



# NURS11158 *Evidence Informed Nursing Practice*

## Term 1 - 2017

Profile information current as at 17/05/2024 11:50 am

All details in this unit profile for NURS11158 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

### General Information

#### Overview

This unit introduces you to the value of evidence that informs nursing practice. A commitment to evidence based care is fundamental to the development of knowledge and practice in the nursing profession for improved standards of care. You will develop skills in locating evidence, evaluating and applying research findings to inform best practice.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

#### Offerings For Term 1 - 2017

- Bundaberg
- Distance
- Rockhampton

#### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

#### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 50%

#### 2. **Written Assessment**

Weighting: 50%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Student feedback.

##### Feedback

Issues with second assessment changes and IT.

##### Recommendation

The second assessment will be altered - removing the Cloze activity to avoid issues with technology.

#### Feedback from Student feedback and teaching staff evaluation, L & T staff report.

##### Feedback

Positive comments on course content and engagement.

##### Recommendation

Continue with the broad format of the course, including regular Blackboard Collaborate sessions and utilising Easiconnect to maintain engagement.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Discuss the concepts that underpin evidence based nursing practice for person centred nursing care.
2. Utilise evidence based frameworks to locate resources that support person safety and quality.
3. Explore ethical considerations in evidence based nursing practice.

The Learning outcomes are linked to the Australian Nursing & Midwifery Accreditation Council (ANMAC) Standards for registered nurses and the Nursing and Midwifery Board of Australia (NMBA) registered nurse standards for practice.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 50%	•	•	•
2 - Written Assessment - 50%	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•

Graduate Attributes	Learning Outcomes		
	1	2	3
2 - Problem Solving	•	•	•
3 - Critical Thinking	•	•	•
4 - Information Literacy	•	•	
5 - Team Work			
6 - Information Technology Competence	•	•	
7 - Cross Cultural Competence	•	•	•
8 - Ethical practice	•	•	•
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 50%	•	•	•	•		•	•	•		
2 - Written Assessment - 50%	•	•	•	•		•	•	•		

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

#### Additional Textbook Information

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Penny Heidke** Unit Coordinator  
[p.heidke@cqu.edu.au](mailto:p.heidke@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Evidence Informed Nursing Practice		

### Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Planning for writing: Thinking critically about locating and using sources of information		

### Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Focused searchable question		

### Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Searching for evidence: systematic approaches		

### Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Identifying Sources of Evidence		Assessment 1 due: Wed 5th April, 2017 <b>PICO assessment</b> Due: Week 5 Wednesday (5 Apr 2017) 11:45 pm AEST

### Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Ethical practice and reliance on evidence		

### Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Evaluating the evidence		

### Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Writing from an informed perspective: using and acknowledging academic sources		

### Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Rigour, Reliability and Validity Clinical Practice Guidelines		Assessment 2 - online quizzes open

**Week 10 - 15 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Converting evidence into EIP		

**Week 11 - 22 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Embedding Evidence-Informed nursing Practice' into your professional career		

**Week 12 - 29 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Review of concepts		Assessment 2 due: Monday 29th May, 2017  <b>Written Assessment Two</b> Due: Week 12 Monday (29 May 2017) 11:45 pm AEST

**Review/Exam Week - 05 Jun 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 12 Jun 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 PICO assessment

**Assessment Type**

Written Assessment

**Task Description**

#### Assessment One Outline

<b>Unit Name</b>	Evidence Informed Nursing Practice
<b>Unit No.</b>	NURS11158
<b>Coordinator</b>	Penny Heidke
<b>Assess No. Due Date:</b>	1 Wed 5 <sup>th</sup> April 2017
<b>Type</b>	Written
<b>CLOs assessed</b>	1. Discuss the concepts that underpin evidence-based nursing practice for person-centred nursing care 2. Utilise evidence-based frameworks to locate resources that support person safety and quality.
<b>Word Limit</b>	1000wds +/- 10 %
<b>Total Percentage</b>	50%
<b>Details</b>	Students are to use a PICO (population, intervention, control, and outcomes) framework to develop a search strategy for a clinical question. <b>Perla Daniel has a question for you regarding the best treatment for her chronic leg ulcer. 1. First you are required to watch the video of Perla and complete the PICO template. 2. Next, you are to search for five (5) related research articles to help guide your decision making and undertake an annotated bibliography.</b>
<b>Notes to Students</b>	Students are to download the PICO template from the Moodle site to complete their assessment.

