

NURS N9024: Research Methods for Evidence Based Practice

Module Details	
Module Code:	NURS N9024
Full Title:	Research Methods for Evidence Based Practice APPROVED
Valid From:	Semester 1 - 2021/22 (September 2021)
Language of Instruction:	English
Duration:	1 Semester
Credits:	10
Module Owner::	<ul style="list-style-type: none">● Geraldine O'Connor● Myles Hackett
Departments:	Nursing Midwifery & Early Years
Module Description:	<p>This module will enable learners to enhance their critical appraisal skills and to develop an in-depth knowledge of research methodologies. This will further develop their competencies in relation to the enactment of evidence based nursing practice and its critical application to advanced practice in healthcare.</p> <p>Aim: The aim of this module is to enhance critical appraisal skills and further develop competencies in relation to implementing evidence based advanced nursing practice in promoting clinical effectiveness in healthcare.</p>

Module Learning Outcome	
On successful completion of this module the learner will be able to:	
#	Module Learning Outcome Description
MLO1	Critically analyse the philosophical and theoretical underpinnings of methodological approaches; qualitative, quantitative and mixed methods.
MLO2	Demonstrate a comprehensive and critical understanding of the philosophy, principles and practice underpinning evidence based practice
MLO3	Critically understand research ethics within vulnerable populations and discern the ethical issues which pervade methodology.
MLO4	Critically apply a deep understanding of contemporary debates surrounding the research literature and evidenced based practices and their application to advanced practice.
MLO5	Critically appraise an area of practice and provide a balanced, logical and coherent conclusion in relation to the findings.
MLO6	Demonstrate a critical understanding of the appropriate quality improvement processes to promote leadership in clinical effectiveness in healthcare.
Pre-requisite learning	
<p>Module Recommendations <i>This is prior learning (or a practical skill) that is strongly recommended before enrolment in this module. You may enrol in this module if you have not acquired the recommended learning but you will have considerable difficulty in passing (i.e. achieving the learning outcomes of) the module. While the prior learning is expressed as named DkIT module(s) it also allows for learning (in another module or modules) which is equivalent to the learning specified in the named module(s).</i></p>	
No recommendations listed	

Module Indicative Content
Research methodologies. Research methodologies. Traditions of inquiry. Exploring the processes of qualitative and quantitative research. Philosophical underpinnings of research methodologies. Developing research designs and shaping a study inquiry. Conceptual analysis and research. Clarifying conceptual frameworks within the context of research.
Evidence Based Practice Underpinning philosophy, principles and practice, place in critical professional practice, influences of organisation's cultures and contexts, social and political issues associated with warranting knowledge, enacting evidence based practice, ethical imperatives.
Ethics and research Ethical principles of research. Informed consent and the vulnerable person. Advocacy and consent within the context of research in clinical practice. The role of the researcher in practice. Insider research and its debates.
Literature search, retrieval and critique Systematic Database Searching. Primary and secondary sources of literature retrieval. Constructing Search Tables and Systematic Searching Prisma Flow Charts and equivalent. Analysing and synthesising data collection methods. Choosing appropriate research methods for research purposes. Developing and analysing research questions and research hypotheses. Critically analysing and evaluating research, critically reading. Evaluating literature
Sampling and data collection Analysing and synthesising sampling methods in research. Choosing sampling methods. Strategies for identifying sampling frames/populations. Statistics and quantitative research. Ethics and analysis. Graphs using summary statistics. Critical interpretation of statistics. Data protection in health and research. Analysing and synthesising research findings. Strategies for questioning and reporting. Presenting findings. Verifying results; implementing findings in practice; dissemination of findings: preparing a poster, conference paper and journal article.
Quality Improvement Theoretical perspectives and processes, Audit purposes, approaches and uses, Practice governance, Clinical effectiveness, Application of EBP (the best knowledge, clinical experience and service users preferences) to achieve optimum outcomes

Module Assessment

Assessment Breakdown	%
Course Work	100.00%

Module Special Regulation

Assessments

Part Time

Course Work			
Assessment Type	Continuous Assessment	% of Total Mark	70
Marks Out Of	100	Pass Mark	0
Timing	n/a	Learning Outcome	1,2,3,4,5,6
Duration in minutes	0		
Assessment Description Academic paper on a chosen topic area related to advanced practice requiring a critique analysis and synthesis of the evidence and literature.			
Assessment Type	Class Test	% of Total Mark	30
Marks Out Of	100	Pass Mark	0
Timing	n/a	Learning Outcome	1,2,3,4,5,6
Duration in minutes	120		
Assessment Description Two Hour Seen Examination Paper			

No Project

No Practical

No Final Examination

Reassessment Requirement

A repeat examination
Reassessment of this module will consist of a repeat examination. It is possible that there will also be a requirement to be reassessed in a coursework element.

Module Workload

This module has no Full Time workload.

Workload: Part Time

<i>Workload Type</i>	<i>Contact Type</i>	<i>Workload Description</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>	<i>Hours</i>
Lecture	Contact	Lecture	Once per semester	0.60	9
Practical	Contact	Practical/Workshop	Once per semester	0.60	9
Tutorial	Contact	Tutorial	Once per semester	1.20	18
Total Weekly Learner Workload					2.40
Total Weekly Contact Hours					2.40

Module Resources

Recommended Book Resources

Arthur J., Waring M., Coe, R. and Hedges,. (2017), *Research methods and methodologies in education*.

Bryman, A.. (2017), *Mixing methods: Qualitative and quantitative research Chapter Quantitative and qualitative research*..

Melnyk, B.M and Fine-Overholt, E.. (2018), *Evidence Based Practice in Nursing and Healthcare*..

Supplementary Book Resources

Kenneth J Gergen. (2014), *Succeeding with your master's dissertation: A step by step handbook.*, SAGE Publications Limited.

Creswell, J.W. and Poth, C.N.. (2016), *Qualitative inquiry and research design*.

Hartas, D.. (2015), *Educational research and inquiry: Qualitative and quantitative approaches*.

This module does not have any article/paper resources

Other Resources

[website], www.cebm.net Centre for Evidence Based Medicine, Oxford. Centre for Evidence Based Medicine.

[Website], www.cochrane.org. Cochrane.

[Website], Health Information and Quality Authority. Health Informaiton and Quality Authority.

[Website], Social Care Institute for Excellence. Social Care Institute for Excellence.

[Website], Database of Abstracts of Reviews of Effectiveness. Database of Abstracts of Reviews of Effectiveness.

[Website], Campbell Collaboration. Campbell Collaboration.

[Website], Agency for Healthcare Research and Quality. Agency for Healthcare Research and Quality.

[Website], Netting the Evidence. Netting the Evidence.

[Website], NICE Guidelines. NICE Guidelines.