



# NURS11158 *Evidence Informed Nursing Practice*

## Term 1 - 2020

Profile information current as at 14/05/2024 08:17 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 - 2020

- 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: 30%

#### 2. **Online Quiz(zes)**

Weighting: 20%

#### 3. **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



N/A  
Level



Introductory  
Level



Intermediate  
Level



Graduate  
Level



Professional  
Level



Advanced  
Level

## Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 50%	•	•	•
2 - Written Assessment - 30%	•		•
3 - Online Quiz(zes) - 20%		•	

## 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 - 30%	•	•	•	•		•	•	•		
3 - Online Quiz(zes) - 20%		•				•		•		

## 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

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## Schedule

### Week 1 - 09 Mar 2020

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

### Week 2 - 16 Mar 2020

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 Mar 2020

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

### Week 4 - 30 Mar 2020

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

### Week 5 - 06 Apr 2020

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

**PICO** Due: Week 5 Wednesday (8 Apr 2020) 11:55 pm AEST

#### **Vacation Week - 13 Apr 2020**

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

#### **Week 6 - 20 Apr 2020**

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

#### **Week 7 - 27 Apr 2020**

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

#### **Week 8 - 04 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Writing from an Informed Perspective: Using and Acknowledging Academic Sources	Academic Learning Centre companion site	<b>Assessment 2 - APA Referencing Quiz</b> opens Friday May 8, 2020 at 5.00 pm

#### **Week 9 - 11 May 2020**

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

#### **Week 10 - 18 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Converting Evidence into EIP		<b>APA referencing Quiz</b> Due: Week 10 Friday (22 May 2020) 11:55 pm AEST

#### **Week 11 - 25 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Incorporating Evidence-Informed Nursing Practice into your Professional Career		<b>Academic paper: Medication safety and the elderly person</b> Due: Week 11 Monday (25 May 2020) 11:55 pm AEST

#### **Week 12 - 01 Jun 2020**

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

#### **Review/Exam Week - 08 Jun 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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#### **Exam Week - 15 Jun 2020**

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

### 1 PICO

#### **Assessment Type**

Written Assessment

#### **Task Description**

You are a student nurse on placement in an Emergency Department (ED). An elderly lady, Perla Daniel, is brought into the emergency department by her daughter. The daughter explains that her 81-year-old mother has been feeling faint,

having difficulty standing and has been losing her balance over the last five days. As part of the assessment process the RN undertakes a medication review and finds Perla has two boxes of blood pressure medication with her. The RN determines that both boxes contain the same medication and the same dose of medication, but are different brands with one box being blue, while the other is a green colour with white writing. The nurse asks the Perla which medication she has been taking. Perla tells the RN she has been taking both medications and that the medication in the green box was given to her by the local pharmacy last week. She further adds that she was going to visit the doctor next week as she is nearly out of the medication in the blue box.

The RN tells you that they have seen this situation many times before. The RN adds that many elderly people do not have adequate knowledge of their medication and this can result in increased hospital admissions, poor health outcomes and in some cases, death.

**Word count** – 1000 words (leeway 10% either side of the 1000 words)

### Instructions

You are to search the library databases to determine whether there is evidence to support what the RN has told you. 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 to build a systematic literature search. To assist you in this task a blank PICO template is provided on the Unit Moodle site along with an example of a completed PICO template. Please ensure your assignment is double spaced and you use 12-point Times New Roman font.

**IMPORTANT** – You are required to use the PICO template available on the NURS11158 Moodle site under the assessment tab when completing the tasks for this assessment. Please note: Evidence sources should be no older than 5 years.

**Task 1: Development of PICO** - Total word count: 50 words

**Firstly**, complete the PICO (population/patient, intervention/issue, control/comparison, and outcomes) framework. Be sure to use the PICO template provided on the NURS11158 Moodle site.

**Secondly**, develop a research question to help search the topic.

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

**Task 2: Justification for including academic resources in assignment** - Total word count: 950 words

(approximately 190 words for each academic resource included in the assignment. Word count includes reference, type of study, ethical approval, and justification).

