



NURS11158 Evidence Informed Nursing Practice

Term 1 - 2019

Profile information current as at 01/05/2024 01:13 pm

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 or CG41.

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 - 2019

- Bundaberg
- Online
- 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.

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

Penny Heidke Unit Coordinator
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Abi Ford Unit Coordinator
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Schedule

Week 1 - 11 Mar 2019

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

Week 2 - 18 Mar 2019

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

Week 3 - 25 Mar 2019

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

Week 4 - 01 Apr 2019

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

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment one due Friday 12th April

Identifying Sources of Evidence

PICO Due: Week 5 Friday (12 Apr 2019) 4:00 pm AEST

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
R & R		

Week 6 - 22 Apr 2019

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

Week 7 - 29 Apr 2019

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

Week 8 - 06 May 2019

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

Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Rigour, Reliability and Validity with Clinical Practice Guidelines		Assessment 2 - Part II: Online Referencing Quiz opens

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Converting Evidence into EIP		Assessment Two due Wednesday 22nd May Assessment 2 Part I -Written Assessment 30% Part II - Referencing Quiz - 20% Due: Week 10 Wednesday (22 May 2019) 11:45 pm AEST

Week 11 - 27 May 2019

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

Week 12 - 03 Jun 2019

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

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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1 PICO

Assessment Type

Written Assessment

Task Description

NURS11158 Evidence Informed Nursing Practice - Term 1 2019

Assessment Item - PICO

Due date: Friday, 12 April 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:

Patients with dementia can have many symptoms, some of which are agitation and low moods. Doctors can prescribe medication to treat these symptoms; however, some patients can have severe side effects from these medications and alternatives need to be sought.

You are a student nurse on placement in an aged care facility. You are approached by the relative of a resident with dementia. They say they have been looking up alternatives to medication to help improve the mood and reduce agitated behaviours in their mother and found some videos. One video showed Pet Therapy was helpful for people living with dementia and another said Robot Pets were better for people living with dementia. They ask you which intervention the evidence shows has the best outcome.

Instructions:

The learning for this assignment will take place in Weeks 1 to 5. During the first four weeks of the unit you will learn what a PICO is, how to create one, why we use it, and how it helps to find credible research that is relevant to the clinical world. In this assessment

you will provide evidence of your learning by using the PICO template that will build a systematic literature search. An example of a completed PICO template has been provided in the unit study guide for your view.

Task 2: Write five justifications. Total word count: 500-750 (100-150 words each)

Select five of the 'best' articles/academic materials from your research. Use the PICO template to provide (1) an APA reference for each article, (2) the level of evidence/type of study for each article e.g. Level 1, Systematic Review (3) a 100-150 words justification for each article stating why the selected article is academically credible. The justification paragraph **MUST** include the five components of academic credibility (Authority, Relevance, Coverage, Objectivity and Currency-ARCOC).

Formatting: i) APA references use a hanging indentation; and ii) the first line of the justification paragraph should be indented; see example PICO for guidance.

Justification paragraph template for each article/academic material:

(1) Reference (APA)

(2) Level of Evidence/Type of Study

(3) Justification paragraph using the five components (ARCOC) (100-150 words)

Task 3: Reflection (200-250 words)

Finally, students need to write a reflection on the use of the PICO template.

What were your challenges and successes when using the PICO template to systematically search for evidence?

Assessment Due Date

Week 5 Friday (12 Apr 2019) 4:00 pm AEST

Assignment must be uploaded to the unit Moodle site via submission area.

Return Date to Students

Week 8 Friday (10 May 2019)

Assessments will be marked online in Turnitin- feedback can be found there

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.	
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.	/15
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.	12 Identifies process for generating evidence. PICO terms and clinical question mostly aligns with topic. Correctly identifies level of evidence/type of study.	9 Somewhat identifies process for generating evidence. PICO terms and clinical question generally aligns with topic. Correctly identifies level of evidence/type of study.	7.5 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.	<7.5 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 appropriate, and filters being appropriately applied.	8.5 Approach demonstrates an understanding of the research process with at least 4 databases used, synonyms mostly filters being appropriately applied.	7.5 Approach demonstrates a General understanding of the research process with at least 3 databases used, synonyms appropriate and filters being appropriately applied.	6.5 Approach demonstrates a Basic understanding of the research process with at least 2 databases used, synonyms appropriate and filters being appropriately applied.	<5 Approach demonstrates a minimal or lack of understanding of the research process with only 1 database used, 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).	24-22 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).	21-19 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).	18 -15 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).	<15 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

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% Part II - 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
Assess No.	2
Type	Part I - Written Assessment
Due date	Wednesday, 22 May 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 the video "The soft side of robots: elderly care". The video of the scenario is available on the unit Moodle site. 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 in an aged care facility. You have researched pet therapy and robot pets as an alternative to medication to improve mood and reduce agitated behaviours in dementia patients for the family of a resident. Based on the evidence, the family would like to trial the PARO with their mother. Currently, the facility does not offer either of these therapies and the majority of patients receive medication. You approach the Registered Nurses and they express concerns around the ethical issues with this therapy and the implications for staff. Your RN asks you to find current evidence including clinical practice guidelines to assist them in their decision making. They also ask you to come up with strategies of how to implement this new therapy into their policies and clinical practice.

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. 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, explore the ethical considerations, 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 summarise how to set out your assessment:

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

Suggested headings:

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

Details

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.

Notes to Students

*All students should refer to the marking criteria available on the unit Moodle site

TOTAL MARKS: 30 = 30% of Grade

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

Assessment Due Date

Week 10 Wednesday (22 May 2019) 11:45 pm AEST

Return Date to Students

Review/Exam Week Wednesday (12 June 2019)

Weighting

50%

Assessment Criteria

Unit Name Evidence Informed Nursing Practice

Unit Number. NURS11158

Assess No. 2

Type Part I - Written Assessment

Due date Wednesday, 22 May 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 the video "The soft side of robots: elderly care". The video of the scenario is available on the unit Moodle site. 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.

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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 one relevant clinical practice guideline, two reputable websites and a selection of credible journal articles. Summarise the current evidence and recommendations for this situation. Relate these findings to the National Safety, Quality and Health Standards.
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Assessment ONLINE REFERENCING QUIZ. Ten questions with two (2) parts each.
2 Part II TOTAL MARKS: 20 = 20% of grade

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

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

Graduate Attributes

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

Academic Integrity Statement

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

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

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

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

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

What is a breach of academic integrity?

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

Why is academic integrity important?

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

Where can I get assistance?

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

What can you do to act with integrity?



Be Honest

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



Seek Help

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



Produce Original Work

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