NURS11158 *Evidence Informed Nursing Practice*
Term 1 - 2018

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
Students must be enrolled in CQ23.
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 - 2018
- 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 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 session 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

| — | N/A Level | ° | Introductory Level | ° | Intermediate Level | ° | Graduate Level | ° | Professional Level | ° | Advanced Level |

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

Penny Heidke Unit Coordinator
p.heidke@cqu.edu.au

Schedule

Week 1 - 05 Mar 2018		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Introduction to Evidence Informed Nursing Practice.		-
Week 2 - 12 Mar 2018		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Planning for writing: Thinking critically about locating and using sources.		
Week 3 - 19 Mar 2018		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Focused searchable question		
Week 4 - 26 Mar 2018		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Searching for evidence: systematic approaches		
Week 5 - 02 Apr 2018		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Identifying Sources of Evidence		Assessment 1 PICO due: Friday 6th April 2018 **Assessment One - PICO** Due: Week 5 Friday (6 Apr 2018) 4:00 pm AEST

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 16 Apr 2018

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

Week 7 - 23 Apr 2018

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

Week 8 - 30 Apr 2018

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

Week 9 - 07 May 2018

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

Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Converting evidence into EIP		Assessment 2 due Wednesday 16th May 2018 **Assessment Two - Part 1 - Written Assessment 30% and Part 2 - Referencing Quiz 20%** Due: Week 10 Wednesday (16 May 2018) 11:45 pm AEST

Week 11 - 21 May 2018

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

Week 12 - 28 May 2018

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

Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 11 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Assessment Tasks

1 Assessment One - PICO

Assessment Type
Written Assessment

Task Description
Assignment One

Unit Name	**Evidence Informed Nursing Practice**
Unit No.	NURS11158
Coordinator	Penny Heidke
Assess	PICO
Type	Written
Due date	Friday 6th of April by 1600hrs (Week 5)
Unit Learning Outcomes Assessed:	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.
Word Limit	Please consult the PICO worksheet for word limit in each section.
Total Percentage	50%
Details	**Description of Topic:** **Bedbound patients are at a high risk of developing pressure injuries. Research is continuously being undertaken to find the best way of preventing these. Two methods of preventing pressure injuries are performing regular 2 hourly repositioning and turning, and the use of alternating air mattresses. A relative of an elderly resident in an aged care facility, has asked you which method is better at preventing pressure injuries.** **Task:** Students are to develop a clinical question to address the provided topic, and demonstrate their ability to use the PICO (population/patient, intervention/issue, control/comparison, and outcomes) framework. Documenting a systematic method to search literature is required. Students should complete the PICO template provided and document their searchable question, key search terms and evidence of their database search (i.e. MEDLINE, CINAHL and other search engines). Students are to search at least four databases and find the best five journal articles related to the topic. Students are then to cite the article correctly using APA 6th ed. and justify your choice using the five components of academic credibility (Currency, Coverage, Authority, Objectivity and Relevance). The level of evidence must also be listed for each article. Finally, students need to write a reflection on the use of the PICO framework.
Notes to Students	Students are to download the PICO template from the Moodle site to complete their assessment. *All students should refer to the Marking Criteria available on the unit Moodle site
Instructions	This assignment will build on your learning during Weeks 1 to 5 of the teaching term. During the first five weeks of the unit and all the related activities, you will learn what a PICO is, how to create one, why we use it, and how it helps in developing research that is relevant to the clinical world. In this assessment, you will need to provide evidence of your learning using PICO and building a systematic literature search. Examples of a complete PICO worksheet have been provided in the unit study guide.

Assessment Due Date
Week 5 Friday (6 Apr 2018) 4:00 pm AEST
Assignment should be uploaded in the Moodle site via the assessment link.

Return Date to Students
Week 7 Friday (27 Apr 2018)

Weighting
50%

Assessment Criteria
ASSESSMENT CRITERIA: NURS11158 ASSIGNMENT 1 Term 1 2018
Student name: Student Number:

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
Structure -15%					

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.	
5 All components of template completed in full. (9 sections)	4 Most components of template completed in full. (7-8 sections)	3 Some components of template completed in full. (5-6 sections)	2.5 Few components of template completed in full. (3-4 sections)	<2.5 Most components of template completed in inadequately.	/15
5 Five articles included, all having an APA citation, level of evidence and justification. Reflection is completed fully.	4 Five articles included, most having an APA citation, level of evidence and justification. Reflection is completed fully.	3 Five articles included, some aspects of the APA citation, level of evidence and justification are missing. Reflection is completed fully.	2.5 Less than five articles included, some aspects of the APA citation, level of evidence and justification are missing. Reflection is completed fully.	<2.5 Less than five articles included, many aspects of the APA citation, level of evidence and justification are missing. Reflection is missing or incomplete.	
Approach and Argument (75%) Relates to learning outcomes 1, 2.					
10 Clearly identifies process for generating evidence. PICO terms and clinical question fully align with topic.	8.5 Identifies process for generating evidence. PICO terms and clinical question mostly align with topic.	7.5 Somewhat identifies process for generating evidence. PICO terms and clinical question generally align with topic.	6.5 Minimal clarity in the process of generating evidence. PICO terms and clinical question somewhat align to the topic.	<5 Process for generating evidence disjointed or absent. PICO terms and/or clinical question do not aligne to the topic.	
10 Approach comprehensively demonstrates an advanced understanding of the research process with at least 4 databases used, synonyms appropriate, and filters being appropriately applied.	8.5 Approach demonstrates an understanding of the research process with at least 4 databases used, synonyms mostly appropriate and filters being appropriately applied.	7.5 Approach demonstrates a general understanding of the research process with at least 3 databases used, synonyms generally appropriate and filters being appropriately applied.	6.5 Approach demonstrates a basic understanding of the research process with at least 2 databases used, synonyms sometimes appropriate and filters being appropriately applied.	<5 Approach demonstrates a minimal or lack of understanding of the research process with only 1 database used, synonyns and/or filters either inappropriate or missing.	
35-30 All 5 selected journal articles clearly relevant to the topic. Provides a clear and in depth justification for choices using the 5 components of academic credibility (Currency, Coverage, Authority, Objectivity and Relevance).	29-26 All 5 selected journal articles mostly relevant to the topic. Provides critical justification for choices using the 5 components of academic credibility (Currency, Coverage, Authority, Objectivity and Relevance).	25-22 All 5 selected journal articles generally relevant to the topic. Provides an appropriate justification for choices using the 5 components of academic credibility (Currency, Coverage, Authority, Objectivity and Relevance).	21-17 All selected journal articles somewhat relevant to the topic. Provides basic justification for choices using the 5 components of academic credibility (Currency, Coverage, Authority, Objectivity and Relevance).	<16 Selected journal articles minimally or not relevant to the topic. Minimal or no justification for choices using the 5 components of academic credibility (Currency, Coverage, Authority, Objectivity and Relevance).	/75
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	
Referencing - 10%					

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

Submission Instructions
Upload PICO template to Moodle site in word format

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 Assessment Two - Part 1 - Written Assessment 30% and Part 2 - Referencing Quiz 20%

Assessment Type
Written Assessment

Task Description

Unit Name	**Evidence Informed Nursing Practice**
Unit No.	NURS11158
Coordinator	Penny Heidke
Assess No.	Part 1
Type	Written
Due date	Wednesday 16th May (Week 10) by 2345hrs
Unit Learning Outcomes 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	1000 words
Total Percentage	30%

Details	The following written assignment is based on a scenario of Perla Daniel. The video of the scenario is available on the Moodle site and is called *'Perla Daniel and you as a first year nursing student'*. You cannot complete this assignment without referring to the video. This assignment has a focus on evaluating and referencing clinical practice guidelines, evaluating and referencing reputable websites, and ethical considerations in evidence based nursing practice. You will also need to access the National Safety and Quality Health Service Standards. **Setting the scene for your assignment** You are a first year nursing student on your first clinical placement. You are on the high care ward at CQUniversity residential aged care facility. It is the morning shift and you have the responsibility of helping look after Perla Daniel. *Situation:* Perla has had a stroke and requires full assistance with her mobility. You notice Perla has reddened heels, which you distinguish as a stage 1 pressure injury. You mention this observation to the staff. The nurse informs you that it has been their practice since they started at the facility to put sheepskin booties on to relieve the pressure and that Perla will need to be repositioned 4 hourly. **What do you need to do next?** Following on from your research in assessmen; you are to write a recommendation for the staff to assist them in ensuring their practice aligns with the current evidence for nursing practice on preventing and managing pressure injuries. You also need to explore the ethical considerations for this scenario. First, outline the issue, next appraise the evidence presented in clinical practice guidelines, websites and journal articles, and finally, suggest changes to reflect the evidence. **What sources of evidence you must use:** You must use clinical practice guidelines, reputable websites, credible journal articles and the National Safety and Quality Health service standards. You may also use relevant articles from your first assessment. **To summarize how to set out your assessment:** 1. Outline whether the current facility practices align with ethical considerations of evidence based nursing practice and explain why? 2. Find at least 2 relevant clinical practice guidelines, 2 reputable websites and a selection of credible journal articles. Summarise, the current evidence and recommendations for the prevention and management of pressure injuries for Perla's situation. Relate these findings to the National Safety, Quality and Health Standards. 3. Provide 2-4 clear suggestions to guide the facility to embed evidence into policies and clinical nursing practice. Justify the evidence that support your suggestions. **Suggested headings may be:** 1. Ethical considerations of current facility practices. 2. Summary of evidence and recommendations. 3. Suggestions for facility to embed evidence into their nursing practice.
Notes to Students	**The format of your assignment should be as follows:** • A title page • Body (consisting of 3 sections with headings) • Reference List in APA 6th style. *All students should refer to the Marking Criteria available on the unit Moodle site **TOTAL MARKS: 30 = 30% of grade**
	Assessment Two Part 2 - ONLINE REFERENCING QUIZ.
	Ten Questions with two (2) parts each. **TOTAL MARK: 20 = 20% of grade**

