



# NURS11158 Evidence Informed Nursing Practice

## Term 2 - 2019

Profile information current as at 01/05/2024 05:06 pm

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

### Corrections

#### Unit Profile Correction added on 09-09-19

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
<b>Structure -15%</b>					
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%)	Well-presented assignment, double line spaced, 12-point font. Cover page included. 1 or 2 errors in spelling, grammar or paragraph structure.	Well-presented assignment, double line spaced, 12-point font, Cover page included. 3 or 4 consistent errors with spelling, grammar or paragraph structure.	Adequate assignment presentation, double line spaced with 12-point font. Cover page included. 5 to 7 consistent errors with spelling, grammar or paragraph structure.	Poorly presented assignment, either double spacing or 12-point font not used. Cover page not included. Many inaccuracies in spelling, grammar or paragraph structure.	
Organisation and structure are clear and easy to follow. Supporting literature is clearly integrated. Adheres to prescribed word count. (7.5%)	Organisation and structure are mostly clear. Supporting literature is used appropriately. Adheres to prescribed word count.	Organisation and structure are appropriate. Minimal omissions in integration to supporting literature. Adheres to prescribed word count.	Organisation and structure allow misinterpretation of the meaning of the content. Frequent omissions in integration to supporting literature. Adheres to prescribed word count.	Organisation and structure detract from the meaning of the content. Little to no integration to supporting literature. Does not adhere to prescribed word count.	/15
<b>Approach and Argument (70%)</b>					
Content is clearly relevant to the topic. The approach comprehensively answers the question and the argument proceeds logically. Comprehensively and skilfully summarises one relevant clinical practice guideline and other relevant evidence about sepsis to facilitate informed decision-making. Findings are related to the National Safety and Quality Health Service Standards. (30%)	Content is relevant to the topic; the approach clearly answers the question and the argument proceeds logically. Thoughtfully summarises one relevant clinical practice guideline and other relevant evidence about sepsis to facilitate informed decision-making. Findings are related to the National Safety and Quality Health Service Standards.	Content is appropriate and answers the question and the argument for the most part proceeds logically. Coherently summarises one relevant clinical practice guideline and other relevant evidence about sepsis to facilitate informed decision-making. Findings are related to the National Safety and Quality Health Service Standards.	Content answers the question although the argument is at times repetitive or lacks cohesion. Sufficiently summarises one relevant clinical practice guideline and other relevant evidence about sepsis to facilitate informed decision-making. Findings are related to the National Safety and Quality Health Service Standards.	Inadequate description of required content. Little or no discernible critical thought. Little or no summarising of relevant clinical practice guidelines and/or relevant evidence about sepsis to facilitate informed decision-making. Findings are not related to the National Safety and Quality Health Service Standards.	

Clearly and thoughtfully explains ethical considerations for this scenario. Four ethical principles (autonomy, beneficence, non-maleficence and justice) considered (20%)	Clearly explains ethical considerations for this scenario. Four ethical principles considered.	Appropriate explanation of the ethical considerations for this scenario. Three ethical principles considered.	Explanation of the ethical considerations for this scenario allows some misinterpretation of the meaning. Less than three ethical principles considered.	Little or no explanation of the ethical considerations in current facility practices. Less than two ethical principles considered.
Clearly and accurately discusses 4 suggestions to incorporate evidence in policies and clinical nursing practice including 4 appropriate justifications. (20%)	Clearly discusses 4 suggestions to incorporate evidence in policies and clinical nursing practice including 4 appropriate justifications.	Describes 3 suggestions to incorporate evidence in policies and clinical nursing practice including 3 sufficient justifications.	Provides 2 basic suggestions to incorporate evidence in policies and clinical nursing practice including 2 limited justifications.	Does not identify sufficient suggestions to incorporate evidence in policies and clinical nursing practice. Nil or insufficient justifications.
<b>Referencing - 15%</b>				
Consistently accurate with in-text referencing to support and reflect all ideas, information and quotations. (5%)	1 - 2 in-text referencing errors identified to support and reflect all ideas, information and quotations.	3 - 4 in-text referencing errors identified to support and reflect all ideas, information and quotations.	5 - 6 in-text referencing errors identified to support and reflect all ideas, information and quotations.	Referencing is not consistent with APA style. Many inaccuracies (> 6) with in-text referencing to support and reflect all ideas, information and quotations.
A minimum of 9 up-to-date credible references used including three up-to-date articles, clinical practice guidelines, the National Safety and Quality Health Service Standards and relevant websites. (5%)	A minimum of 8 up-to-date references used including three articles, clinical practice guidelines, the National Safety and Quality Health Service Standards and relevant websites.	A minimum of 7 up-to-date references used including three articles, clinical practice guidelines, the National Safety and Quality Health Service Standards and relevant websites.	A minimum of 6 up-to-date references used including two articles, clinical practice guidelines, the National Safety and Quality Health Service Standards and relevant websites.	Less than 5 up-to-date references used, articles and/or clinical practice guidelines, the National Safety and Quality Health Service Standards not sourced. /15
Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA style. (5%)	Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA style. (1-2 errors)	Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA style. (3-4 errors)	Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA style. (5-6 errors)	Reference list appears in no alphabetical order and does not adhere to reference list presentation guidelines APA style. (7 or more)
				Total Marks

