# Unit Outline

**NURS3003 Inquiry for Evidence-based Practice**  
**Semester 2, 2016**

<table>
<thead>
<tr>
<th>Unit study package code:</th>
<th>NURS3003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of study:</td>
<td>Internal</td>
</tr>
</tbody>
</table>
| Tuition pattern summary:| Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section.  
Lecture: 4 x 2 Hours Semester  
Individual Study: 1 x 2 Hours Weekly  
Seminar: 4 x 3 Hours Semester  
This unit does not have a fieldwork component. |
| Credit Value:            | 25.0      |
| Pre-requisite units:     | NURS2004 (v.0) Inquiry for Professional Practice or any previous version  
OR  
313036 (v.0) Inquiry for Nursing Practice 264 or any previous version  
AND  
B-NURS (v.0) Bachelor of Science (Nursing) or any previous version  
AND  
313031 (v.0) Behavioural Health Science for Nursing and Paramedicine 263 or any previous version  
OR  
NURS2000 (v.0) Behavioural Responses to Chronic Illness or any previous version  
AND  
313034 (v.0) Applied Bioscience 264 or any previous version  
OR  
GMED2001 (v.0) Applied Bioscience for Acute Conditions or any previous version  
AND  
313037 (v.0) Clinical Practice 264 or any previous version  
OR  
NURS2005 (v.0) Integrated Clinical Practice or any previous version  
OR  
314512 (v.0) Evidence Informed Health Practice 130 or any previous version  
OR  
CMHL1001 (v.0) Evidence Informed Health Practice or any previous version  
AND |
**Syllabus**

Students engage in review of quantitative and qualitative methodology in the context of nursing and midwifery research. Students apply the research process: research problems/hypotheses; literature review; theoretical frameworks; sampling; data collection; data analysis; descriptive and inferential statistics; reliability and validity; trustworthiness; research ethics. Critique of research underlying evidence-based practice is critical to this unit of study.
Introduction

Welcome to the NURS3003 Inquiry for Evidence Based Practice unit. This unit has been designed to introduce you to the main aspects of quantitative and qualitative research as it applies to the professions of nursing and midwifery. As you learn research vocabulary and content, you will develop skills to critically appraise research reports. This is a fundamental skill for you as a student during your degree and later as either a nurse or midwife as it will help you to make a determination about the quality of evidence and its usefulness in your clinical practice. In addition, you will learn how to develop research ideas from clinical practice and how to go about investigating the emerging research problems.

You will need to work consistently throughout the semester to ensure success and it is important that you let the unit coordinator know if you are having difficulty with the content so that you can be assisted to overcome these difficulties.

Unit Learning Outcomes

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
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</thead>
<tbody>
<tr>
<td>1 Discuss quantitative research and its application to clinical practice</td>
<td>CLO 1</td>
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<tr>
<td>2 Discuss qualitative research and its application to clinical practice, CLO 3</td>
<td>CLO 2</td>
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<tr>
<td>3 Develop a plan to conduct a research study within the clinical setting</td>
<td>CLO 3</td>
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<tr>
<td>4 Critically evaluate evidence for nursing and midwifery practice</td>
<td>CLO 4</td>
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Curtin’s Graduate Attributes

<table>
<thead>
<tr>
<th>Apply discipline knowledge</th>
<th>Thinking skills (use analytical skills to solve problems)</th>
<th>Information skills (confidence to investigate new ideas)</th>
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<tbody>
<tr>
<td>Communication skills</td>
<td>Technology skills</td>
<td>Learning how to learn (apply principles learnt to new situations)</td>
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<tr>
<td>International perspective (value the perspectives of others)</td>
<td>Cultural understanding (value the perspectives of others)</td>
<td>Professional Skills (work independently and as a team) (plan own work)</td>
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Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: [ctl.curtin.edu.au](http://ctl.curtin.edu.au)

Learning Activities

Teaching and learning will take place as follows:

Lectures

An introductory lecture will be provided via Bb to make you familiar with concepts that are necessary for your understanding of the unit materials.

Lectures 1 - 4 will concentrate on critical appraisal and will provide you with further practice to develop this skill which is necessary for successful completion of Assessment 4. It will also give you the opportunity to discuss any
issues of concern with the unit coordinator in preparation for this assessment.

