



# NURS11158 Evidence Informed Nursing Practice

## Term 2 - 2017

Profile information current as at 03/05/2024 12:46 pm

All details in this unit profile for NURS11158 have been officially approved by CQU University 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 2 - 2017

- Distance

### 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 Unit evaluation 'Have your say'

**Feedback**

Presentations were very clear, Pico was well explained. I felt Penny took the time to address the assessment very well.

**Recommendation**

Continue to provide concise presentations and clarify assessment questions.

#### Feedback from Unit evaluation 'Have your say'

**Feedback**

Penny conducted several zoom sessions different days and times but also recorded them for students who were unable to attend, her zoom sessions helped greatly!

**Recommendation**

Continue weekly zoom sessions that are recorded to enhance the lecturers and online content and allow face to face engagement and collaboration with the lecturer and fellow students.

#### Feedback from Unit evaluation 'Have your say'

**Feedback**

ALC Sessions - a lot to get through and to take in, maybe easier if more simplified.

**Recommendation**

ALC sessions will be more streamlined and better aligned to the skills required for this course.

## 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	•	•	•
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

**Lucy Rogers** Unit Coordinator  
[l.rogers@cqu.edu.au](mailto:l.rogers@cqu.edu.au)

## Schedule

### Week 1 - 10 Jul 2017

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

### Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
<a href="#">Planning for writing: Thinking critically about locating and using sources of information</a>		

### Week 3 - 24 Jul 2017

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

### Week 4 - 31 Jul 2017

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

### Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment 1 due: Wednesday 9th August 2017

Identifying Sources of Evidence

**Written Assessment 1** Due: Week 5  
Wednesday (9 Aug 2017) 11:45 pm  
AEST

#### Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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#### Week 6 - 21 Aug 2017

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

#### Week 7 - 28 Aug 2017

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

#### Week 8 - 04 Sep 2017

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

#### Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Rigour, Reliability and Validity  
Clinical Practice Guidelines

#### Week 10 - 18 Sep 2017

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

#### Week 11 - 25 Sep 2017

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

Assessment 2 due: Wednesday 27th September 2017

**Written Assessment 2** Due: Week 11  
Wednesday (27 Sept 2017) 11:45 pm  
AEST

#### Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Review of concepts

#### Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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#### Exam Week - 16 Oct 2017

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

### 1 Written Assessment 1

**Assessment Type**  
Written Assessment

## Task Description

Within the last century there have been major advances in the field of nursing. These advances have meant that nurses, in particular, need to stay current to ensure evidence based practice is utilised when caring for patients/clients. Assessment 1 is designed to introduce you to searching for current evidence using different resources and then evaluating the quality of the resources.

### Scenario

Maud has a query regarding what the doctor told her. She has been told she has to use a spacer with her multi-dose inhaler for her asthma.

Maud wants to know why she cannot just keep using her multi-dose inhaler on its own as she has been for years.

### Students need to;

1. Watch the video of Maud on the unit Moodle page
2. Complete the supplied PICO template by filling in the 11 blank spaces in the template only. This text is **NOT** included in the total word count.
3. Search for 5 related research articles to compare the use of a multi-dose inhaler with and without a spacer.
4. Complete an annotated bibliography of the 5 chosen articles by;
  - Using the 5 elements of evidence and
  - Identifying if the chosen annotations are credible or non-credible sources of evidence (150-200 words  $\pm 10\%$ , for **each** source of evidence).

5. Complete a reflection on the use of the PICO template as a research tool (150-200 words  $\pm 10\%$ ).

6. Submit a reference list as per APA 6th Style. This text is **NOT** included in the total word count.

Total word count for assessment 1 is 1200 words  $\pm 10\%$ .

Please save/ upload via Turnitin in Word (.doc or .docx) or PDF formats only.