## Unit Profile Correction added on 09-09-19

Due date for Assessment 2 Wednesday 25th September

## Unit Profile Correction added on 09-09-19

### Assessment 1 Criteria

HD 85-100%

P 50-64%

D 75-84%

F <50%

C 65-74%

Excellent presentation of assignment with the inclusion of all correct components, double line spaced, 12-point font. Consistently accurate with spelling, grammar and paragraph structure. Adheres to word count.

Well-presented assignment, double line spaced, 12-point font, 1 or 2 errors in spelling, grammar or paragraph structure.

Well-presented assignment, double line spaced, 12-point font, 3 or 4 consistent errors with spelling, grammar or paragraph structure. Adheres to word count.

Adequate assignment presentation, double line spaced with 12-point font. 5 to 7 consistent errors with spelling, grammar or paragraph structure. Adheres to word count.

Poorly presented assignment. Double spacing not used, 12-point font not used. Many inaccuracies in spelling, grammar or paragraph structure. Does not adhere to word count.

All components of template completed in full. (11 sections)

Most components of template completed in full. (10 sections)

Some components of template completed in full. (9 sections)

Few components of template completed in full. (8 sections)

Most components of template completed inadequately.

Five articles included, all having the APA reference, type of study and justification. Reflection is completed fully.

Five articles included, most having the APA reference, type of study and justification. Reflection is completed fully.

Five articles included, some aspects of the APA reference, type of study and justification are missing. Reflection is completed fully.

Less than five articles included, some aspects of the APA reference, type of study and justification are missing. Reflection is completed fully.

Less than five articles included, many aspects of the APA reference, type of study and justification are missing. Reflection is missing or incomplete.

Clearly identifies process for generating evidence. PICO terms and clinical question fully aligns with the topic. Correctly identifies type of study.

Identifies process for generating evidence. PICO terms and clinical question mostly align with the topic. Correctly identifies type of study.

Somewhat identifies process for generating evidence. PICO terms and clinical question generally aligns with the topic. Correctly identifies type of study.

Minimal clarity in the process of generating evidence. PICO terms and clinical question somewhat aligns to the topic. Incorrect type of study identified.

Process for generating evidence disjointed or absent. PICO terms and/or clinical question do not align with the topic. Did not identify type of study.

Approach comprehensively demonstrates an advanced understanding of the research process with at least 4 databases used, fully appropriate synonyms, and filters.

Approach demonstrates an understanding of the research process with at least 4 databases used, synonyms and filters mostly appropriate

Approach demonstrates a general understanding of the research process with at least 3 databases used, synonyms and filters generally appropriate

Approach demonstrates a Basic understanding of the research process with at least 2 databases used, synonyms and filters somewhat appropriate

Approach demonstrates a minimal or lack of understanding of the research process with only 1 database used, synonyms or filters either inappropriate or missing.

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).

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).

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).

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).

Selected articles minimally or not relevant to the topic. Websites or textbooks used. Minimal or no justification for choices using the 5 components of academic credibility (authority, relevance, coverage, objectivity and currency).