Select five of the 'best' academic resources from your research. Use the PICO template to provide:

(i) **Reference (APA)**. Provide an APA reference for each academic resource. APA references use a hanging indentation; and the first line of the justification paragraph should be indented; see the example PICO and the 6th edition of the APA referencing guide.

(ii) **Type of Study**. Indicate the type of study for each article/resource e.g. Systematic Review.

(iii) **Ethical Approval**. State whether the article/resource required ethical approval? Yes/No - if yes, was it clearly stated in the article/resources? If no, why not?

(iv) **Write a justification paragraph using the five components of academic credibility (ARCOC - Authority, Relevance, Coverage, Objectivity and Currency) for each academic resource**. Write a justification for **EACH** of the academic resources included in your assignment. Be sure to state why the selected resource is academically credible. The justification paragraph **MUST** include the **five** components of **academic credibility** (Authority, Relevance, Coverage, Objectivity and Currency-ARCOC). These exact words **MUST** be included in the justification. Slight variations of the root word are acceptable e.g. Authority, authoritative.

**Assessment Due Date**

Week 5 Wednesday (8 Apr 2020) 11:55 pm AEST

**Return Date to Students**

Week 7 Wednesday (29 Apr 2020)

**Weighting**

30%

**Assessment Criteria**

HD 100-85%	D 84- 75%	C 74-65%	P 64-50%	F <50%
<b>Structure (10%)</b>				
Excellent presentation of assignment with the inclusion of all correct components, double line spaced, 12-point Times New Roman font used, Consistently accurate with spelling, grammar and paragraph structure. Adheres to word count. (5%)	Well-presented assignment, double line spaced, 12-point Times New Roman font used, 1 or 2 errors in spelling, grammar or paragraph structure. Adheres to word count.	Well-presented assignment, double line spaced, 12-point Times New Roman font used, 3 or 4 consistent errors with spelling, grammar or paragraph structure. Adheres to word count.	Adequate assignment presentation, double line spaced with 12-point Times New Roman font used. 5 to 7 consistent errors with spelling, grammar or paragraph structure. Adheres to word count.	Poorly presented assignment. Double spacing not use, 12-point Times New Roman 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). (5%)	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. (only 7 sections or less)
<b>Task 1 (30%)</b>				
The PICO clearly identifies the process used to generate evidence related to the topic. PICO terms fully align with the topic. (10%)	The PICO mostly identifies the process used to generate evidence related to the topic. PICO terms mostly align with the topic.	The PICO somewhat identifies the process for generating evidence. PICO terms generally align with the topic.	Minimal clarity in the process of generating evidence shown in PICO. PICO terms somewhat align to the topic.	PICO process for generating evidence disjointed or absent. PICO terms do not align with the topic.
Research question developed fully aligns with the topic. (10%)	Research question developed mostly aligns with the topic.	Research question developed generally aligns with the topic.	Research question developed somewhat aligns to the topic.	No research question included, or research question developed does not align with the topic.
Approach comprehensively demonstrates an advanced understanding of the research process with at least 4 databases used, along with fully appropriate synonyms, and filters. (10%)	Approach demonstrates understanding of the research process with at least 4 databases used, along with synonyms and filters that are mostly appropriate.	Approach demonstrates a general understanding of the research process with at least 3 databases used, along with synonyms and filters generally appropriate.	Approach demonstrates a basic understanding of the research process with at least 2 databases used, along with 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 are either inappropriate or missing.
<b>Task 2 (60%)</b>				
All references fully adhere to APA guidelines (no errors). (10%)	References mostly adhere to APA guidelines (3 consistent mistakes or 2 different errors)	References generally adhere to APA guidelines (4 consistent mistakes or 3 different errors)	References somewhat adhere to APA guidelines (5 consistent mistakes or 4 different errors)	References do not adhere to APA guidelines (> 5 consistent mistakes/5 or more different errors). Many aspects of the APA referencing style missing