Assessment Due Date
Week 10 Wednesday (16 May 2018) 11:45 pm AEST

Return Date to Students
Review/Exam Week Wednesday (6 June 2018)
Feedback will be available in grademark

Weighting
50%

Assessment Criteria
Marking Criteria NURS11158 Assessment Two Part 1 (30%)

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
Structure -15%					

7.5 Excellent presentation of assignment, double line spaced, 12 point font. Cover page included. Consistently accurate with spelling, grammar and paragraph structure. (5%)	6 Well-presented assignment, double line spaced, 12 point font. Cover page included. 1 or 2 errors in spelling, grammar or paragraph structure.	5 Well-presented assignment, double line spaced, 12 point font. Cover page included. 3 or 4 consistent errors with spelling, grammar or paragraph structure.	4 Adequate assignment presentation, double line spaced with 12 point font. Cover page included. 4 to 7 consistent errors with spelling, grammar or paragraph structure.	<3.5 Poorly presented assignment. Double spacing not used, 12 point font not used. Cover page not included. Many inaccuracies in spelling, grammar or paragraph structure.	/15
7.5 Organisation and structure is clear and easy to follow. Supporting literature is clearly linked. Adheres to prescribed length. (5%)	6 Organisation and structure is mostly clear. Supporting literature is used appropriately. Adheres to prescribed length.	5 Organisation and structure is appropriate. Minimal omissions in links to supporting literature. Adheres to prescribed length.	4 Organisation and structure allows misinterpretation of the meaning of the content. Frequent omissions in links to supporting literature. Adheres to prescribed length.	<3.5 Organisation and structure detracts from the meaning of the content. Little to no links to supporting literature. Does not adhere to prescribed length.	
Approach and Argument (70%)					
20-17 Content is clearly relevant to the topic. The approach comprehensively answers the question and the argument proceeds logically. Clearly explains ethical considerations in current faclilty practices. (30%)	16-15 Content is relevant to the topic, the approach clearly answers the question and the argument proceeds logically. Clearly explains ethical considerations in current faclilty practices	14-13 Content is appropriate and answers the question and the argument for the most part proceeds logically.	12-10 Content answers the question although the argument is at times repetitive or lacks cohesion.	<10 Content does not address all aspects of the assessment task. Inadequate description of required content. Little or no discernible critical thought.	/70
30-25 Comprehensively and skilfully summarises relevant evidence about pressure injury prevention and management techniques to facilitate informed decision-making. (30%)	24-22 Thoughtfully summarises relevant evidence about pressure injury prevention and management techniques to facilitate informed decision-making	21-19 Coherently summarises relevant evidence about pressure injury prevention and management techniques to facilitate informed decision-making	18-15 Sufficiently summarises relevant evidence about pressure injury prevention and management techniques to facilitate informed decision-making	<15 Little or no summarising of relevant evidence about pressure injury prevention and management techniques to facilitate informed decision-making.	
20-17 Clearly and accurately discusses 4 suggestions to embed evidence in policies and clinical nursing practice including appropriate justifications.	16-15 Clearly discusses 4 suggestions to embed evidence in policies and clinical nursing practice including appropriate justifications.	14-13 Describes 3 suggestions to embed evidence in policies and clinical nursing practice including sufficient justifications.	12-10 Provides 2 basic suggestions to embed evidence in policies and clinical nursing practice including limited justifications.	<10 Does not identify sufficient suggestions to embed evidence in policies and clinical nursing practice. No or insufficient justifications.	
Referencing - 15%					

					/15
5 Consistently accurate with in-text referencing to support and reflect all ideas, factual information and quotations. (5%)	4 1 or 2 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations.	3 3 or 4 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations.	2.5 3 or 4 inconsistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations.	<2.5 Referencing is not consistent with APA style. Many inaccuracies with in-text referencing to support and reflect all ideas, factual information and quotations.	
5 A minimum of 9 up-to-date credible references used including up-to-date journal articles, clinical practice guidelines as well as relevant websites. (5%)	4 A minimum of 8 up-to-date references used including three journal articles, clinical practice guidelines as well as relevant websites.	3 A minimum of 7 up-to-date references used including three journal articles, clinical practice guidelines as well as relevant websites.	2.5 A minimum of 6 up-to-date references used including two journal articles, clinical practice guidelines as well as relevant websites.	<2.5 Less than 5 up-to-date references used. Journal articles and/or clinical practice guidelines not sourced.	
5 Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA style. (5%)	4 Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA style.	3 Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA style.	2.5 Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA style.	<2.5 Reference list appears in no alphabetical order and does not adhere to reference list presentation guidelines APA style.	
				Total Marks	

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Must be submitted online through Turnitin in Word format.

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