## Criteria

The assessment criteria and associated performance standards for Assessment Item 1 are available on the Moodle site in the Assessment block. These assessment criteria will be used to evaluate your assignment. It is important you refer to this table when preparing your assignment. Your assignment will be evaluated on the following criteria:

- Structure
- Approach and argument
- Referencing

### Assessment Due Date

Week 5 Wednesday (5 Apr 2017) 11:45 pm AEST

### Return Date to Students

Week 8 Wednesday (3 May 2017)

### Weighting

50%

### Assessment Criteria

#### ASSESSMENT CRITERIA: Nurs 11158 ASSIGNMENT 1 2017

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
<b>Structure -15%</b>					
5 Excellent presentation of assignment with inclusion of all correct components, double line spaced, 12 point font. Consistently accurate with spelling, grammar and paragraph structure.	4 Well-presented assignment, double line spaced, 12 point font, 1 or 2 errors in spelling, grammar or paragraph structure.	3 Well-presented assignment, double line spaced, 12 point font, 3 or 4 consistent errors with spelling, grammar or paragraph structure.	2.5 Adequate assignment presentation, double line spaced with 12 point font. 4 to 7 consistent errors with spelling, grammar or paragraph structure.	<2.5 Poorly presented assignment. Double spacing not use, 12 point font not used. Many inaccuracies in spelling, grammar or paragraph structure.	/15
5 All components of template completed in full.	4 Most components of template completed in full.	3 Some components of template completed in full.	2.5 Few components of template completed in full.	<2.5 Most components of template completed in inadequately.	
5 Description of problem appropriate and succinct. Clearly identifies process for generating evidence.	4 Description of problem appropriate. Identifies process for generating evidence.	3 Description of problem apparent. Somewhat identifies process for generating evidence.	2.5 Description of the problem apparent. No clarity in the process of generating evidence.	<2.5 No recognisable description of the problem. Process for generating evidence was disjointed.	
<b>Approach and Argument (75%) Relates to learning outcomes 1, 2, 3.</b>					
20-17 Approach comprehensively demonstrates an advanced understanding of the research process and critiquing of evidence.	16-15 Approach demonstrates an understanding of the research process and critiquing the evidence	14-13 Approach demonstrates a general understanding of the research process and critiquing of evidence.	12-10 Approach demonstrates a basic understanding of the research process and critiquing of evidence.	<10 Approach demonstrates a minimal or lack of understanding of the research process and critiquing of evidence.	/75
35-30 Annotations clearly relevant to the topic. Provides a clear and in depth critical annotation of sources and justification for choices.	29-26 Annotations mostly relevant to the topic. Provides critical annotation of sources and justification of choices.	25-22 Annotations generally relevant to the topic. Provides an appropriate annotation of sources and justification for choices.	21-17 Annotations somewhat relevant to the topic. Provides basic annotation of sources and justification for choices.	<16 Annotations minimally or not relevant to the topic. Minimal or no annotation of sources or justification for choices.	
20-17 Highly developed reflection and insight as to using PICO framework as a systematic approach to searching for evidence	16-15 Well developed reflection and insight as to using PICO framework as a systematic approach to searching for evidence	14-13 Adequately developed reflection and insight as to using PICO framework as a systematic approach to searching for evidence	12-10 Somewhat developed reflection and insight as to using PICO framework as a systematic approach to searching for evidence	<10 No reflection on using PICO framework as a systematic approach to searching for evidence	
<b>Referencing - 10%</b>					