### Assessment Due Date

Week 5 Wednesday (9 Aug 2017) 11:45 pm AEST

### Return Date to Students

Week 8 Wednesday (6 Sept 2017)

### Weighting

50%

### Assessment Criteria

Assessment 1 unit weighting is 50%

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%	Marks
<b>Structure 20%</b>					
Excellent presentation of assignment which has: $\leq$ No errors in double line spaced 12 point font. $\leq$ No errors in spelling, grammar or paragraph structure.	Satisfactory presentation of assignment with one or all of the following: $\leq$ 1-2 errors in double line spacing and 12 point font. $\leq$ 1-2 errors in spelling, grammar or paragraph structure.	Adequate presentation of assignment with one or all of the following: 1-2 errors in double line spacing and 12 point font. 3-4 errors in spelling, grammar or paragraph structure.	In-adequate presentation of assignment with one or all of the following: 1-2 errors in double line spacing and 12 point font. 4-5 errors in spelling, grammar or paragraph structure.	Unsatisfactory presentation of assignment with one or all of the following: 1-2 errors in double line spacing and 12 point font. 6+ errors in spelling, grammar or paragraph structure.	
All 11 components of PICO template completed.	8 to 10 components of PICO template completed.	5 to 7 components of PICO template completed.	2 to 4 components of PICO template completed.	0 to 1 component of PICO template completed.	/20
Exemplary development of search question that clearly relates to PICO template.	Proficient development of search question that relates to PICO template.	Satisfactory development of search question that relates or somewhat relates to PICO template.	Under-development of search question that poorly relates or does not relate to PICO template.	Search question does not relate to PICO template.	
Exemplary application of search terms to PICO template.	Proficient application of search terms to PICO template.	Satisfactory application of search terms to PICO template.	Adequate application of search terms to PICO template.	In-adequate application of search terms to PICO template.	
<b>Approach and Argument 75%</b>					
<b>Application of annotations 20%</b>					
Exemplary application of annotations to search question.	Proficient application of annotations to search question.	Satisfactory application of annotations to search question.	Adequate application of annotations to search question.	In-adequate application of annotations to search question.	
<b>5 element application 30%</b>					
5 of the five elements for critically evaluating resources are applied. (Author, Source, Currency, Bias & Accuracy)	4 of the five elements for critically evaluating resources are applied. (Author, Source, Currency, Bias & Accuracy)	3 of the five elements for critically evaluating resources are applied. (Author, Source, Currency, Bias & Accuracy)	2 of the five elements for critically evaluating resources are applied. (Author, Source, Currency, Bias & Accuracy)	0 to 1 of the five elements for critically evaluating resources are applied. (Author, Source, Currency, Bias & Accuracy)	
<b>Annotations are stated as a credible or non-credible source 5%</b>					
All 5 annotations are stated as a credible or non-credible source.	4 annotations are stated as a credible or non-credible source.	3 annotations are stated as a credible or non-credible source.	2 annotations are stated as a credible or non-credible source.	0 to 1 annotations are stated as a credible or non-credible source.	/75
<b>Reflection and Application of PICO Framework 20%</b>					
Exemplary development of reflection in to using the PICO framework as a systematic approach to searching for evidence.	Proficient development of reflection in to using the PICO framework as a systematic approach to searching for evidence.	Satisfactory development of reflection in to using the PICO framework as a systematic approach to searching for evidence.	Adequate development of reflection in to using the PICO framework as a systematic approach to searching for evidence.	In-adequate development of reflection in to using the PICO framework as a systematic approach to searching for evidence.	
<b>Referencing 5%</b>					
No errors in reference list as per APA 6 <sup>th</sup> Style.	1 error in reference list as per APA 6 <sup>th</sup> Style.	2 errors in reference list as per APA 6 <sup>th</sup> Style.	3 errors in reference list as per APA 6 <sup>th</sup> Style.	More than 3 errors in reference list as per APA 6 <sup>th</sup> Style.	/5
<b>TOTAL</b>					

### Referencing Style

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

### Submission

Online

### Submission Instructions

Please save/ upload via Turnitin in Word (.doc or .docx) or PDF formats only. 1 document to be submitted in total.

### 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 2

### Assessment Type

Written Assessment

### Task Description

In Assessment 1 you have researched and critiqued the evidence relating to Maud's question.

Assessment 2 requires you to formulate a response to Maud's question and apply the 4 ethical principles in nursing to your responses.

### Students need to:

1. Review the evidence collected in assessment 1.

2. Complete the provided asthma spacer advantages and disadvantages template.

- There are to be a **minimum** of 4 responses with supporting evidence entered in to the template (350 words  $\pm 10\%$  in total).
- In-text referencing to support your evidence **MUST** be used and is included in your word count.

3. Apply each of the 4 ethical principles of beneficence, autonomy, non-maleficence and justice to your responses to Maud's question on why the doctor advised her to use a spacer with her multi-dose inhaler (750 words  $\pm 10\%$ ).