Highly developed reflection and insight as to using PICO framework as a systematic approach to searching for evidence

Well-developed reflection and insight as to using PICO framework as a systematic approach to searching for evidence

Adequately developed reflection and insight as to using PICO framework as a systematic approach to searching for evidence

Somewhat developed reflection and insight as to using PICO framework as a systematic approach to searching for evidence

Little or no reflection on using PICO framework as a systematic approach to search for evidence

All five references fully adhere to APA guidelines (no errors)

References mostly adhere to APA guidelines (1-2 errors)

References generally adhere to APA guidelines (3 errors)

References somewhat adhere to APA guidelines (4 errors)

References do not adhere to APA guidelines (>4 errors)

Total Marks

## 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 2 - 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 Student evaluations

**Feedback**

Great unit, weekly tasks and lectures were great, incorporating the ALC for the essays was really helpful in breaking it down and understanding the assessment. Thankyou!

**Recommendation**

Continue with lectures and content and the incorporation of the ALC

#### Feedback from Marker feedback

**Feedback**

There was also a few borderlines in the low 50s. The main issues was not reading the requirements of the assessment and not spending enough time on Moodle. APA was mediocre which was surprising with the conversations and support they were given. Students don't seem to give the marking criteria much credence. I ask them in the comments to check their work against the marking criteria before submission.

**Recommendation**

Continue to stress to students the importance of marking themselves against the marking criteria before submitting.

#### Feedback from Have Your Say

**Feedback**

The unit was easy to navigate with relevant content. Nil improvement needed. The assessment and content in this unit has improved my research skills and me helped learn how to critically evaluate evidence in research.

**Recommendation**

Continue with set out of moodle site and content to allow ease of navigation for students.

#### Feedback from Have Your Say

**Feedback**

The only aspect that I would suggest needs improvement is that the task and explanation of assessment 2 part 1 was unclear in parts. It was originally difficult to understand. After re-reading numerous times and identifying the instructional words, keywords and limiting words I began to understand the task more.

**Recommendation**

Assessment two requirements have been broken down more and fully explained. Two additional Q & A zoom sessions will also be run to answer any queries.

## 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  
[p.heidke@cqu.edu.au](mailto:p.heidke@cqu.edu.au)

**Sandra Walker** Unit Coordinator  
[s.walker@cqu.edu.au](mailto:s.walker@cqu.edu.au)

**Abi Ford** Unit Coordinator  
[a.ford@cqu.edu.au](mailto:a.ford@cqu.edu.au)

## Schedule

### Week 1 - 15 Jul 2019

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

### Week 2 - 22 Jul 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 - 29 Jul 2019

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

### Week 4 - 05 Aug 2019

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

### Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Identifying Sources of Evidence		<b>PICO</b> Due: Week 5 Thursday (15 Aug 2019) 4:00 pm AEST



<b>Vacation Week - 19 Aug 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
R & R		
<b>Week 6 - 26 Aug 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Ethical Practice and Reliance on Evidence		
<b>Week 7 - 02 Sep 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Evaluating the Evidence		
<b>Week 8 - 09 Sep 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Writing from an Informed Perspective: Using and Acknowledging Academic Sources	Academic Learning Centre companion site	
<b>Week 9 - 16 Sep 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Rigour, Reliability and Validity with Clinical Practice Guidelines		<b>Assessment 2 - Part II: Online Referencing Quiz</b> opens
<b>Week 10 - 23 Sep 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Converting Evidence into EIP		<b>Assessment 2 Part I -Written Assessment 30% Part II - Referencing Quiz - 20%</b> Due: Week 10 Wednesday (25 Sept 2019) 11:45 pm AEST
<b>Week 11 - 30 Sep 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Incorporating Evidence-Informed Nursing Practice into your Professional Career		
<b>Week 12 - 07 Oct 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Review of Concepts		
<b>Review/Exam Week - 14 Oct 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>Exam Week - 21 Oct 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>

## Assessment Tasks

### 1 PICO

#### Assessment Type

Written Assessment

#### Task Description

**NURS11158 Evidence Informed Nursing Practice - Term 2 2019**

**Assessment Item** - PICO

**Due date:** Thursday, 15<sup>th</sup> August by 4:00pm (Week 5). The assignment must be uploaded to the unit Moodle site via

the submission area.

**Weighting:** 50%

**Length:** 1000 words +/- 10%

**Task 1:** Complete **PICO template**.

**Task 2:** Write **FIVE** justifications. Total word count: 500-750 (approximately 100-150 for each justification). References are **NOT** included in word count.

**Task 3:** Write **ONE** reflection. Word count: 200-250.

**Template:** To complete the assessment download the PICO template from the unit Moodle site.

**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 the databases used and identify the search terms used. Databases for finding academic materials include MEDLINE, CINAHL, Cochrane, JBI etc. You are to search at least **four** databases and find the 'best' **five** academic materials including journal articles, evidence summaries or Cochrane reviews.

**PICO topic for clinical question:**

Background: You are a student nurse on placement in an emergency department (ED). A mother brings in her three-year-old son who has recently had a urinary tract infection reporting "he is not himself". He has a temperature of 39 degrees Celsius, has started vomiting and refusing to eat or drink. The doctor has ordered some tests before he confirms a diagnosis or starts a course of treatment. The RN suggests that it may be **sepsis** and therefore the **child** should be **given antibiotics within the first hour**. The doctor thinks they should **wait** for the blood tests to ascertain which antibiotic to give. The blood tests could take up to **three hours** to come back. Your task is to search the evidence to determine the **best treatment** for this child assuming the condition is sepsis.

**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 about PICO, how to create it, why we use it, and how it helps to find credible research 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 (approximately 100-150 words each)

Select five of the 'best' academic materials from your research. Use the PICO template to provide (i) an APA reference for each article, (ii) the type of study for each article e.g. Systematic Review (iii) a 100-150-word 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-ARCO). These exact words **MUST** be included in the justification.

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

**Justification paragraph template for each article/academic material:**

(1) Reference (APA)

(2) Type of Study

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

**Task 3: Reflection (approximately 200-250 words)**

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

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

**Assessment Due Date**

Week 5 Thursday (15 Aug 2019) 4:00 pm AEST

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

**Return Date to Students**

Week 8 Thursday (12 Sept 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

<p>5 Excellent presentation of assignment with the inclusion of all correct components, double line spaced, 12-point font. Consistently accurate with spelling, grammar and paragraph structure. Adheres to word count.</p>	<p>4 Well-presented assignment, double line spaced, 12-point font, 1 or 2 errors in spelling, grammar or paragraph structure.</p>	<p>3 Well-presented assignment, double line spaced, 12-point font, 3 or 4 consistent errors with spelling, grammar or paragraph structure. Adheres to word count.</p>	<p>2.5 Adequate assignment presentation, double line spaced with 12-point font. 5 to 7 consistent errors with spelling, grammar or paragraph structure. Adheres to word count.</p>	<p>&lt;2.5 Poorly presented assignment. Double spacing not use, 12-point font not used. Many inaccuracies in spelling, grammar or paragraph structure. Does not adhere to word count.</p>
<p>5 All components of template completed in full. (11 sections)</p>	<p>4 Most components of template completed in full. (10 sections)</p>	<p>3 Some components of template completed in full. (9 sections)</p>	<p>2.5 Few components of template completed in full. (8 sections)</p>	<p>&lt;2.5 Most components of template completed inadequately.</p>
<p>5 Five articles included, all having the APA reference, type of study and justification. Reflection is completed fully.</p>	<p>4 Five articles included, most having the APA reference, type of study and justification. Reflection is completed fully.</p>	<p>3 Five articles included, some aspects of the APA reference, type of study and justification are missing. Reflection is completed fully.</p>	<p>2.5 Less than five articles included, some aspects of the APA reference, type of study and justification are missing. Reflection is completed fully.</p>	<p>&lt;2.5 Less than five articles included, many aspects of the APA reference, type of study and justification are missing. Reflection is missing or incomplete.</p>
<p>15-13 Clearly identifies process for generating evidence. PICO terms and clinical question fully aligns with the topic. Correctly identifies type of study.</p>	<p>12-11 Identifies process for generating evidence. PICO terms and clinical question mostly align with the topic. Correctly identifies type of study.</p>	<p>10 Somewhat identifies process for generating evidence. PICO terms and clinical question generally aligns with the topic. Correctly identifies type of study.</p>	<p>9-8 Minimal clarity in the process of generating evidence. PICO terms and clinical question somewhat aligns to the topic. Incorrect type of study identified.</p>	<p>&lt;7.5 Process for generating evidence disjointed or absent. PICO terms and/or clinical question do not align with the topic. Did not identify type of study.</p>
<p>10 Approach comprehensively demonstrates an advanced understanding of the research process with at least 4 databases used, fully appropriate synonyms, and filters.</p>	<p>8.5 Approach demonstrates an understanding of the research process with at least 4 databases used, synonyms and filters mostly appropriate</p>	<p>7.5 Approach demonstrates a general understanding of the research process with at least 3 databases used, synonyms and filters generally appropriate</p>	<p>6.5 Approach demonstrates a Basic understanding of the research process with at least 2 databases used, synonyms and filters somewhat appropriate</p>	<p>&lt;5 Approach demonstrates a minimal or lack of understanding of the research process with only 1 database used, synonyms or filters either inappropriate or missing.</p>
<p>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).</p>	<p>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).</p>	<p>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).</p>	<p>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).</p>	<p>&lt;15 Selected articles minimally or not relevant to the topic. Websites or textbooks used. Minimal or no justification for choices using the 5 components of academic credibility (authority, relevance, coverage, objectivity and currency).</p>

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 Little or no reflection on using PICO framework as a systematic approach to search for evidence
10 All five references fully adhere to APA guidelines (no errors)	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)
				Total Marks

### Referencing Style

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

### Submission

Online

### Submission Instructions

All papers must be submitted to moodle in Word format only and must go through Turnitin

### 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, 26 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 assignment has a focus on evaluating and referencing clinical practice guidelines, evaluating and referencing reputable websites, and analysing 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 nursing student on clinical placement in an emergency department. You have observed there has been an increased number of patients coming in with **suspected sepsis** and depending on the staff treating them, a variety of treatments have been given with varying success. Currently, the department does not follow any one practice, and they do not have any policies on the **timing of antibiotic administration** in suspected sepsis patients. Your RN asks you to search all the current evidence to assist the department to update their policies and procedures to reflect the current evidence and guide 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 relevant 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, 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 and Quality Health Service Standards.
2. Describe the ethical considerations in relation to this scenario. Limit your discussion points to the four ethical principles (autonomy, beneficence, non-maleficence and justice). These exact words **MUST** be included in the discussion.
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.

### The format of your assignment should be as follows:

- A title page
- Body (consisting of 3 sections with headings)
- Reference list in APA 6<sup>th</sup> style.

**Formatting:** i) APA reference list items use a hanging indentation; and ii) the first line of each paragraph should be indented; see example and the APA referencing guide on the Moodle site for guidance.

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

**TOTAL MARKS: 30 = 30% of Grade**

### Notes to Students

### 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 (25 Sept 2019) 11:45 pm AEST

All assessments need to be submitted via Moodle in Word Format

### Return Date to Students

Review/Exam Week Wednesday (16 Oct 2019)

Feedback will be available in Feedback Studio

### Weighting

50%

### Assessment Criteria

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

<p><b>7.5</b> Excellent presentation of assignment, double line spaced, 12-point font. Cover page included. Consistently accurate with spelling, grammar and paragraph structure. (7.5%)</p>	<p><b>6</b> Well-presented assignment, double line spaced, 12-point font. Cover page included. 1 or 2 errors in spelling, grammar or paragraph structure.</p>	<p><b>5</b> Well-presented assignment, double line spaced, 12-point font, Cover page included. 3 or 4 consistent errors with spelling, grammar or paragraph structure.</p>	<p><b>4</b> Adequate assignment presentation, double line spaced with 12-point font. Cover page included. 5 to 7 consistent errors with spelling, grammar or paragraph structure.</p>	<p><b>&lt;3.75</b> Poorly presented assignment, either double spacing or 12-point font not used. Cover page not included. Many inaccuracies in spelling, grammar or paragraph structure.</p>
--	---	--	---	--

<p><b>7.5</b> Organisation and structure are clear and easy to follow. Supporting literature is clearly integrated. Adheres to prescribed word count. (7.5%)</p>	<p><b>6</b> Organisation and structure are mostly clear. Supporting literature is used appropriately. Adheres to prescribed word count.</p>	<p><b>5</b> Organisation and structure are appropriate. Minimal omissions in integration to supporting literature. Adheres to prescribed word count.</p>	<p><b>4</b> Organisation and structure allow misinterpretation of the meaning of the content. Frequent omissions in integration to supporting literature. Adheres to prescribed word count.</p>	<p><b>&lt;3.75</b> Organisation and structure detracts from the meaning of the content. Little to no integration to supporting literature. Does not adhere to prescribed word count.</p>
--	---	--	---	--

/15

**Approach and Argument (70%)**

<p><b>30-25</b> Content is clearly relevant to the topic. The approach comprehensively answers the question and the argument proceeds logically. Comprehensively and skilfully summarises one relevant clinical practice guideline and other relevant evidence about sepsis to facilitate informed decision-making. Findings are related to the National Safety and Quality Health Service Standards. (30%)</p>	<p><b>24-22</b> Content is relevant to the topic; the approach clearly answers the question and the argument proceeds logically. Thoughtfully summarises one relevant clinical practice guideline and other relevant evidence about sepsis to facilitate informed decision-making. Findings are related to the National Safety and Quality Health Service Standards.</p>	<p><b>21-19</b> Content is appropriate and answers the question and the argument for the most part proceeds logically. Coherently summarises one relevant clinical practice guideline and other relevant evidence about sepsis to facilitate informed decision-making. Findings are related to the National Safety and Quality Health Service Standards.</p>	<p><b>18-15</b> Content answers the question although the argument is at times repetitive or lacks cohesion. Sufficiently summarises one relevant clinical practice guideline and other relevant evidence about sepsis to facilitate informed decision-making. Findings are related to the National Safety and Quality Health Service Standards.</p>	<p><b>&lt;15</b> Inadequate description of required content. Little or no discernible critical thought. Little or no summarising of relevant clinical practice guidelines and/or relevant evidence about sepsis to facilitate informed decision-making. Findings are not related to the National Safety and Quality Health Service Standards.</p>
---	--	--	--	---

/70

<p><b>20-17.</b> Clearly and thoughtfully explains ethical considerations for this scenario. Four ethical principles (autonomy, beneficence, non-maleficence and justice) considered (20%)</p>	<p><b>16-15</b> Clearly explains ethical considerations for this scenario. Four ethical principles considered.</p>	<p><b>14-12</b> Appropriate explanation of the ethical considerations for this scenario. Three ethical principles considered.</p>	<p><b>11-10</b> Explanation of the ethical considerations for this scenario allows some misinterpretation of the meaning. Less than three ethical principles considered.</p>	<p><b>&lt;10</b> Little or no explanation of the ethical considerations in current facility practices. Less than two ethical principles considered.</p>
--	--	---	--	---

<p><b>20-17</b> Clearly and accurately discusses 4 suggestions to incorporate evidence in policies and clinical nursing practice including 4 appropriate justifications. (20%)</p>	<p><b>16-15</b> Clearly discusses 4 suggestions to incorporate evidence in policies and clinical nursing practice including 4 appropriate justifications.</p>	<p><b>14-12</b> Describes 3 suggestions to incorporate evidence in policies and clinical nursing practice including 3 sufficient justifications.</p>	<p><b>11-10</b> Provides 2 basic suggestions to incorporate evidence in policies and clinical nursing practice including 2 limited justifications.</p>	<p><b>&lt;10</b> Does not identify sufficient suggestions to incorporate evidence in policies and clinical nursing practice. Nil or insufficient justifications.</p>
--	---	--	--	--

**Referencing - 15%**

5	4	3	2.5	<2.5	
Consistently accurate with in-text referencing to support and reflect all ideas, information and quotations. (5%)	1 - 2 in-text referencing errors identified to support and reflect all ideas, information and quotations.	3 - 4 in-text referencing errors identified to support and reflect all ideas, information and quotations.	5 - 6 in-text referencing errors identified to support and reflect all ideas, information and quotations.	Referencing is not consistent with APA style. Many inaccuracies (> 6) with in-text referencing to support and reflect all ideas, information and quotations.	
5	4	3	2.5	<2.5	/15
A minimum of 9 up-to-date credible references used including three up-to-date articles, clinical practice guidelines, the National Safety and Quality Health Service Standards and relevant websites. (5%)	A minimum of 8 up-to-date references used including three articles, clinical practice guidelines, the National Safety and Quality Health Service Standards and relevant websites.	A minimum of 7 up-to-date references used including three articles, clinical practice guidelines, the National Safety and Quality Health Service Standards and relevant websites.	A minimum of 6 up-to-date references used including two articles, clinical practice guidelines, the National Safety and Quality Health Service Standards and relevant websites.	Less than 5 up-to-date references used, articles and/or clinical practice guidelines, the National Safety and Quality Health Service Standards not sourced.	
5	4	3	2.5	<2.5	
Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA style. (5%)	Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA style. (1-2 errors)	Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA style. (3-4 errors)	Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA style. (5-6 errors)	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

Both parts of Assessment Two - The Written (part 1) and the Referencing Quiz (part 2) must be attempted to pass.

## 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