**Online Modules**

There are 12 modules covering research related theory and critical appraisal, which will run across the unit. Each module contains 2 topics that are delivered via iLecture format. You will need to complete one module per week over the 12 teaching weeks of the semester. The modules are directly related to the unit assessments and therefore you need to keep pace, ensuring successful completion of the unit assessments. Modules 1-6 cover content related to research theory and Modules 7-12 cover content related to critical appraisal of nursing and midwifery research reports.

On a weekly basis you will need to download and print the lecture handouts and view the relevant iLectures. Use the handouts to assist you with your note taking during the iLecture. To ensure thorough understanding of the content covered in the iLectures you will need to follow it up by reviewing the relevant chapter in your prescribed textbook, using the iLecture content as a guide for what to review. Each iLecture will conclude with information about the chapter to review. In order to test your understanding of the material covered, you need to attempt the student review questions available through 'The Point' (electronic platform) that comes with your prescribed textbook. These review questions are very useful and will prepare you for the two eTests for this unit, which will occur in week 4 and 9 of semester.

**Seminars**

You will attend 4 seminars across the semester, these commence in week 3. **Seminars 1 - 3** revolve around developing a research idea and putting together a proposal to investigate the research problem. The seminars will comprise of some formal teaching around developing a proposal and group work in class. The seminar tutor will provide you and your group with supervision during your proposal development. **Seminar 4** will focus on critical appraisal practice in relation to assessment 4.

**Learning Resources**

**Library Reserve**

There are resources for this unit in the library Reserve collection. To access these resources, please click on the following link:


**Essential texts**

The required textbook(s) for this unit are:

  (ISBN/ISSN: 978-1-4511-7679-7)

**Other resources**

You do not have to purchase the following textbooks but you may like to refer to them.


Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
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<tr>
<td>eTest 1</td>
<td>15 percent</td>
<td>Week: 4</td>
<td>1,2</td>
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<td></td>
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<td>Day: Monday, 22 August, 2016</td>
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<tr>
<td>eTest 2</td>
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<td>Time: Available between 08:00 - 00:00 hours</td>
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<tr>
<td>Research plan</td>
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<td>3</td>
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<tr>
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<td></td>
<td>Day: Monday, 10 October, 2016</td>
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<td>Time: By 16:00</td>
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<td>Research Critique</td>
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<td>Week: 14</td>
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<td>Day: Friday, 4 November, 2016</td>
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<td>Time: By 23:59 hours</td>
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Detailed information on assessment tasks

1. **eTest 1 (Online Individual assessment)**

   The eTests will focus on assessing research knowledge. These assessments will comprise of 30 multiple choice questions and will be 50 minutes in duration. You will do these assessments online through the ‘Assessments’ section of the unit’s Black board site. The assessment will be open for a 16 hour period (see table above) to allow you the opportunity to fit it into your own schedule. You can attempt the assessment from your own personal computer or you may wish to attempt it in the computer labs on campus. Each test is allocated 15% of your final grade (30% in total). Content will not be repeated between tests. eTest 1 covers content from Modules 1 - 3.
2. eTest 2 (Online Individual assessment)

The eTests will focus on assessing research knowledge. These assessments will comprise of 30 multiple choice questions and will be 50 minutes in duration. You will do these assessments online through the ‘Assessments’ section of the unit’s Blackboard site. The assessment will be open for a 16 hour period (see table above) to allow you the opportunity to fit it into your own schedule. You can attempt the assessment from your own personal computer or you may wish to attempt it in the computer labs on campus. Each test is allocated 15% of your final grade (30% in total). Content will not be repeated between tests. eTest 2 covers content from Modules 4 - 6.

3. Research Proposal (Group Assessment)

This assessment will allow you the opportunity to use the research theory content that you covered in the first 6 modules of the unit to develop a plan to investigate a research problem from the clinical setting.

You will be assigned to groups in the first seminar and will be assisted to develop a potential research problem to investigate. This assessment has two components to it:

- Written submission - research proposal (group) (25%)
- Peer review - feedback on contribution to group process (individual) (10%)

You and your group should work on this assessment continuously after seminar 1 as you will be expected to provide formative (not for marks) peer review feedback on one another in week 6 and then summative (for marks) peer review feedback in week 11. Peer assessment will be collected via the “SPARKPLUS Self and Peer Assessment” tool.

“SPARKPLUS - Self and Peer Assessment”

SPARKPLUS may be used to adjust student marks for group tasks. SPARKPLUS stands for “Self and Peer Assessment Resource Kit”. It is a web-based tool that enables students to confidentially rate their own as well as their peer’s contributions to a team task or individual submissions. As well as receiving specific feedback, a rating factor is generated by this tool, and may be used by the Unit Coordinator to adjust individual marks as part of group assessment tasks. The rating factor may also be used in cases where participation or contribution is disputed. This provides a fair and equitable way of making students accountable for contribution to group tasks.

Seminars 1 - 3 are dedicated to assisting you with this assessment. This assessment is worth 35% of your final grade. More detailed information for this assessment can be found on Bb. Please ensure that you use the marking guide provided to assist you with preparing this piece of work.


The final assessment is a critical appraisal of a research report, which is worth 35% of your final grade. This assessment tests your ability to critically appraise research articles related to the professions of nursing and midwifery. You will need to select one of the following articles for the assessment. They can be accessed via Bb. The articles for the assessment are as follows:

Quantitative research article


OR

Qualitative research article


These articles have been chosen from both professions in order to expose you to their research content rather than professional content. The article that you choose for your assignment does not have to be specific to the degree (nursing or midwifery) that you are doing. Instead you should read both articles to determine which one you understand better and critique the following aspects of the article:

- Title
Pass requirements

To successfully complete this unit, students must attempt all pieces of assessment and obtain a final grade of 50% and above.

This is a significant unit; failure twice may lead to termination of a student's course.

Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

Late assessment policy

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

Assessment extension

A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student's control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners' meeting.

Deferred assessments

If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.
Supplementary assessments

Supplementary assessments, if granted by the Board of Examiners, will have a due date or be held between 16/12/2016 and 16/12/2016. Notification to students will be made after the Board of Examiners’ meeting via the Official Communications Channel (OCC) in OASIS.

It is the responsibility of students to be available to complete the requirements of a supplementary assessment. If your results show that you have been granted a supplementary assessment you should immediately check OASIS for details.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies

A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each semester.

Referencing style

The referencing style for this unit is APA 6th Ed.

More information can be found on this style from the Library web site: http://libguides.library.curtin.edu.au/referencing.

Copyright

© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

Academic Integrity (including plagiarism and cheating)

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.
Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support:

\[ \text{oasisapps.curtin.edu.au/help/general/support.cfm} \]

For specific assistance with any of the items listed below, please contact The Learning Centre:

\[ \text{life.curtin.edu.au/learning-support/learning_centre.htm} \]

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

Additional information

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s "Student Rights and Responsibilities" website at:

\[ \text{students.curtin.edu.au/rights} \]

Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesj@curtin.edu.au or go to

\[ \text{http://eesj.curtin.edu.au/student_equity/index.cfm} \]

You can also contact Counselling and Disability services: \[ \text{http://www.disability.curtin.edu.au} \] or the Multi-faith services: \[ \text{http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm} \] for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin’s Student Wellbeing Advisory Service at:

\[ \text{http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm} \]
Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

Recent changes to this unit include:

1. iLectures have been broken up into smaller lectures so that students can work on one aspect of the content at a time and to ensure that students remain engaged with the ilecture content. The content and pace of the ilectures have been designed to be consistent with the prescribed text so that students can easily learn.

2. The group assessment (Assessment 3) has been modified. The assessment has been divided into two components. In the first component students submit a written research proposal. The second component comprises of students providing peer review feedback on contribution to group process and the assessment. Students now have the opportunity to receive a group mark for the written submission (25%) and an individual mark from the peer review component (10%). This helps to ensure that students focus on the producing a research proposal as well as learning to work within a research team.

3. Assessment 4 has been refreshed and students will now be criticiquing different aspects of the published research report.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.
<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Lecture/Seminar</th>
<th>Pre-readings</th>
<th>Online Module</th>
<th>Assessment Due</th>
</tr>
</thead>
</table>
| 1.     | 1 August   | iLecture - available on Bb  
- Introduction to Scientific Inquiry in nursing and midwifery  
- Chapter 1: Introduction to nursing research in an evidence-based practice environment  
- Chapter 7: Literature reviews: finding and reviewing research evidence  
- Chapter 8: Theoretical and conceptual frameworks | Module 1  
Topic 1 – Introduction to nursing & midwifery research  
Topic 2 – Literature review & theoretical frameworks |
| 2.     | 8 August   | Chapter 6: Research problems, research questions, and hypotheses  
Chapter 5: Ethics in research | Module 2  
Topic 1 – research problems, questions & hypotheses  
Topic 2 – Research ethics |
| 3.     | 15 August  | Seminar 1  
Developing a research proposal:  
- Literature review  
- Research problem  
- Research aims & objectives  
- Significance of study | Module 3  
Topic 1 – Quantitative research design  
Topic 2 – Quantitative sampling & data collection |
| 4.     | 22 August  | Seminar 2  
Developing a research proposal:  
- Research design  
- Sampling & recruitment  
- Data collection  
- Data analysis  
Chapter 14: Qualitative designs and approaches  
Chapter 15: Sampling and data collection in qualitative studies | Module 4  
Topic 1 – Qualitative research design  
Topic 2 – Qualitative sampling & data collection  
Assessment 1  
(15%)  
eTest 1  
(online individual assessment)  
Monday, 22nd August 2016  
Available between: 08:00 - 00:00 hours |
| 5.     | 29 August  | Tuition Free Week |  |  |  |