10 All five citations fully adhere to APA guidelines

8.5 Citations mostly adhere to APA guidelines (1-2 errors)

7.5 Citations generally adhere to APA guidelines (3 errors)

6.5 Citations somewhat adhere to APA guidelines (4 errors)

<5 Citations do not adhere to APA guidelines (<4 errors)

/10

Total Marks

## Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

## Submission

Online

## Learning Outcomes Assessed

- Discuss the concepts that underpin evidence based nursing practice for person centred nursing care.
- Utilise evidence based frameworks to locate resources that support person safety and quality.
- Explore ethical considerations in evidence based nursing practice.

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 2 Written Assessment Two

### Assessment Type

Written Assessment

### Task Description

## Assessment Two Outline

**Unit Name** Evidence Informed Nursing Practice

**Unit No.** NURS11158

**Coordinator** Penny Heidke

**Assess No.** 2  
**Due Date:** Monday 29<sup>th</sup> May 2017

**Type** Written Assessment and online Quiz

**CLOs assessed** 2. Utilise evidence-based frameworks to locate resources that support person safety and quality. 3. Explore ethical considerations in evidence-based nursing practice.

**Word Limit** 1000wds +/- 10 %

**Total Percentage** 50%

### Details

Assessment 2 consists of three parts: 1. Building on the research you undertook in Assessment 1, you are now required to design a 700 word (+/- 10%) patient information leaflet. You need to use the evidence you found to compare and contrast bio-debridement and mechanical debridement of chronic leg ulcers and present your findings in a way that allows Perla to make an informed decision about her care. Once you have completed your response you will need to upload it to the assignment site and obtain your Turnitin report. 2. You then need to write a 300-word reflection on why you may have received the score and how you have adhered to academic integrity in your response. All **three** documents will need to be then uploaded together to the submission site. TOTAL MARKS: 30 = 30% of grade 3. Online Referencing Quiz. **Ten** questions with two (2) parts each. TOTAL MARKS: 20 = 20% of grade

### Notes to Students

Students are to watch the Turnitin instructional video on the Moodle site to complete their assessment.



The assessment criteria and associated performance standards for Assessment Item 2 are available on the Moodle site in the Assessment block. These assessment criteria will be used to evaluate your assignment. It is important you refer to this table when preparing your assignment. Your assignment will be evaluated on the following criteria:

## Criteria

- Structure
- Approach and argument
- Referencing

### Assessment Due Date

Week 12 Monday (29 May 2017) 11:45 pm AEST

### Return Date to Students

After certification of grades

### Weighting

50%

### Assessment Criteria

Marking Criteria NURS11158 Assessment Two Parts 1 & 2 (30%)

Student name: Student Number:

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
Structure -15%					
Excellent presentation of assignment with inclusion of all correct components, double line spaced, 12 point font. Consistently accurate with spelling, grammar and paragraph structure. . Pdf Turnitin report correctly attached. Reflection attached. Assignment submitted through Turnitin. (5%)	Well-presented assignment, double line spaced, 12 point font. 1 or 2 errors in spelling, grammar or paragraph structure. . Pdf Turnitin report correctly attached. Reflection attached. Assignment submitted through Turnitin.	Well-presented assignment, double line spaced, 12 point font. 3 or 4 consistent errors with spelling, grammar or paragraph structure. Pdf Turnitin report correctly attached. Reflection attached. Assignment submitted through Turnitin.	Adequate assignment presentation, double line spaced with 12 point font. 4 to 7 consistent errors with spelling, grammar or paragraph structure. . Pdf Turnitin report correctly attached. Reflection attached. Assignment submitted through Turnitin.	Poorly presented assignment. Double spacing not used, 12 point font not used. Many inaccuracies in spelling, grammar or paragraph structure. Marking criteria not attached. . Pdf Turnitin report not correctly attached. Reflection not attached. Assignment not submitted through Turnitin.	/15
Creates a leaflet, skillfully written in a specific style of language to clearly inform either patients and professional peers about wound management. (5%)	Creates a leaflet, thoughtfully and thoroughly written in a specific style of language to clearly inform either patients and professional peers about wound management	Creates a leaflet, competently written in a specific style of language to clearly inform either patients and professional peers about wound management.	Creates a leaflet, written in a specific style of language that can clearly inform either patients or professional peers about wound management.	Fails to create a leaflet. There is little or no adherence to conventions in communicating in formal scholarly language using scientific terms or lay terms. The information is unclear and/or inaccurate	
Organisation and structure is clear and easy to follow. Content is clearly relevant to the topic, the approach clearly and comprehensively addresses the topic and the argument proceeds logically. Well linked to supporting literature. (5%)	Organisation and structure is clear. Content is relevant to the topic, the approach clearly addresses the topic and the argument proceeds logically. Supporting literature is used appropriately.	Organisation and structure is appropriate. Content is appropriate and addresses the topic and the argument for the most part proceeds logically. Minimal omissions in links to supporting literature.	Organisation and structure allows misinterpretation of the meaning of the content. Content addresses the topic and the argument is at times repetitive or lacks cohesion. Frequent omissions in links to supporting literature.	Organisation and structure detract from the meaning of the content. Content is irrelevant and or does not address the topic. There is a lack of cohesion. Little to no links to supporting literature.	
Approach and Argument (70%)					

Content is clearly relevant to the topic. The approach comprehensively answers the question and the argument proceeds logically. (30%)	Content is relevant to the topic, the approach clearly answers the question and the argument proceeds logically.	Content is appropriate and answers the question and the argument for the most part proceeds logically.	Content answers the question although the argument is at times repetitive or lacks cohesion.	Content does not address all aspects of the assessment task. Inadequate description of required content. Little or no discernible critical thought. /70
Comprehensively and skillfully compares and contrasts relevant evidence about the wound management techniques to facilitate informed decision-making (30%)	Thoughtfully compares and contrasts relevant evidence about the wound management techniques to facilitate informed decision-making	Coherently compares and contrasts relevant evidence about the wound management techniques to facilitate informed decision-making	Sufficiently compares and contrasts relevant evidence about the wound management techniques to facilitate informed decision-making	Little or no comparing and contrasting of relevant evidence about the wound management techniques to facilitate informed decision-making
Comprehensive reflection on Turnitin report and adherence to academic integrity (10%)	Detailed reflection on Turnitin report and adherence to academic integrity	Adequate reflection on Turnitin report and adherence to academic integrity	Limited reflection on Turnitin report and adherence to academic integrity	Little or no reflection on Turnitin report and adherence to academic integrity

### Referencing - 15%

Consistently accurate with in-text referencing to support and reflect all ideas, factual information and quotations. (5%)	1 or 2 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations.	3 or 4 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations.	3 or 4 inconsistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations.	Referencing is not consistent with APA style. Many inaccuracies with in-text referencing to support and reflect all ideas, factual information and quotations.
A minimum of 5 up-to-date credible references used including four up-to-date journal articles as well as relevant websites. (5%)	A minimum of 5 up-to-date references used including three journal articles as well as relevant websites.	A minimum of 4 up-to-date references used including three journal articles as well as relevant websites.	A minimum of 3 up-to-date references used including two journal articles as well as relevant websites.	The required number of 3 up-to-date references not used /15
Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA style. (5%)	Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA style.	Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA style.	Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA style.	Reference list appears in no alphabetical order and does not adhere to reference list presentation guidelines APA style.

Total Marks

Grade: Markers Comments:

Marker : Date:

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Online

### Learning Outcomes Assessed

- Discuss the concepts that underpin evidence based nursing practice for person centred nursing care.
- Utilise evidence based frameworks to locate resources that support person safety and quality.
- Explore ethical considerations in evidence based nursing practice.

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem