



NURS11158 Evidence Informed Nursing Practice

Term 2 - 2018

Profile information current as at 03/05/2024 08:49 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

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 2 - 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

This unit helped me realise the importance of research in relation to academic writing. It taught me to only use information from reliable sites, and also taught me how to research effectively when researching for specific information in different databases.

Recommendation

Unit content will continue to focus on searching for and critiquing credible sources to assist with academic writing. Accurate referencing will continue to be encouraged.

Feedback from Unit Evaluation 'Have your say'

Feedback

As a distance student, I found that there were ample resources to cover the unit, it is just a matter of accessing them. I found the recorded tutorials helpful as my internet connection is not always reliable and the audio's meant I could listen to them on my 90 min. round trip to work. The lecturers were informative, helpful and easy to listen to.

Recommendation

Zoom tutorials will continue to be offered twice a week and recorded to maintain equity to all students.

Feedback from Unit Evaluation 'Have your say'

Feedback

The Lecturers were excellent, they provided relevant information, and easy to understand. They were always willing to provide feedback. I really liked how this unit worked with ALC team, extra workshops and I was able to attend Brisbane campus for workshop. I learnt a lot about right referencing and academic writing. I was able to incorporate these with other units.

Recommendation

This unit will continue to work closely with the ALC 'embedded' into the content, thus allowing the students a seamless transition between the two and a more rounded experience overall.

Feedback from Student feedback

Feedback

I feel like so much energy was put into PICO and in guiding us through that assessment but not as much clear instruction was given on the second assessment which is maybe why the forums blew up with questions a bit.

Recommendation

Assessment 2 will be refined, with clearer instructions and an exemplar given for clarification.

Feedback from Markers feedback

Feedback

The quality of the work the students are producing this semester is much better than last. All went well and they demonstrated good understanding of the assessment. APA has improved exponentially. I like this assessment.

Recommendation

Coordinator will endeavour to maintain high quality markers who are familiar with the content and APA referencing to ensure consistency for students.

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)
- Computer
- Laptop / Tablet Computer

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

Adeniyi Adeleye Unit Coordinator

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Wendy Hillman Unit Coordinator

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Schedule

Week 1 - 09 Jul 2018

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

Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Planning for Writing: Thinking Critically about Locating and Using Sources	Academic Learning Centre companion site	

Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Focused Searchable Question		

Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Searching for Evidence: Systematic Approaches		

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Identifying Sources of Evidence

Assessment 1: PICO Due: Week 5
Friday (10 Aug 2018) 4:00 pm AEST

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Ethical Practice and Reliance on Evidence

Week 7 - 27 Aug 2018

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

Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Writing from an Informed Perspective:
Using and Acknowledging Academic Sources

Academic Learning Centre companion site

Week 9 - 10 Sep 2018

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

Assessment 2 - Part II: Online Referencing Quiz opens

Week 10 - 17 Sep 2018

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

Assessment 2: Part I - Written Assessment 30% and Part II - Online Referencing Quiz 20% Due: Week 10 Wednesday (19 Sept 2018) 11:45 pm AEST

Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Incorporating Evidence-Informed Nursing Practice into your Professional Career

Week 12 - 01 Oct 2018

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

Term Specific Information

Assessment Tasks

1 Assessment 1: PICO

Assessment Type

Written Assessment

Task Description

NURS11158 Evidence Informed Nursing Practice

Term 2 2018

Assessment Item – PICO

Due date: Friday, 10 August by 4:00pm (Week 5). Assignment must be uploaded to the unit Moodle site via submission area.

Weighting: 50%

Length: 1000 words +/-10%

Task 1: Complete PICO template.

Task 2: Write five justifications. Total word count: 500-750 (100-150 for each justification). References are not included in word count.

Task 3: Write one reflection. Word count: 200-250.

Template: Download the PICO template from the unit Moodle site to complete the assessment.

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.

Task 1: Complete PICO template

Firstly, complete the PICO (population/patient, intervention/issue, control/comparison, and outcomes) framework. Secondly, develop a clinical question to help research the topic (topic indicated below). Thirdly, document a systematic method for searching literature around the clinical question i.e. indicate databases used and identify search terms used. Databases include MEDLINE, CINAHL and other search engines. You are to search at least four databases, and find the best five academic materials including journal articles, evidence summaries or systematic reviews.

PICO topic for clinical question:

Falls are one of the most frequently reported clinical safety incidents among adult inpatients and more frequently among elderly people who are in care facilities and hospitals. Researchers and institutions are continuing to devise several approaches to prevent falls in care facilities and hospitals. Two of the approaches to prevent falls are exercise and vitamin D supplement. A family member of a 77-year old patient admitted to hospital where you are undertaking your scheduled clinical placement has asked you, which approach is better at preventing falls.

Instructions: This assignment will build on your learning during Weeks 1 to 5 of the teaching term. During the first four 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 us in developing research that is relevant to the clinical world. In this assessment you will provide evidence of your learning on using PICO and building a systematic literature search. An example of a completed PICO template have been provided in the unit study guides for your view.