Tuition Free Week
<table>
<thead>
<tr>
<th>6.</th>
<th>5 September</th>
<th>Lecture 1 (Wednesday, 7 September)</th>
<th>Quantitative critique:</th>
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<td></td>
<td>Chapter 11: Measurement and data quality</td>
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<td>Chapter 12: Statistical analysis of quantitative data</td>
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<td>Reliability &amp; Validity</td>
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<td>Seminar 3</td>
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<td>Developing a research proposal:</td>
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<td>Chapter 16: Analysis of qualitative data</td>
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<td>Chapter 4: Reading and critiquing research reports</td>
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<td>Module 7</td>
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<td>Assessment 2 (15%)</td>
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The only authoritative version of this Unit Outline is to be found online in OASIS.
### Quantitative Critique:

- Title & abstract
- Literature review
- Research problem/hypothesis
- Research design
- Sampling & recruitment
- Data collection
- Data analysis
- Ethics
- Findings
- Discussion
- Reliability & Validity

### Literature

- Chapter 7: Literature reviews: finding and reviewing research evidence
- Chapter 8: Theoretical and conceptual frameworks

### Research design

- Title & abstract
- Literature review

### Sampling & recruitment

- Research problem/hypothesis

### Data collection

- Chapter 4: Reading and critiquing research reports
- Chapter 9: Quantitative research designs
- Chapter 10: Sampling and data collection in quantitative studies
- Chapter 12: Statistical analysis of quantitative data
- Chapter 5: Ethics in research

### Data analysis

- Module 8
  - Qualitative critique:
    - Research design
    - Sampling & recruitment
    - Data collection
    - Data analysis
    - Ethics
    - Findings
    - Discussion
    - Trustworthiness
- Assessment 3
  - (25%)
  - Research proposal (group)

### Tuition Free Week

9.. 26 September

### Lecture 4 (Wednesday, 5 October)

**Qualitative critique:**

- Title & abstract
- Literature review
- Research problem
- Research design
- Sampling & recruitment
- Data collection
- Data analysis
- Ethics
- Findings
- Discussion
- Trustworthiness

### Seminar 4

**Critical Appraisal**

10. 3 October

### Chapter 4: Reading and critiquing research reports

- Chapter 9: Quantitative research designs
- Chapter 10: Sampling and data collection in quantitative studies
- Chapter 12: Statistical analysis of quantitative data
- Chapter 5: Ethics in research

### Chapter 4: Measurement and data quality

- Chapter 13: Rigor and
<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
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</table>
| 12.  | 17th October | Chapter 4: Reading and critiquing research reports  
Chapter 7: Literature reviews: finding and reviewing research evidence  
Chapter 8: Theoretical and conceptual frameworks  
Module 10: Qualitative critique:  
- Title & abstract  
- Literature review  
- Research problem |
| 13.  | 24th October | Chapter 4: Reading and critiquing research reports  
Chapter 14: Qualitative designs and approaches  
Chapter 15: Sampling and data collection in qualitative studies  
Chapter 16: Analysis of qualitative data  
Chapter 5: Ethics in research  
Module 11: Qualitative critique:  
- Research design  
- Sampling & recruitment  
- Data collection  
- Data analysis  
- Ethics |
| 14.  | 31st October | Chapter 4: Reading and critiquing research reports  
Chapter 17: Trustworthiness and integrity in qualitative research  
Module 12: Qualitative critique:  
- Findings  
- Discussion  
- Trustworthiness  
Assessment 4 (35%) - Critical appraisal of a research report (individual assessment)  
Friday, 4th November 2016, by 23:59 hours |
| 15.  | 7th November | Study Week |
| 16.  | 14th November | Exam Week 1 |
| 17.  | 21st November | Exam Week 2 |