Five quality journal articles, no older than 5 years, that present research findings are included. The type of study is correctly identified for all 5 academic resources. Websites or textbooks are not used. (5%)	Five academic resources no older than 5 years are included. At least 4 are journal articles presenting research findings. The type of study is correctly identified for all 5 academic resources. Websites or textbooks are not used	Five academic resources no older than 5 years are included. At least 3 are journal articles presenting research findings. The type of study is correctly identified for at least 4 of the academic resources. Websites or textbooks are not used	Five academic resources no older than 5 years are included. At least 2 are journal articles presenting research findings. The type of study is correctly identified for at least 4 of the academic resources. Websites or textbooks are not used	Less than 5 academic resources included. Many of the resources are greater than 5 years old. No journal articles that present research finding are used. Unable to correctly identify type of study for at least 3 academic resources. Websites or textbooks are used.
Ethical approval addressed for all 5 articles/resources. (5%)	Ethical approval addressed for 4 articles/resources.	Ethical approval addressed for 3 articles/resources.	Ethical approval addressed for 2 articles/resources.	Ethical approval addressed for only 1 article/resource or not addressed at all.
All 5 selected academic resources are clearly relevant to the topic. Provides a clear and in-depth justification for choices using the 5 components of academic credibility. (40%)	All 5 selected academic resources are mostly relevant to the topic. Provides appropriate justification for choices using the 5 components of academic credibility.	All 5 selected academic resources are generally relevant to the topic. Provides general justification for choices using the 5 components of academic credibility.	All 5 selected academic resources are somewhat relevant to the topic. Basic justification provided for choices using the 5 components of academic credibility.	Selected academic resources are not relevant to the topic. Minimal or no justification provided as to the selection of resources. All 5 components of academic credibility are not used.

## Referencing Style

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

## Submission

Online

## Submission Instructions

The assignment is to be uploaded to the NURS11158 Moodle site by the due date and time

## Learning Outcomes Assessed

- Discuss the concepts that underpin evidence based nursing practice for person centred nursing care
- 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 APA referencing Quiz

### Assessment Type

Online Quiz(zes)

### Task Description

This is an open book assessment. You have **two hours** to complete the quiz. You are allowed **two attempts** at the quiz. The second attempt must be completed before the closing date.

The quiz consists of 10 questions. Each question has 2 parts. Both sections of the question should be attempted. Each question is worth 2 marks.

The highest score from the two attempts will be recorded as your grade for this assessment.

Please be sure to study the 6th edition of the APA referencing guide intently prior to attempting this assessment. The 6th APA referencing guide can be accessed via the link on the NURS11158 Moodle site.

## Number of Quizzes

1

**Frequency of Quizzes**

Other

**Assessment Due Date**

Week 10 Friday (22 May 2020) 11:55 pm AEST

The Referencing Quiz will open on Friday May 8 at 5.00 pm and close Friday May 22 at 11.55 pm

**Return Date to Students**

Week 10 Friday (22 May 2020)

You will be provided with your result at the completion of the quiz.

**Weighting**

20%

**Minimum mark or grade**

The quiz must be attempted before a pass grade can be awarded for the unit. Failure to attempt this quiz may result in a fail grade being awarded for the Unit. The second attempt will not be available after the closing date.

**Assessment Criteria**

Your answers to the quiz will be marked at the completion of the quiz. At the completion of the quiz you will be provided with feedback as to the correct answer for each question, along with your result for the quiz.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Complete the Referencing Quiz on the NURS11158 Moodle site by the closing date, that being Friday May 22, 2020 at 11.55 pm

**Learning Outcomes Assessed**

- Utilise evidence based frameworks to locate resources that support person safety and quality

**Graduate Attributes**

- Problem Solving
- Information Technology Competence
- Ethical practice

### 3 Academic paper: Medication safety and the elderly person

**Assessment Type**

Written Assessment

**Task Description**

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 and information on the quality use of medicines.

**Setting the Scene for your assignment:** You are a nursing student on clinical placement in an Emergency Department. Your RN has shared with you their observation about the number of elderly people coming into the hospital with medication related conditions. The RN is concerned that many elderly people admitted to the Emergency Department do not have adequate knowledge of their medication and this is resulting in increased hospital admissions, poor health outcomes and in some cases death. The RN further adds that the department does not have clinical practice guidelines based on the best available evidence to be used by staff to guide the management of elderly people who are presenting with medication related health issues, or what information the nurse should provide the person. As a result, the RN states that they have seen inconsistent information regarding medication safety provided to elderly people when they are discharged from the Emergency Department. The RN asks you to search and review the current evidence to assist the department to develop policies and procedures with regards to safe medication practice for elderly people.

**Word count:** 1200 words (leeway 10% either side of the 1200 words)

**Instructions**

Following on from your searches in Assessment 1, you are to write recommendations for the Emergency Department staff to assist them in ensuring their practice aligns with the best available evidence. You also need to explore the ethical considerations around medication safety and elderly people.

**What sources of evidence you must use:** You **MUST** use relevant clinical practice guidelines, reputable websites, credible journal articles, the National Safety and Quality Health Service Standards and information on the Quality Use of Medicines. You may also use relevant articles from your first assessment.

**What do you need to do next:** **First**, appraise the evidence presented in clinical practice guidelines, websites and academic materials including journal articles, **secondly**, explore the ethical considerations, and **finally**, provide evidence-based recommendations that can be incorporated into the Emergency Department's policies and into clinical nursing practice.

Please ensure your assignment is double spaced and you use 12-point Times New Roman font.

#### **To summarise how to set out your assessment:**

**Task 1. Summary of evidence and recommendations.** 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 and quality use of medicines.

**Task 2. Ethical considerations.** Describe the ethical considerations in relation to medication safety for elderly people as per scenario above. Limit your discussion points to the four ethical principles (autonomy, beneficence, non-maleficence, and justice). These exact words **MUST** be included in the discussion.

**Task 3. Provide evidence-based recommendations for the Emergency Department.** These recommendations must be cited in-text. Provide 2-4 clear evidence-based recommendations able to be incorporated into the Emergency Department's policies and into clinical nursing practice. Justify your recommendations. Be sure to include in-text citations for your recommendations.

**Please note:** Evidence sources should be no older than 5 years.

#### **The format of your assignment should be as follow:**

- A title page. Please see Assessment 3 exemplar for title page requirements.
- Body (consisting of 3 paragraphs with headings as per the tasks).
- References in the 6th edition of the APA style. The is available via a link on the NURS11158 Moodle site.

**Formatting:** i) APA reference list items use a hanging indentation; and ii) the first line of each paragraph should be indented; see the exemplar and the 6th edition of the *Abridged APA Referencing Guide* on the Moodle site for guidance.

#### **Assessment Due Date**

Week 11 Monday (25 May 2020) 11:55 pm AEST

#### **Return Date to Students**

Exam Week Monday (15 June 2020)

#### **Weighting**

50%

#### **Assessment Criteria**

<b>HD 100-85%</b>	<b>D 84-75%</b>	<b>C 74-65%</b>	<b>P 64%</b>	<b>F &lt;50%</b>
<b>Structure and Approach -15%</b>				
Excellent presentation of assignment with the inclusion of all correct components. (5%)	Well-presented assignment, with inclusion of required components.	Organisation and structure of the assignment are appropriate, with the inclusion of most required components.	Adequate assignment presentation, however organisation and structure allow misinterpretation of the meaning of the content.	Poorly presented assignment. Critical components are missing. Organisation and structure detract from the meaning of the content.

Double line spaced, 12-point Times New Roman font used. Consistently accurate with spelling, grammar and paragraph structure. Adheres to word count. (5%)	Double line spaced, 12-point Times New Roman font used. 1 or 2 errors in spelling, grammar or paragraph structure. Adheres to word count.	Double line spaced, 12-point Times New Roman font used. 3 or 4 consistent errors with spelling, grammar or paragraph structure. Adheres to word count.	Double line spaced with 12-point Times New Roman font used. 5 to 7 consistent errors with spelling, grammar or paragraph structure. Adheres to word count.	Double spacing not used. 12-point Times New Roman font not used. Many inaccuracies in spelling, grammar or paragraph structure. Does not adhere to word count.
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Content is clearly relevant to the topic. The approach comprehensively addresses the assignment task and the argument proceeds logically. Supporting literature is clearly integrated throughout assignment. (5%)	Content is relevant to the topic. The approach clearly addresses the assignment task and the argument proceeds logically. Supporting literature is used appropriately throughout.	Content is appropriate and addresses the assignment task and the argument for the most part proceeds logically. Minimal omissions in integration to supporting literature throughout assignment.	Content addresses the assignment task although the argument is at times repetitive or lacks cohesion. Frequent omissions in the integration of supporting literature throughout the assignment.	Inadequate description of required content. Assignment task not addressed. Little or no discernible critical thought. Little to no integration of supporting literature in the assignment.
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## Tasks and Argument-70%

