment item.

2 Assessment Information

2.1 Course level learning outcomes

The following shows how this unit will contribute to completion of course level outcomes, Western Sydney University graduate attributes and the NMBA Competencies.

Course Level Outcomes	WSU	NMBA competencies																										
		1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	2.6	2.7	3.1	3.2	3.3	3.4	3.5	4.1	4.2	5.1	6.2	6.4	7.1	7.3	7.4	7.5	7.6	9.3	9.5
1. Demonstrate fulfilment of duty of care through coherent and detailed knowledge of nursing theory, nursing practice and the role and responsibilities of the registered nurse.	3																											
5. Plan and coordinate holistic and evidence-based care using appropriate inquiry and research strategies as well as multiple technologies.	1, 3																											
7. Use transformational learning strategies, reflection and critical thinking to strengthen clinical judgement and timely decision making in all aspects of professional practice.	3, 4																											
9. Practise ethically and lawfully to ensure safe nursing practice that promotes dignity, comfort and recovery.	5																											
20. Create opportunities for the advancement of nursing knowledge and practice through participation in, and use of, research.	4																											

2.2 Learning Outcomes

The Research Principles for Nursing and Midwifery unit is part of the Bachelor of Nursing, the Bachelor of Nursing (Advanced) the Bachelor of Nursing (Graduate Entry) and the Bachelor of Midwifery Course (s). The unit provides the foundation for developing comprehensive, coherent and connected knowledge in the nursing and midwifery disciplines and introduces and develops interaction skills which will be required by graduates in their work environments.

Learning outcomes for the unit are outlined below.

1.	Discuss the ways of knowing and the relationship to nursing and midwifery knowledge and practice.’.
2.	Compare and contrast the major research paradigms, principles, concepts and processes that inform nursing and midwifery knowledge and practice.
3.	Indicate the ethical considerations that must be incorporated by nursing and midwifery researchers.
4.	Critically analyse and evaluate literature that may then be utilised as a basis for evidence-based nursing and midwifery practice.

2.3 Engaging with the unit

Activity	How will teaching activities support achievement of learning outcomes?
Blended Learning Activity	Blended learning activities have been embedded throughout the unit content to enhance the student learning experiences through the use of tutorials, audio visual material, small group work, and online quiz material. Access to a computer and the internet is essential in order to be able to: access course materials; to participate in discussion groups; and to access additional resources provided by the lecturer during the session. See http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support for further information.
Tutorial	A tutorial is a small group activity that enables you to have lecture content explained by the tutor if required. You will then be able to apply, explore and debate the content through interactive learning activities with other students.

2.4 Assessment summary


ASSESSMENT NUMBER	ASSESSMENT ITEM AND DUE DATE	LEARNING OUTCOMES	WEIGHTING
1.	Critical analysis of nominated literature Word count: 1500 words Due Date: Week 9, Wednesday 20 th April @ 1700hrs	2,3,4	50%
2.	End of session closed book examination Duration: 2 hours Due Date: During formal Western Sydney University examination period	1-4	50%

2.5 To pass this unit

- Achieve at least 50% when all assessment marks are totalled

AND

- Complete and submit all assessment tasks at the required time and to the required academic standard

 You should note that, consistent with the Criteria and Standards Based Assessment policy, the final marks and grades are subject to determination of School and University Assessment and Progression Committees. Please see Assessment policy; <http://policies.uws.edu.au/view.current.php?id=00227>:

2.6 Assessment details

Assessment 1: Critical analysis of nominated literature

Weighting: 50%

Word count: There is a word limit of 1500 words. Use your computer to total the number of words used in your assignment. However, do not include the reference list at the end of your assignment in the word count. In-text citations will be included in the additional 10% word count. If you exceed the word limit by more than 10% the marker will stop marking at 1500 words plus 10%.

Due Date: Wednesday, April 20th at 1700hrs

Submission details: Refer to [Submission Requirements](#) (p.10)

Marking Criteria and Standards: See pages 11 and 17.

Aim of assessment

The aim of this assessment item is to enable students to explore, in detail, the research process by critically analysing a journal article.

Details

Using the appropriate guide, provided in this Learning Guide (either p. 11 or 16), critically analyse **one** of the papers available in the assessment tab on vUWS.

For a qualitative paper, use the guide on page 11.

For a quantitative paper, use the guide on page 16.

Please use research methods literature to inform the critical analysis. The assessment must comply with the following:

- Students must respond to each of the questions provided in the guide for analysis using academic writing. It is anticipated that the work will be presented in a question / answer format using full sentences and paragraphs. Students will be able to access an electronic template for this assignment from the Unit vUWS site.
- Referencing must be presented according to Section 4 Citing Resources and References, in this learning guide
- A minimum of 3 recent academic references must be used (published no earlier than 2011).
- The questions provided in the guide and reference list are not included in word limit
- Refer to section entitled Submission of Assessment Tasks for guidance regarding word limit and further formatting / submission detail

Standards and Criteria. Please look carefully at the standards and criteria. They are designed to give guidance regarding the level of understanding of research concepts needed to explicitly identify, discuss and critique to achieve the marks allocated.

Resources

- i. Examples may be available on the vUWS site.
- ii. There are a number of textbooks and resources available through the Western Sydney University Library that may assist you. Please refer to the unit's vUWS site for specific unit resources

Guide: Assessment 1(a) – Critical analysis of nominated literature (QUALITATIVE)

Please use the questions provided in this guide to analyse **one** of the journal articles (available in the assessment tab on vUWS). When answering each question please explain and justify responses with reference to the current literature. Please see Standards and Criteria on page 11.

