



**RCSI**

# POST GRADUATE DIPLOMA IN NURSING

## MODULE DESCRIPTOR

RCSI DEVELOPING HEALTHCARE LEADERS WHO MAKE A DIFFERENCE WORLDWIDE

<b>Module Title</b>	Advanced Research methods
<b>Level of Learning</b>	9 NFQ
<b>Pre-requisite course</b>	Primary degree or equivalent
<b>ECTS Credits</b>	10
<b>Module Coordinator</b>	Dr Declan Patton

### Rationale of Module

The Strategy of the Office of the Nursing & Midwifery Services Directorate 2012-2015 (Office of the Nursing & Midwifery Services Director, 2011) suggests that since the patient experience is shaped by the quality of nursing and midwifery care, it is vital that nurses and midwives engage and play a central role in improving health care in Ireland. Furthermore, the HRB Strategic Business Plan 2010-2014 (Health Research Board of Ireland, 2009) argues that there is a lack of sufficient focus on translational research, evidence appraisal, and the application of knowledge and findings into practice. Clinical scholarship is a means by which this can be achieved, because clinical scholarship enables the application of evidence-based nursing/midwifery through the development of best practices to meet the needs of clients (Clinical Scholarship Task Force, 1999). Clinical scholarship differs from clinical research in that it is not just the generation of knowledge, rather is the translation and dissemination of knowledge into clinical decision making (Tymcow, 2011).

### Module Aims

This module aims to provide nurses and midwives with the ability to enhance clinical scholarship. This will occur through students being exposed to higher level knowledge and thinking about the concept of clinical scholarship plus the research methodologies and methods needed to make it a reality.

### Learning Outcomes

On successful completion of this module, the student will be able to:

- Critically discuss clinical scholarship and its role in improving patient outcomes
- Critically evaluate research methodologies and methods as they apply to the generation of evidence for nursing/midwifery practice
- Critically analyse systematic reviews as a means for appraisal of evidence for nursing/midwifery practice
- Describe different approaches to meeting ethical requirements of a research project

### Description of teaching activities

Face to Face Contact Hours: The following teaching methodologies are incorporated into the classroom based hours: Didactic teaching, question & answers, Socratic questioning, class discussions, group work, case study review, role play and scenarios and debates.

Online Contact Hours: The following teaching methodologies are incorporated into the classroom based hours: Voice recorded Lecture notes (Camtasia), required supplemental reading to support the voice recoded material,

discussion on the online discussion forum, questions & answers and appraisal and critique of the literature via the forum.

**Indicative Syllabus**

- The concepts of clinical scholarship and evidence based practice
- Methods for enhancing clinical scholarship
- Reflection – an art and a science
- Research methodologies
- Research methods
- Systematic reviewing of the literature

<b>Teaching Learning Activities</b>	<b>Hours</b>
Contact time (face to face, online tuition, discussion forum, group work, PBL)	<b>18</b>
On Line Contact Hours	<b>12</b>
Independent learning time	<b>160</b>
<b>Course Work Preparation</b>	<b>60</b>
<b>Total</b>	<b>250</b>

**Indicative Reading**

Boyer, E. L. (1990). *Scholarship Reconsidered*, Princeton, NJ, The Carnegie Foundation.

Brölmann FE, Eskes AM, Sumpio BE, Mayer DO, Moore Z, Agren MS, Hermans M, Cutting K, Legemate DA, Vermeulen H, Ubbink DT. Fundamentals of randomized clinical trials in wound care: reporting standards. *Wound Repair Regen.* (2013) Sep-Oct;21(5):641-7

Clinical Scholarship Task Force (1999). *Clinical scholarship resource paper*. In: SIGMA THETA TAU (ed.).

Diers, Donna (1995) Clinical Scholarship *Journal of Professional Nursing*, v11 n1 p24-30

Eskes AM, Brölmann FE, Sumpio BE, Mayer D, Moore Z, Agren MS, Hermans M, Cutting K, Legemate DA, Ubbink DT, Vermeulen H.(2001). Fundamentals of randomized clinical trials in wound care: Design and conduct. *Wound Repair and Regeneration* 20(4):449-55

Grigsby, R. Kevin DSW; Thorndyke, Luanne MD (2011) Academic Medicine: Perspective: Recognizing and Rewarding Clinical Scholarship, 86 (1), 127-131

Gustafsson, C. & Fagerberg, I. (2004). Reflection, the way to professional development? *Journal of Clinical Nursing*, 13, 271-80.

Health Research Board of Ireland( 2009). *Strategy 2010-2014*. In: Health Research BOARD of Ireland (ed.). Dublin: Health Research Board of Ireland.

Johns, C. (1995). Framing learning within Carper's fundamental ways of knowing in nursing. *Journal of Advanced Nursing*, 22, 226-34.

Kitson A, (2006) The relevance of scholarship for nursing research and practice. *J Adv Nurs* , 55(5):541-543.



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Moore, Z. & Cowman, S. (2008). The Cochrane Collaboration, systematic reviews and meta analysis. In: Watson, R., Mc Kenna, H., Cowman, S. & Keady, J. (eds.) *Nursing Research: Designs and Methods* London: Churchill Livingstone.

Moore Z (2012) Meta-Analysis in Context *Journal of Clinical Nursing* 21(19):2798-807

Office of the Nursing & Midwifery Services Director (2011). *The Strategy of the Office of the Nursing & Midwifery Services Directorate 2012-2015* In: Office of the Nursing & Midwifery Services Directorate (ed.). Dublin: Health Service Executive.

Ramacciati, N. (2013) Health Technology Assessment in Nursing: A Literature Review. *International Nursing Review*, 60 (1): 23-30.

Thompson, M.; Van den Bruel, A.; Verbakel, J.; Lakhanpaul, M.; Haj-Hassan, T.; Stevens, R.; Moll, H.; Buntinx, F.; Berger, M.; Aertgeerts, B.; Oostenbrink, R.; Mant, D. (2012) Health technology assessment. *Clinical Governance: An International Journal*, 17 (3): 253-67.

Tymcow, C. (2011). Clinical Scholarship and Evidence Based Practice. In: Zaccagnini, M. E. & Waud White, K. (eds.) *The Doctor of Nursing Practice Essentials*. Massachusetts: Jones & Bartlett

**Additional reading material will be provided by individual lecturers**

<b>Examination/ Assessment Method</b>	<b>Type of Assessment (Continuous/Terminal)</b>	<b>Weighting</b>
Assignment	Terminal	100%