### Task 1

Comprehensively and skilfully summarises one relevant clinical practice guideline and other relevant evidence related to the topic to facilitate informed decision-making. Findings are related to the National Safety and Quality Health Service Standards and quality use of medicines. Information, ideas and quotations are accurately cited (30%)	Thoughtfully summarises one relevant clinical practice guideline and other relevant evidence related to the topic to facilitate informed decision-making. Findings are related to the National Safety and Quality Health Service Standards and quality use of medicines. Information, ideas and quotations are accurately cited.	Coherently summarises one relevant clinical practice guideline and other relevant evidence related to the topic to facilitate informed decision-making. Findings are related to the National Safety and Quality Health Service Standards and quality use of medicines. Information, ideas and quotations are accurately cited.	Sufficiently summarises one relevant clinical practice guideline and other relevant evidence related to the topic to facilitate informed decision-making. Findings are related to the National Safety and Quality Health Service Standards and quality use of medicines. Information, ideas and quotations are accurately cited.	Little or no summarising of relevant clinical practice guidelines and/or relevant evidence about the topic to facilitate informed decision-making. Findings are not related to the National Safety and Quality Health Service Standards and/or quality use of medicines. Information, ideas and quotations are not accurately cited.
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### Task 2

Clearly and thoughtfully explains ethical considerations for the scenario. Four ethical principles (autonomy, beneficence, non-maleficence and justice) considered and accurately cited. (20%)	Clearly explains ethical considerations for the scenario. Four ethical principles considered and accurately cited.	Appropriate explanation of the ethical considerations for the scenario. Three ethical principles considered and accurately cited.	Explanation of the ethical considerations for the scenario allows some misinterpretation of the meaning. Less than three ethical principles are considered but are accurately cited.	Little or no explanation of the ethical considerations in the scenario. Less than two ethical principles considered. Ethical principles are not cited or many (>5) errors in citations.
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### Task 3

Clearly and accurately discusses 4 recommendations to incorporate evidence in policies and clinical nursing practice including 4 appropriate justifications that are accurately cited. (20%)	Discusses 4 recommendations to incorporate evidence in policies and clinical nursing practice including 4 sufficient justifications that are accurately cited.	Describes 3 recommendations to incorporate evidence in policies and clinical nursing practice including 3 sufficient justifications that are accurately cited.	Provides 2 basic recommendations to incorporate evidence in policies and clinical nursing practice including 2 limited justifications that are accurately cited.	Less than 2 recommendations provided to incorporate evidence in policies and clinical nursing practice. Nil or insufficient justifications. Justifications not cited or errors in citations.
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## Referencing 15%

A minimum of 9 current credible references used, including at least three journal articles, as well as clinical practice guidelines, National Safety and Quality Health Service Standards, information on quality use of medicines, and relevant websites. (7.5%)	A minimum of 8 current references used, including at least three journal articles, as well as clinical practice guidelines, National Safety and Quality Health Service Standards, information on quality use of medicines, and relevant websites.	A minimum of 7 current references used, including three journal articles, as well as clinical practice guidelines, National Safety and Quality Health Service Standards, information on quality use of medicines, and relevant websites.	A minimum of 6 current references used, including two journal articles, as well as clinical practice guidelines, National Safety and Quality Health Service Standards, information on quality use of medicines, and relevant websites.	Less than 5 current references used, journal articles and/or clinical practice guidelines, National Safety and Quality Health Service Standards not sourced or referenced. Information on quality use of medicines not used. Relevant web sites not used.
Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA style. (7.5%)	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 is not in alphabetical order and does not adhere to reference list presentation guidelines APA style. (7 or more errors)

## 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