- **DO NOT** explain the meaning of the ethical principles, apply them to your responses only.

4. Complete a reference list as per APA 6th Style.

Total word count for assessment 2 is 1100 words  $\pm 10\%$

Please save/upload, via Turnitin, in Word (.doc or .docx ) or PDF formats only.

### Assessment Due Date

Week 11 Wednesday (27 Sept 2017) 11:45 pm AEST

### Return Date to Students

Exam Week Wednesday (18 Oct 2017)

### Weighting

50%

### Assessment Criteria

Assessment 2 unit weighting is 50%

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%	Marks
<b>Structure 10%</b> Excellent presentation of assignment which has: $\zeta$ No errors in double line spaced 12 point font. $\zeta$ No errors in spelling, grammar or paragraph structure.	Satisfactory presentation of assignment with one or all of the following: $\zeta$ 1-2 errors in double line spacing and 12 point font. $\zeta$ 1-2 errors in spelling, grammar or paragraph structure.	Adequate presentation of assignment with one or all of the following: $\zeta$ 1-2 errors in double line spacing and 12 point font. $\zeta$ 3-4 errors in spelling, grammar or paragraph structure.	In-adequate presentation of assignment with one or all of the following: $\zeta$ 1-2 errors in double line spacing and 12 point font. $\zeta$ 4-5 errors in spelling, grammar or paragraph structure.	Unsatisfactory presentation of assignment with one or all of the following: $\zeta$ 1-2 errors in double line spacing and 12 point font. $\zeta$ 6+ errors in spelling, grammar or paragraph structure.	/10
<b>Approach and Argument 70%</b> <b>Number of Responses 10%</b> Total of 10 responses between advantages and disadvantages columns.	8-9 responses between advantages and disadvantages columns.	6-7 responses between advantages and disadvantages columns.	4-5 responses between advantages and disadvantages columns.	Less than 4 responses between advantages and disadvantages columns.	
<b>Sources of Evidence 20%</b> All responses in asthma spacer use with MDI template are referenced as per APA 6 <sup>th</sup> Style.	1-2 responses in asthma spacer use with MDI template are not referenced as per APA 6 <sup>th</sup> Style.	3-4 responses in asthma spacer use with MDI template are not referenced as per APA 6 <sup>th</sup> Style.	5 or more responses in asthma spacer use with MDI template are not referenced as per APA 6 <sup>th</sup> Style.	Responses in asthma spacer use with MDI template are not referenced as per APA 6 <sup>th</sup> Style.	/70
<b>Number of Ethical Principles 20%</b> All of the 4 ethical principles addressed (beneficence, justice, autonomy, non-maleficence).	3 of the 4 ethical principles addressed (beneficence, justice, autonomy, non-maleficence).	2 of the 4 ethical principles addressed (beneficence, justice, autonomy, non-maleficence).	1 of the 4 ethical principles addressed (beneficence, justice, autonomy, non-maleficence).	None of the 4 ethical principles addressed (beneficence, justice, autonomy, non-maleficence).	
<b>Reflection and Application of Ethical Principles 20%</b> Exemplary use of reflection and application of the ethical principles to inform response to questions.	Proficient use of reflection and application of the ethical principles to inform response to questions.	Satisfactory use of reflection and application of the ethical principles to inform response to questions.	Adequate use of reflection and application of the ethical principles to inform response to questions.	In-adequate use of reflection in to using the ethical principles to inform response to questions.	
<b>Referencing 20%</b> <b>In-Text Referencing 10%</b> No errors in in-text referencing as per APA 6 <sup>th</sup> Style.	1 error in in-text referencing as per APA 6 <sup>th</sup> Style.	2 errors in in-text referencing as per APA 6 <sup>th</sup> Style.	3 errors in in-text referencing as per APA 6 <sup>th</sup> Style.	More than 3 errors in in-text referencing as per APA 6 <sup>th</sup> Style.	/20
<b>Reference List 10%</b> No errors in reference list as per APA 6 <sup>th</sup> Style.	1 error in reference list as per APA 6 <sup>th</sup> Style.	2 errors in reference list as per APA 6 <sup>th</sup> Style.	3 errors in reference list as per APA 6 <sup>th</sup> Style.	More than 3 errors in reference list as per APA 6 <sup>th</sup> Style.	

### Referencing Style

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

### Submission

Online

### Submission Instructions

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## 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