1. Background of the study (Total: 5 marks)

- 1.1 Briefly describe the health issue of the study's focus?
- 1.2 What is the significance of the study?

2. Overview of research design (Total: 5 marks)

- 2.1 What was the aim of the research?
- 2.2 What research design was used? Was it appropriate? Why/why not?

3. Sampling (Total: 10 marks)

- 3.1 Who were the study participants?
- 3.2 What are the inclusion and exclusion criteria of the sample? Why is it important to have these criteria identified before recruitment?
- 3.3 What sampling technique was employed in this study? Was it appropriate for the research design? Why/why not?
- 3.4 How was the sample size determined? Was it appropriate? Why/why not?

4. Data collection (Total: 10 marks)

- 4.1 How was the data collected?
- 4.2 Was the data collection method appropriate for the study question and the research design? Why/why not?
- 4.3 Define the concept of rigor and discuss what measures were/were not taken to ensure rigor?

5. Data analysis/results (Total: 10 marks)

- 5.1 Identify and describe the method of data analysis? Was it appropriate? Why/why not?
- 5.2 What were the findings?
- 5.3 Can the study findings be used in other settings? Why/why not?

6. Evidence utilization (Total: 5 marks)

Would you implement the findings of this study in clinical practice? Why/why not?

7. Presentation (Total: 5 marks)

- 7.1 Referencing in-text and in reference list conforms to APA referencing style.
- 7.2 Critique supported by relevant literature using at least three recent academic references published from 2011.
- 7.3 Correct sentence, paragraph, grammatical construction, spelling, punctuation and presentation.

Marking criteria and standards: Assessment 1(a) – Critical analysis of nominated literature (QUALITATIVE)

Criteria	Mark	High Distinction	Distinction	Credit	Pass	Fail
Background of the study	/5	Health issue and study significance is explicitly described	Health issue and study significance comprehensively described	Health issue and study significance is mostly described	Health issue and study significance is described adequately	Fails to describe the health issue and study significance
		4.5-5	4	3.5	2.5-3	≤2
Overview of the research design	/5	Outstanding overview of the research study, with clear, correct, concise identification of aim/s of research. Excellent identification and description of research design with excellent rationales provided for research design chosen for study.	Very good overview of the research study, with clear, correct, concise identification of aim/s of research. Very good identification and description of research design with very good rationales provided for research design chosen for study.	Good overview of the research study, with clear, correct identification of aim/s of research. Good identification and description of research design with good rationales provided for research design chosen for study.	Adequate overview of the research study, with satisfactory identification of aim/s of research, with adequate identification and description of research design, with satisfactory rationales provided for research design chosen for study.	Inadequate overview of the research study. Unsatisfactory identification of aim/s of research. Inadequate identification and/or description of the research design. Inadequate or unsatisfactory rationales provided for research design chosen for study.
		4.5-5	4	3.5	2.5-3	≤2

Criteria	Mark	High Distinction	Distinction	Credit	Pass	Fail
Sampling		<p>Excellent identification of study participants and sampling techniques and its appropriateness.</p> <p>Excellent identification of the inclusion and exclusion criteria of the sample, with compelling, excellent rationale/s provided.</p> <p>Excellent identification and discussion of how sample size is determined and its appropriateness.</p>	<p>Very good identification of study participants and sampling techniques and its appropriateness.</p> <p>Very good identification of the inclusion and exclusion criteria of the sample, with very good rationale/s provided.</p> <p>Very good identification and discussion of how sample size is determined and its appropriateness.</p>	<p>Good identification of study participants and sampling techniques and its appropriateness.</p> <p>Good identification of the inclusion and exclusion criteria of the sample, with good rationale/s provided.</p> <p>Good identification and discussion of how sample size is determined and its appropriateness.</p>	<p>Adequately identifies study participants and sampling techniques and its appropriateness.</p> <p>Satisfactorily identifies the inclusion and exclusion criteria of the sample, with adequate rationale/s.</p> <p>Adequate identification and discussion of how sample size is determined and its appropriateness.</p>	<p>Inadequate identification of study participants and/or sampling techniques and its appropriateness.</p> <p>Unsatisfactory identification of inclusion and exclusion criteria of the sample.</p> <p>Inadequate rationale/s provided for inclusion and exclusion criteria of sample to be identified before recruitment.</p> <p>Inadequate identification and discussion of how sample size is determined and its appropriateness</p>
	/10	8.5-10	7.5-8	6.5-7	5-6	≤4.5

Criteria	Mark	High Distinction	Distinction	Credit	Pass	Fail
Data collection	/10	Excellent identification of how data was collected. Comprehensive discussion of the appropriateness of data collection method. Excellent discussion of measures taken to ensure rigor in the study	Very good identification of how data was collected. In-depth discussion of the appropriateness of data collection method. Very good discussion of measures taken to ensure rigor in the study.	Good identification of how data was collected. Defined discussion of the appropriateness of data collection method. Clear discussion of measures taken to ensure rigor in the study.	Adequate identification of how data was collected. Satisfactory discussion of the appropriateness of data collection method. Adequate discussion of measures taken to ensure rigor in the study	Fail to adequately identify how data was collected. Unsatisfactory discussion of the appropriateness of data collection method. Inadequate discussion of measures taken to ensure rigor in the study.
		8.5-10	7.5-8	6.5-7	5-6	≤4.5
Results	/10	Excellent identification and description of data analysis and its appropriateness. Comprehensive identification of the findings. Expert discussion of the use of the study findings to other settings	Very good identification and description of data analysis and its appropriateness. Thorough identification of the findings. Very good discussion of the use of the study findings to other settings	Good identification and description of data analysis and its appropriateness. Defined identification of the findings. Good discussion of the use of the study findings to other settings.	Adequate identification and description of data analysis and its appropriateness. Adequate identification of the findings. Satisfactory discussion of the use of the study findings to other settings	Fail to identify data analysis and its appropriateness. Inadequate identification of the findings. Unsatisfactory discussion of the use of the study findings to other settings
		8.5-10	7.5-8	6.5-7	5-6	≤4.5
Evidence utilization	/5	Insightful discussion of how study findings can/cannot be implemented in clinical practice	Comprehensive discussion of how study findings can/cannot be implemented in clinical practice	Thorough discussion of how study findings can/cannot be implemented in clinical practice	Adequate discussion of how study findings can/cannot be implemented in clinical practice	Inadequate discussion of how study findings can/cannot be implemented in clinical practice
		5	4-4.5	3-3.5	2.5	≤2

Criteria	Mark	High Distinction	Distinction	Credit	Pass	Fail
Presentation		<p>Flawless referencing, with all references correctly given, both in text and in final reference list according to APA referencing style. No referencing errors.</p> <p>Extensive, relevant current academic reference list with evidence of effective use in text.</p> <p>Publishable or outstanding level of clarity of expression, scholarly writing style and absence of any discriminatory use of language throughout. No errors in spelling, grammar or punctuation</p>	<p>Very good referencing, with correct references given both in text and in final reference list according to APA referencing style. Limited number of referencing errors.</p> <p>Comprehensive, relevant, list of current academic references effectively used in text. Evidence of use in text.</p> <p>Clear concise clarity of expression, with no ambiguity issues, very good, well developed writing style with no use of discriminatory language throughout. No errors in spelling, grammar or punctuation</p>	<p>Minimal referencing errors, according to APA referencing style conventions both in text and in final reference list.</p> <p>Good, adequate use of references, using a reasonable range of current academic reference. More than 3 current journal articles used in text.</p> <p>Good written expression with minimal ambiguity and no discriminatory language throughout. Minimal errors in grammar, punctuation, sentence construction, paragraph construction or spelling</p>	<p>Some referencing style errors but following APA referencing style both in text and in final reference list.</p> <p>Satisfactory use of references, using a reasonable range of current academic reference (at least 3).</p> <p>Reasonable clarity and writing style but limited use of language. Some minor errors in grammar, spelling, sentence structure, or paragraph structure that do not impede meaning.</p>	<p>Absent, inadequate or incorrect referencing style noted.</p> <p>Unsatisfactory use of references.</p> <p>Insufficient, current academic references (i.e. less than 3).</p> <p>Poor writing style with errors in expression, sentence structure, paragraph structure, spelling and punctuation that impede meaning</p>
	/5	5	4-4.5	3-3.5	2.5	≤2

Comments:

Lecturer's Signature:

Date:

Weighting:

/50

Grade:

Guide: Assessment 1(b) – Critical analysis of nominated literature (QUANTITATIVE)

Please use the questions provided in this guide to analyse **one** of the journal articles reporting (available in the assessment tab on vUWS). When answering each question please explain and justify responses with reference to the current literature. Please see Standards and Criteria on pages 17.

1. **Background of the study (Total: 5 marks)**
 - 1.1 Briefly describe the health issue of the study's focus?
 - 1.2 What is the significance of the study?
2. **Overview of the research design (Total: 5 marks)**
 - 2.1 What was the aim of the research?
 - 2.2 What research design was used? Was it appropriate? Why/why not?
3. **Sampling (Total: 10 marks)**
 - 3.1 Who were the study participants?
 - 3.2 What are the inclusion and exclusion criteria of the sample? Why is it important to have these criteria identified before recruitment?
 - 3.3 What sampling technique was employed in this study? Was it appropriate for the research design? Why/why not?
 - 3.4 Briefly describe the intervention and control groups. How were participants allocated to groups? Was the allocation appropriate? Why/why not?
4. **Data collection (Total: 10 marks)**
 - 4.1 What are the independent and dependent variables in this study?
 - 4.2 How was the data collected?
 - 4.3 Define the concepts of reliability and validity and discuss how each has/has not been demonstrated in this study?
5. **Results (Total: 10 marks)**
 - 5.1 What differences in outcomes were identified between the intervention and control groups?
 - 5.2 Were the results significant? Why/why not?
 - 5.3 Can the study results be generalised to other settings? Why/why not?
6. **Evidence utilization (Total: 5 marks)**
 - 6.1 Would you implement the findings of this study in clinical practice? Why/why not?
7. **Presentation (Total: 5 marks)**
 - 7.1 Referencing in-text and in reference list conforms to APA referencing style
 - 7.2 Critique supported by relevant literature using at least three recent academic references published from 2011
 - 7.3 Correct sentence, paragraph, grammatical construction, spelling, punctuation and presentation

Marking criteria and standards: Assessment 1(b) – Critical analysis of nominated literature (QUANTITATIVE)

Criteria	Mark	High Distinction	Distinction	Credit	Pass	Fail
Background of the study	/5	Health issue and study significance is explicitly described	Health issue and study significance comprehensively described	Health issue and study significance is mostly described	Health issue and study significance is described adequately	Failed to describe the health issue and study significance
		4.5-5	4	3.5	2.5-3	≤2
Overview of the research design	/5	Outstanding overview of the research study, with clear, correct, concise identification of aim/s of research. Excellent identification and description of research design with excellent rationales provided for research design chosen for study.	Very good overview of the research study, with clear, correct, concise identification of aim/s of research. Very good identification and description of research design with very good rationales provided for research design chosen for study.	Good overview of the research study, with clear, correct identification of aim/s of research. Good identification and description of research design with good rationales provided for research design chosen for study.	Adequate overview of the research study, with satisfactory identification of aim/s of research, with adequate identification and description of research design, with satisfactory rationales provided for research design chosen for study.	Inadequate overview of the research study. Unsatisfactory identification of aim/s of research. Inadequate identification and/or description of the research design. Inadequate or unsatisfactory rationales provided for research design chosen for study.
		4.5-5	4	3.5	2.5-3	≤2

Criteria	Mark	High Distinction	Distinction	Credit	Pass	Fail
Sampling		<p>Excellent identification of study participants and sampling techniques and its appropriateness.</p> <p>Excellent identification of the inclusion and exclusion criteria of the sample, with compelling, excellent rationale/s provided.</p> <p>Excellent identification and discussion of how sample size is determined and its appropriateness.</p>	<p>Very good identification of study participants and sampling techniques and its appropriateness.</p> <p>Very good identification of the inclusion and exclusion criteria of the sample, with very good rationale/s provided.</p> <p>Very good identification and discussion of how sample size is determined and its appropriateness.</p>	<p>Good identification of study participants and sampling techniques and its appropriateness.</p> <p>Good identification of the inclusion and exclusion criteria of the sample, with good rationale/s provided.</p> <p>Good identification and discussion of how sample size is determined and its appropriateness.</p>	<p>Adequately identifies study participants and sampling techniques and its appropriateness.</p> <p>Satisfactorily identifies the inclusion and exclusion criteria of the sample, with adequate rationale/s.</p> <p>Adequate identification and discussion of how sample size is determined and its appropriateness.</p>	<p>Inadequate identification of study participants and/or sampling techniques and its appropriateness.</p> <p>Unsatisfactory identification of inclusion and exclusion criteria of the sample.</p> <p>Inadequate rationale/s provided for inclusion and exclusion criteria of sample to be identified before recruitment.</p> <p>Inadequate identification and discussion of how sample size is determined and its appropriateness</p>
	/10	8.5-10	7.5-8	6.5-7	5-6	≤4.5

Criteria	Mark	High Distinction	Distinction	Credit	Pass	Fail
Data collection	/10	Excellent identification of how data was collected. Comprehensive discussion of the appropriateness of data collection method. Excellent discussion of measures taken to ensure rigor in the study	Very good identification of how data was collected. In-depth discussion of the appropriateness of data collection method. Very good discussion of measures taken to ensure rigor in the study.	Good identification of how data was collected. Defined discussion of the appropriateness of data collection method. Clear discussion of measures taken to ensure rigor in the study.	Adequate identification of how data was collected. Satisfactory discussion of the appropriateness of data collection method. Adequate discussion of measures taken to ensure rigor in the study	Inadequate identification of how data was collected. Unsatisfactory discussion of the appropriateness of data collection method. Inadequate discussion of measures taken to ensure rigor in the study.
		8.5-10	7.5-8	6.5-7	5-6	≤4.5
Results	/10	Excellent identification and description of data analysis and its appropriateness. Comprehensive identification of the findings. Expert discussion of the use of the study findings to other settings	Very good identification and description of data analysis and its appropriateness. Thorough identification of the findings. Very good discussion of the use of the study findings to other settings	Good identification and description of data analysis and its appropriateness. Clear identification of the findings. Good discussion of the use of the study findings to other settings.	Adequate identification and description of data analysis and its appropriateness. Adequate identification of the findings. Satisfactory discussion of the use of the study findings to other settings	Inadequate identification of data analysis and its appropriateness. Inadequate identification of the findings. Unsatisfactory discussion of the use of the study findings to other settings
		8.5-10	7.5-8	6.5-7	5-6	≤4.5
Evidence utilization	/5	Insightful discussion of how study findings can/cannot be implemented in clinical practice	Comprehensive discussion of how study findings can/cannot be implemented in clinical practice	Thorough discussion of how study findings can/cannot be implemented in clinical practice	Adequate discussion of how study findings can/cannot be implemented in clinical practice	Inadequate discussion of how study findings can/cannot be implemented in clinical practice