Assessment Due Date

Week 5 Friday (10 Aug 2018) 4:00 pm AEST

MS-Word format of the assignment must be uploaded to the unit Moodle site via the submission area

Return Date to Students

Week 7 Friday (31 Aug 2018)

Feedback will be accessed via Feedback Studio

Weighting

50%

Assessment Criteria

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. 5 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. (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 inadequately.	
5 Five articles included, all having the APA reference, level of evidence/type of study and justification. Reflection is completed fully.	4 Five articles included, most having the APA reference, level of evidence/type of study and justification. Reflection is completed fully.	3 Five articles included, some aspects of the APA reference, level of evidence/type of study and justification are missing. Reflection is completed fully.	2.5 Less than five articles included, some aspects of the APA reference, level of evidence/type of study and justification are missing. Reflection is completed fully.	<2.5 Less than five articles included, many aspects of the APA reference, level of evidence/type of study and justification are missing. Reflection is missing or incomplete.	
Approach and Argument (75%) Relates to learning outcomes 1, 2.					
15 Clearly identifies process for generating evidence. PICO terms and clinical question fully aligns with topic. Correctly identifies level of evidence/type of study.	8.5 Identifies process for generating evidence. PICO terms and clinical question mostly aligns with topic. Correctly identifies level of evidence/type of study.	7.5 Somewhat identifies process for generating evidence. PICO terms and clinical question generally aligns with topic. Correctly identifies level of evidence/type of study.	6.5 Minimal clarity in the process of generating evidence. PICO terms and clinical question somewhat aligns to the topic. Incorrectly identifies level of evidence/type of study.	<5 Process for generating evidence disjointed or absent. PICO terms and/or clinical question do not align to the topic. Did not identify level of evidence/type of study.	
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, synonyms and/or filters either inappropriate or missing.	

30-25 All 5 selected articles clearly relevant to the topic. Provides a clear and in depth justification for choices using the 5 components of academic credibility (authority, relevance, coverage, objectivity and currency).	29-26 All 5 selected articles mostly relevant to the topic. Provides critical justification for choices using the 5 components of academic credibility (authority, relevance, coverage, objectivity and currency).	25-22 All 5 selected articles generally relevant to the topic. Provides an appropriate justification for choices using the 5 components of academic credibility ((authority, relevance, coverage, objectivity and currency).	21-17 All selected articles somewhat relevant to the topic. Provides basic justification for choices using the 5 components of academic credibility (authority, relevance, coverage, objectivity and currency).	<16 Selected articles minimally or not relevant to the topic. Minimal or no justification for choices using the 5 components of academic credibility (authority, relevance, coverage, objectivity and currency).	/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 references fully adhere to APA guidelines	8.5 References mostly adhere to APA guidelines (1-2 errors)	7.5 References generally adhere to APA guidelines (3 errors)	6.5 References somewhat adhere to APA guidelines (4 errors)	<5 References 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 completed MS-Word format of the PICO template to unit Moodle site.

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 2: Part I - Written Assessment 30% and Part II - Online Referencing Quiz 20%

Assessment Type

Written Assessment

Task Description

Assignment 2-

Part I -Written Assessment 30%

Part II - Referencing Quiz - 20%

Unit Name Evidence Informed Nursing Practice

Unit Number.	NURS11158
Coordinator	Ade Adeleye
Assess No.	2
Type	Part I - Written Assessment
Due date	Wednesday, 19 September by 11:45pm (Week 10)
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 +/- 10%
Total Percentage	30%

This written assignment is based on a scenario of Perla Daniel. The video of the scenario is available on the unit Moodle site and is called '*Perla Daniel' and you as a first year nursing student*'. You cannot complete this assessment piece 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 unit at CQUniversity residential aged care facility. It is the afternoon shift and you have the responsibility of helping look after Perla Daniel who is a 77-year old female.

Situation: Perla has recently been admitted to the facility and requires full assistance with her mobility. She has past history of injurious falls. Following allied health professionals' assessment, Perla was placed on sessional exercise. As part of further effort to prevent falls, the medical team commenced Perla on regular vitamin D to complement exercise in the prevention of falls for Perla. As you are starting to plan your day with your preceptor, one of the morning team nurses stated to your preceptor that the sessional exercise prescribed by the allied health team is a complete waste of time and the afternoon team should discourage Perla from participating. You are confused and seeking the best available evidence-based practice in falls prevention.

What do you need to do next? Following on from your searches in Assessment 1, you are to write a recommendation for the staff to assist them in ensuring their practice aligns with the best available nursing practice in the area of falls prevention. You also need to explore the ethical considerations for this scenario. First, appraise the evidence presented in clinical practice guidelines, websites and academic materials including journal articles, secondly, suggest changes to reflect the evidence, and finally explore the ethical considerations.

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 summarise how to set out your assessment:

1. Locate at least two relevant clinical practice guidelines, two reputable websites and a selection of credible journal articles. Summarise the current evidence and recommendations for the prevention of falls for Perla's situation. Relate these findings to the National Safety, Quality and Health Standards.
2. Provide 2-4 clear suggestions to guide the facility to incorporate this evidence into policies and clinical nursing practice. Justify your suggestions.
3. Describe the ethical considerations in relations to the prevention of falls. Limit your discussion points to the four ethical principles (autonomy, beneficence, non-maleficence and justice).

Suggested headings:

1. Summary of evidence and recommendations.
2. Suggestions for facility to incorporate evidence-based nursing practice.
3. Ethical considerations in the prevention of falls.

Details

The format of your assignment should be as follows:

Notes to Students

- 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 2 Part II ONLINE REFERENCING QUIZ. Ten questions with two (2) parts each.
TOTAL MARKS: 20 = 20% of grade

Assessment Due Date

Week 10 Wednesday (19 Sept 2018) 11:45 pm AEST

MS-Word format of the assignment must be uploaded to the unit Moodle site via the submission area

Return Date to Students

Review/Exam Week Wednesday (10 Oct 2018)

Feedback will be accessed via Feedback Studio

Weighting

50%

Assessment Criteria

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
Structure -15%					
7.5 Excellent presentation of assignment of assignment, double line spaced, 12-point font. Cover page included. Consistently accurate with spelling, grammar and paragraph structure. (7.5%)	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.	<3.75 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 integrated. Adheres to prescribed length. (7.5%)	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 integration to supporting literature. Adheres to prescribed length.	4 Organisation and structure allows misinterpretation of the meaning of the content. Frequent omissions in integration to supporting literature. Adheres to prescribed length.	<3.75 Organisation and structure detracts from the meaning of the content. Little to no integration to supporting literature. Does not adhere to prescribed length.	
Approach and Argument (70%)					
30-25 Content is clearly relevant to the topic. The approach comprehensively answers the question and the argument proceeds logically. Comprehensively and skilfully summarises relevant evidence about falls prevention strategies to facilitate informed decision-making (30%)	24-22 Content is relevant to the topic, the approach clearly answers the question and the argument proceeds logically. Thoughtfully summarises relevant evidence about falls prevention strategies to facilitate informed decision-making.	21-19 Content is appropriate and answers the question and the argument for the most part proceeds logically. Coherently summarises relevant evidence about falls prevention strategies to facilitate informed decision-making.	18-15 Content answers the question although the argument is at times repetitive or lacks cohesion. Sufficiently summarises relevant evidence about falls prevention strategies to facilitate informed decision-making.	<15 Content does not address all aspects of the assessment task. Inadequate description of required content. Little or no discernible critical thought. Little or no summarising of relevant evidence about falls prevention strategies to facilitate informed decision-making.	

20-17 Clearly and accurately discusses 4 suggestions to incorporate evidence in policies and clinical nursing practice including appropriate justifications. (20%)	16-15 Clearly discusses 4 suggestions to incorporate evidence in policies and clinical nursing practice including appropriate justifications.	14-13 Describes 3 suggestions to incorporate evidence in policies and clinical nursing practice including sufficient justifications.	12-10 Provides 2 basic suggestions to incorporate evidence in policies and clinical nursing practice including limited justifications.	<10 Does not identify sufficient suggestions to incorporate evidence in policies and clinical nursing practice. No or insufficient justifications.
20-17. Clearly and thoughtfully explains ethical considerations in current facility practices. Four ethical principles (autonomy, beneficence, non-maleficence and justice) considered (20%)	16-15 Clearly explains ethical considerations in current facility practices. Four ethical principles considered.	14-13 Appropriate explanation of the ethical considerations in current facility practices. Three ethical principles considered	12-10 Adequate explanation of the ethical considerations in current facility practices allows for misinterpretation of the meaning. Two ethical principle considered.	<10 No explanation of the ethical considerations in current facility practices. No ethical principle considered.
Referencing - 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 articles, clinical practice guidelines as well as relevant websites. (5%)	4 A minimum of 8 up-to-date references used including three articles, clinical practice guidelines as well as relevant websites.	3 A minimum of 7 up-to-date references used including three articles, clinical practice guidelines as well as relevant websites.	2.5 A minimum of 6 up-to-date references used including two articles, clinical practice guidelines as well as relevant websites.	<2.5 Less than 5 up-to-date references used. articles and/or clinical practice guidelines not sourced. /15
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. (1-2 errors)	3 Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA style. (3-4 errors)	2.5 Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA style. (5-6 errors)	<2.5 Reference list appears in no alphabetical order and does not adhere to reference list presentation guidelines APA style. (7 or more)
Total Marks				

Referencing Style

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

Submission

Online

Submission Instructions

Upload MS-Word format to unit Moodle site

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