		5	4-4.5	3-3.5	2.5	≤2
Criteria	Mark	High Distinction	Distinction	Credit	Pass	Fail
Presentation		<p>Flawless referencing, with all references correctly given, both in text and in final reference list according to APA referencing style. No referencing errors.</p> <p>Extensive, relevant current academic reference list with evidence of effective use in text.</p> <p>Publishable or outstanding level of clarity of expression, scholarly writing style and absence of any discriminatory use of language throughout. No errors in spelling, grammar or punctuation</p>	<p>Very good referencing, with correct references given both in text and in final reference list according to APA referencing style. Limited number of referencing errors.</p> <p>Comprehensive relevant list of current academic references effectively used in text. Evidence of use in text.</p> <p>Clear concise clarity of expression, with no ambiguity issues, very good, well developed writing style with no use of discriminatory language throughout. No errors in spelling, grammar or punctuation</p>	<p>Minimal referencing errors, according to APA referencing style conventions both in text and in final reference list.</p> <p>Good, adequate use of references, using a reasonable range of current academic reference. More than 3 current journal articles used in text.</p> <p>Good written expression with minimal ambiguity and no discriminatory language throughout. Minimal errors in grammar, punctuation, sentence construction, paragraph construction or spelling</p>	<p>Some referencing style errors but following APA referencing style both in text and in final reference list.</p> <p>Satisfactory use of references, using a reasonable range of current academic reference (at least 3).</p> <p>Reasonable clarity and writing style but limited use of language. Some minor errors in grammar, spelling, sentence structure, or paragraph structure that do not impede meaning.</p>	<p>Absent, inadequate or incorrect referencing style noted.</p> <p>Unsatisfactory use of references.</p> <p>Insufficient, current academic references (i.e. less than 3).</p> <p>Poor writing style with errors in expression, sentence structure, paragraph structure, spelling and punctuation that impede meaning</p>
	/5	5	4-4.5	3-3.5	2.5	≤2

Comments:	

Lecturer's Signature:	Date:
Weighting: /50	Grade:

Assessment 2: End of session closed book examination

Weighting: 50%

Duration: 2 hours

Due Date: Western Sydney University formal examination period


Aim of assessment


The aim of this examination is to assess student's understanding of the topics and applications of the unit.


Details

This MCQ examination is a closed book examination.

This will comprise **100 multiple choice questions**.

 **Note:** The examination includes all the material covered from the tutorial notes and online lectures .

 **Note:** Resubmission of assessment items will not normally be considered.


 **Note:** Dictionaries and translators a will not be allowed into the examination room.

2.7 Submission requirements

All assignments must be submitted by the due date and time as specified in this document.

Complete your assignment and submit your electronic copy as per the instructions below; (do not submit an assignment via Australia Post):

Format	
<p>All assignments are to be typed. Typing must be according to the following format. Required format: Length: as designated by assignment 3 cm left and right margins Double Spaced Font: Arial or Times New Roman Font size: 12pt All borrowings from other sources must be properly referenced and a reference list must be included at the end.</p>	
<p>Each assessment item will direct you to one of the submission options below:</p>	
Step	Electronic copy only
	Students are to submit an electronic copy of your assignment. Students are not required to submit the original hard copy of their assessment on campus.
	Submit your assessment electronically through the “Turnitin” link on the unit vUWS site.
	Students are to upload the assignment with the following title; Surname_Firstname_assignment title
	Your assessment must be submitted in .doc, docx. or.pdf format.
	This assessment is marked online; no paper copy will be accepted. Marks, comments and the marking criteria will be released online. If you do not receive your marked assignment when all others have been returned, it is your responsibility to contact the unit coordinator for assistance.
	Feedback Feedback will be provided in accordance with the marking criteria for your assessment described in the subject outline for your unit.
	Further instructions for Turnitin: https://library.westernsydney.edu.au/FILES/turnitin/Turnitin_Student_Instructions.pdf

 Note: In some cases, the tutor or lecturer may not be the marker for the given assignment

Late submission

If you submit a late assessment, without receiving approval for an extension of time, (see next item), you will be penalised by 10% per calendar day up to 10 days. In other words, marks equal to 10% of the assignment's weight will be deducted from the mark awarded.

For example, if the highest mark possible is 50, 5 marks will be deducted from your awarded mark for each late day

Days = week days and weekends. Saturday and Sunday each count as one calendar day
Assessments will not be accepted after the marked assessment task has been returned to students

This is consistent with Clause 50 of the Western Sydney University's Assessment Policy – Criteria and Standards-Based Assessment.

Extension of due date for submission

Extensions are only granted in exceptional circumstances.

To apply for an extension of time:

1. Locate an application form via the Western Sydney University homepage or copy the following link:
http://www.westernsydney.edu.au/currentstudents/current_students/forms
2. Application forms must be submitted to the Campus Co-ordinator
3. Requests for extension may be submitted before the due date of the assignment and no later than 5:00pm two working days after the due date of an assignment or other assessment task including web-based quizzes
4. Extensions will be awarded for exceptional circumstances only and would typically be supported by verified documentation such as medical certificate or letter from counselling services. The exceptional circumstance would be unpredictable, sudden and a disruption to one's ability to study and complete the assessment item.
5. The documentation provided must indicate that the student requires an extension for the assignment or has not been able to complete the assessment task due to extenuating circumstances or words to that effect.
6. Extensions will only be granted when the completed application form has been submitted with the appropriate and supporting documentation attached.
7. An application for an extension on the correct form with the appropriate documentation attached within the time-frames specified will be approved.
8. No more than 4 days extension will be granted by a Campus Coordinator.
9. If you require a further extension this can only be approved by the Unit Coordinator.
10. You must show your work in progress to date, to the Unit Coordinator or their delegate if requested (Campus Coordinator) for a further extension of 2 days

maximum. The further 2 days extension carries on directly from the original extension due date.

11. Where an extension is approved the new due date for submission is calculated from the original due date of the assessment and not from the date of the extension application, submission or approval

No more than a total of 6 days extension will be awarded to any student without further approval of the Unit coordinator who will consult with an Academic Course Advisor

Resubmission

Resubmission of assessment items will not normally be granted if requested

Special consideration

It is strongly recommended that you attend all scheduled learning activities to support your learning. If you have suffered misadventure, illness, or you have experienced exceptional circumstances that have prevented your attendance at class or your completion and submission of assessment tasks you may need to apply for Special Consideration via the Western Sydney University website

http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/special_consideration2 or the Student Centre. Special Consideration is not automatically granted. It is your responsibility to ensure that any missed content has been covered. Your lecturer will give you more information on how this must be done.

3 Teaching and learning activities

The timetable related to unit activities can be found at http://platformweb.uws.edu.au/pweb_tt/start.asp

Please also see the following link for important dates related to unit activities:

http://www.westernsydney.edu.au/currentstudents/current_students/managing_your_study/dates/2016_academic_year_dateline

All Campuses

Week (beginning)	Topic	Content to be covered	Online Learning Materials	Online Quiz	Required Readings
Week 1. 22 February	Introduction to evidence-based practices	<ul style="list-style-type: none"> • Introduction to unit • What is evidence-based practice? • Identifying health issues • Formulating research questions 	As per vUWS week 1 tutorial		Jirojwong, Johnson & Welch (2014) Chapter 1 & 2 pp.4-33 Borbasi & Jackson (2012) Chapter 1, pp.3-26
Week 2. 29 February	Introduction to quantitative & qualitative research	<ul style="list-style-type: none"> • What is a research paradigm? • Quantitative & Qualitative research • Understanding the research process 	As per vUWS week 2 tutorial	Online Quiz 1	Jirojwong, Johnson & Welch (2014) Chapter 13, pp.268-285 Borbasi & Jackson (2012) Chapter 4, pp.87-88, 126
Week 3. 7 March	Study design in quantitative research	<ul style="list-style-type: none"> • Quantitative research designs • Types of hypothesis • Variables 	As per vUWS week 3 tutorial	Online Quiz 2	Jirojwong, Johnson & Welch (2014) Chapter 3 pp.42-44 & Chapter 10, pp.182-208 Borbasi & Jackson (2012) Chapter 4, pp.85-87, & 95-99

Week 4. 14 March	Study design in qualitative research	<ul style="list-style-type: none"> Qualitative research designs 	As per vUWS week 4 tutorial	Online Quiz 3	<p>Dempsey, Hillege & Hill (2014). pp 901, 904 - 905.</p> <p>Lemone, Burke, et al. (2014). pp 1795 - 1804.</p> <p>Sparkes, Bassett & Jacob. (2014). pp 178,180.</p>
Week 5. 21 March PH 25 March	Sampling techniques in research	<ul style="list-style-type: none"> Sampling techniques in quantitative and qualitative research Sample size in quantitative and qualitative research 	As per vUWS week 5 tutorial	Online Quiz 4	<p>Jirojwong, Johnson & Welch (2014) Chapter 5 pp.87-97 & Chapter 9 pp.165-181</p> <p>Borbasi & Jackson (2012) Chapter 4, pp.99-102 & Chapter 5, pp.135-136</p>
Week 6 28 March PH 28 March	Data collection processes in research	<ul style="list-style-type: none"> Data collection methods in quantitative & qualitative research Reliability & validity in quantitative research Rigor in qualitative research 	As per vUWS week 6 tutorial	Online Quiz 5	<p>Jirojwong, Johnson & Welch (2014) Chapter 7 pp. 120-139 & Chapter 11 pp. 209-230</p> <p>Borbasi & Jackson (2012) Chapter 4, pp.102-107 & Chapter 5, pp.136-138</p>
Week 7 4 April	Data analysis in research	<ul style="list-style-type: none"> Level of measurement Descriptive & inferential statistics Data analysis in qualitative research 	As per vUWS week 7 tutorial	Online Quiz 6	<p>Jirojwong, Johnson & Welch (2014) Chapter 8 pp. 140-162 & Chapter 12 pp. 231-267</p> <p>Borbasi & Jackson (2012) Chapter 4, pp.111-119 Chapter 5, pp.140-142, 1745 -1747, 1750.</p>
Week 8. 11 April	Inter Session Break				
Assessment 1 –Critical analysis of nomintated literature due Wednesday April 20th, 1700hrs					

Week 9. 18 April	Clinical Placement				
Week 10. 25 April PH 25 April	Clinical Placement				
Week 11 2 May	Clinical Placement				
Week 12 9 May	Clinical Placement				
Week 13. 16 May	Ethical principles in research Mixed methods research	<ul style="list-style-type: none"> Ethical considerations in research Use of mixed methods research 	As per vUWS week 8 tutorial	Online Quiz 7	Jirojwong, Johnson & Welch (2014) Chapter 4, pp.64-84 & Chapter 13 pp. 268-286
Week 14. 23 May	Evidence utilisation	<ul style="list-style-type: none"> Utilisation of evidence in clinical practice 	As per vUWS week 9 tutorial	Online Quiz Revision	Borbasi & Jackson (2012) Chapter 8, pp.193-214
Week 15. 30 May	Stuvac				
Week 16. 6 June	Formal Western Sydney University examination period				
Week 17. 13 June PH 13 June	Formal Western Sydney University examination period				
Week 18. 20 June	Formal Western Sydney University examination period				

4 Learning resources

4.1 Essential library resources

<p>Essential Texts</p>	<p>Jirojwong, S., Johnson, M., & Welch, A. (2014). <i>Research methods in nursing and midwifery</i> (2nd ed.). South Melbourne, VIC: Oxford University Press..</p>
<p>Resources</p>	<p>Nursing and Midwifery Board of Australia, Australian College of Nursing & Australian Nursing Federation. (2008). <i>Code of ethics for nurses in Australia</i>. http://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Professional-standards.aspx</p> <p>Nursing and Midwifery Board of Australia, Australian College of Midwives, & Australian Nursing Federation. (2008). <i>Code of ethics for midwives in Australia</i>. http://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Professional-standards.aspx</p> <p>Nursing and Midwifery Board of Australia. (2008). <i>Code of professional conduct for nurses in Australia</i>. http://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Professional-standards.aspx</p> <p>Nursing and Midwifery Board of Australia, Australian College of Midwives, & Australian Nursing Federation. (2008). <i>Code of professional conduct for midwives in Australia</i>. http://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Professional-standards.aspx</p> <p>Nursing and Midwifery Board of Australia. (2006). <i>National competency standards for the registered nurse</i> (4th ed.). http://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Professional-standards.aspx</p> <p>Nursing and Midwifery Board of Australia & Australian College of Midwives. (2006). <i>National competency standards for the midwife</i>. http://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Professional-standards.aspx</p>
<p>Additional Reading List</p>	<p>Essential Readings</p> <p>Borbasi, S., & Jackson, D. (2012). <i>Navigating the maze of nursing research: Enhancing nursing and midwifery practice</i> (3rd ed.). Marrickville, Australia: Mosby Australia.</p> <p>Burns, N., & Grove, S.K. (2012). <i>The practice of nursing research: Appraisal, synthesis, and generation of evidence</i> (7th ed.). St. Louis, Mo: Saunders Elsevier.</p> <p>Houser, J., & Oman, K.S. (2011). <i>Evidence-based practice: An implementation guide for healthcare organizations</i>. Sudbury, MA: Jones and Bartlett Learning.</p>

- Joanna Briggs Institute <http://joannabriggs.edu.au>
- LoBiondo-Wood, G., & Haber, J. (Eds.). (2014). *Nursing research: Methods and critical appraisal for evidence-based practice* (8th ed.). St. Louis, Mo: Mosby/Elsevier.
- Nieswiadomy, R.M. (2012). *Foundations of nursing research* (6th ed.). Boston, MA: Pearson.
- Polit, D.F., & Beck, C.T. (2014). *Essentials of nursing research: Appraising evidence for nursing practice* (8th ed.). Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams & Wilkins.
- Polit, D.F., & Beck, C.T. (2012). *Nursing research: Generating and assessing evidence for nursing practice* (9th ed.). Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams & Wilkins.
- Rees, C. (2011). *Introduction to research for midwives* (3rd ed.) Edinburgh, UK: Churchill Livingstone.
- Schmidt, N.A., & Brown, J. M. (2014). *Evidence-based practice for nurses: Appraisal and application of research* (3rd ed.). Sudbury, MA: Jones & Bartlett Learning.
- The Cochrane Library <http://thecochranelibrary.com>

Additional Readings:

- Cashin, A., Cook, R., & MyiLibrary. (2011). *Evidence-based practice in nursing informatics concepts and applications*. Retrieved from <http://ezproxy.uws.edu.au/login?url=http://www.myilibrary.com/Browse/open.asp?ID=296599>
- Fawcett, J., & Garity, J. (2009). *Evaluating research for evidence-based nursing practice*. Retrieved from <http://ezproxy.uws.edu.au/login?url=http://www.myilibrary.com?id=182824>
- Godshall, M. (2010). *Fast facts for evidence-based practice implementing EBP in a nutshell*. Retrieved from <http://ezproxy.uws.edu.au/login?url=http://www.myilibrary.com?id=245025>
- Mirr Jansen, M. P., & Zwygart-Stauffacher, M. (2010). *Advanced practice nursing core concepts for professional role development*. Retrieved from <http://ezproxy.uws.edu.au/login?url=http://www.myilibrary.com?id=237926>
- Walsh, D., & MyiLibrary. (2007). *Evidence-based care for normal labour and birth a guide for midwives*. Retrieved from <http://ezproxy.uws.edu.au/login?url=http://www.myilibrary.com?id=85821>

4.2 Literacy & numeracy resources

The School of Nursing and Midwifery have qualified staff in the teaching of English language and literacy who are available to support all students in Professional Communication and Academic Literacy (PCAL) Skills on each campus. Contact details below. Please email for PCAL Support workshops, small group and individual appointments.

Campbelltown Campus	NM_Campbelltown_Literacy_Tutors@westernsydney.edu.au
Hawkesbury Campus	NM_Hawkesbury_Literacy_Tutors@westernsydney.edu.au
Parramatta Campus	NM_Parramatta_Literacy_Tutors@westernsydney.edu.au

Library

You are encouraged to make good use of the resources offered by the Library. Library resources can be accessed via the Western Sydney University web site

4.3 Citing resources and referencing

References must be correctly and adequately given in the American Psychological Association (APA) (6th ed.) referencing style as per the Western Sydney University (2014) *American Psychological Association referencing style guide*, which is available from:

http://library.westernsydney.edu.au/uws_library/sites/default/files/pdf/cite_APA.pdf
http://library.uws.edu.au/FILES/cite_APA.pdf

When writing assignments, reports, research papers or theses, you must acknowledge quotations, information and ideas taken from other authors through a list of references. Full details of referencing systems can be found at:

https://library.westernsydney.edu.au/uws_library/guides/referencing-citation

5 Important information

5.1 What is expected of you

Study load

For a 10 credit point unit, students are expected to study 10 hours per week for 14 weeks on that unit. For example, if class time totals 2 hours per week, then students are expected to study a further 8 hours per week outside of class time.

Attendance

Students should attend all tutorials during the semester. Attendance at these learning activities assists you in seeking clarification and reinforces key concepts that contribute to the construction of assessment tasks. From our experience students who choose not to attend place themselves at a higher risk of not achieving a pass grade

5.2 What you can expect from the teaching team

Academic staff carry out their teaching responsibilities under the authority of the Deputy Dean and Director of Academic Program. The responsibilities of staff are outlined below.

Staff responsibilities

Assess students' work fairly, objectively and consistently and when in doubt consult with the unit coordinator or Academic course advisor.

Provide students with appropriate, helpful and explanatory feedback on all work submitted for assessment.

Make reasonable accommodation (e.g. length of time to complete) in assessment tasks and examinations for students with special requirements and to seek assistance from the Disability Advisor and Counsellor where appropriate and needed.

Ensure deadlines for the submission of examination papers to the Academic Registrar are met.

Immediately report to the unit coordinator any instances of student cheating, collusion and/or plagiarism.

On-Line learning requirements

Unit materials will be made available on the unit's vUWS (E-Learning) site.

Students are expected to consult vUWS at least twice a week, as all unit announcements will be made via vUWS. Teaching and learning materials will be regularly updated and posted online

5.3 Raising concerns

If you have a concern about this unit please contact your lecturer or tutor in the first instance. If the matter is not resolved, then you may contact the unit coordinator (see inside front cover). If you would prefer to speak to someone else, you are advised to contact your Director of Academic Program (see the online handbook to identify your Director of Academic Program and their contact details

<http://handbook.westernsydney.edu.au/hbook/>).

More information about resolving complaints is available on the Western Sydney University website.

http://www.westernsydney.edu.au/complaints/complaints_management_and_resolution.

The University also has a confidential Complaints Resolution Unit (see link above for contact details). You may contact this unit of the University at any time however we would appreciate the opportunity to resolve the complaint in the first instance.

5.4 Links to policy

The University has a number of policies that relate to teaching and learning, Important policies affecting students include:

- Assessment Policy – Criteria and Standards-Based Assessment: <http://policies.uws.edu.au/view.current.php?id=00227>
- Examinations Policy: <http://policies.uws.edu.au/view.current.php?id=00204>
- Special Consideration Policy: <http://policies.uws.edu.au/view.current.php?id=00205>
- Review of Grade Policy: <http://policies.uws.edu.au/view.current.php?id=00203>
- Misconduct – Student Academic Misconduct Policy: <http://policies.uws.edu.au/view.current.php?id=00304>
- Enrolment Policy (includes a section on the Western Sydney University Student Email Account): <http://policies.uws.edu.au/view.current.php?id=00019>
- Bullying Prevention Policy and Guidelines: <http://policies.uws.edu.au/view.current.php?id=00099> & <http://policies.uws.edu.au/view.current.php?id=00240>
- Sexual Harassment Prevention Policy: <http://policies.uws.edu.au/view.current.php?id=00103>

Breaches of the Student Misconduct Rule Policy can have very serious consequences. It is essential that you are familiar with these policies and how to avoid misconduct of any type.

5.5 Links to other resources

Life at Western Sydney University	Find out about life outside the lecture theatre – news and events, services and facilities, career information and more! http://www.westernsydney.edu.au/future/future_students_home/studentlife
E-Learning	Check your vUWS sites regularly for unit announcements and to keep up with online discussions. If you do not have access to vUWS please contact e-learning on http://elearning.uws.edu.au
Student Support Services	Supporting, Connecting, Engaging, working together towards Success Access a broad range of student support services for local and international students to enhance your experiences at Western Sydney University - http://www.uws.edu.au/currentstudents/current_students/services_and_facilities If you have any personal issues that may impact your studies, you don't have to deal with them on your own. Contact Student Welfare service, Counselling Service, Disability Service, or Student Advocate as early as possible.
Course and unit rules	This site provides information on pre-requisites, co-requisites and other matters concerning how your course is structured. http://www.uws.edu.au/currentstudents/current_students/enrolment/course_and_unit_rules
Course inherent requirements	The home page link for the Inherent Requirements for the Bachelor of Nursing, Bachelor of Nursing (Advanced), Bachelor of Nursing (Graduate Entry) and Bachelor of Midwifery can be found at: http://www.westernsydney.edu.au/ir/inherent_requirements/bachelor_of_nursing_inherent_requirements
Student Services and Facilities	Services and facilities for current students is a unit that can offer students assistance in writing good exam essays. It offers a number of workshops that will support your learning and enable you to achieve success at university. These include: bridging programs , academic skills workshops , Peer Assisted Study Sessions (PASS)
Policies	This site includes the full details of policies that apply to you as a Western Sydney University student. http://www.uws.edu.au/policies/a-z
Ministry NSW Health	http://www.health.nsw.gov.au