



NURS12165 Evidence to Inform Nursing Practice

Term 1 - 2021

Profile information current as at 03/05/2024 11:01 am

All details in this unit profile for NURS12165 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

The Nursing and Midwifery Board of Australia (NMBA) Registered Nurse Standards for Practice (2016) expect that a registered nurse is able to think critically and analyse nursing practice. This is achieved by accessing, analysing, and using the best available evidence, that includes research findings for safe quality practice. In this unit, you will be introduced to an evidence-based approach to clinical inquiry and decision making that informs nursing practice. You will develop skills in locating evidence, evaluating and applying research findings to inform best practice.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisite: NURS11170 Corequisite: BIOH12011 or BIOH11006 and NURS12154 Must be enrolled in CL91 Bachelor of Nursing.

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 - 2021

- 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: 30%

3. **Online Quiz(zes)**

Weighting: 20%

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](#).

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Analyse the purpose of evidence in nursing practice and why nursing clinical decision making should be based on the best available evidence
2. Apply information retrieval and evidence critiquing skills
3. Apply a systematic approach to locating evidence to address a specific clinical situation
4. Employ Evidence-Based Practice (EBP) and critical thinking skills to make decisions in a specific clinical context.

Content in this unit incorporates a number of professional nursing requirements

Nursing and Midwifery Board of Australia Registered Nurse Standards for Practice

Thinks critically and analyses nursing practice

Maintains the capability for practice

Develops a plan for nursing practice

Evaluates outcomes to inform nursing practice

Nursing and Midwifery Board of Australia Nursing Code of Conduct

Legal compliance

Person-centred practice

Cultural practice and respectful relationships

Professional behaviour

Research in health

Health and wellbeing

International Council of Nursing Code of Ethics for Nursing

Nurses and People

Nurses and Practice

Nurses and the Profession

Nurses and co-workers

National Safety and Quality Health Service Standards

Comprehensive care

Patient Safety Competency Framework

Person-centred care

Therapeutic communication

Cultural competence

Teamwork and collaborative practice

Clinical reasoning

Evidence-based practice

Preventing, minimising and responding to adverse events

Infection prevention and control

Medication safety

Aged Care Quality Standards

Consumer dignity and choice

Ongoing assessment and planning with consumers

Personal care and clinical care

Organisation's service environment

Feedback and complaints

Organisation governance

Alignment of Learning Outcomes, Assessment and Graduate Attributes

	N/A Level		Introductory Level		Intermediate Level		Graduate Level		Professional Level		Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
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	4
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)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

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Schedule

Week 1 - 08 Mar 2021

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

Week 2 - 15 Mar 2021

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

Week 3 - 22 Mar 2021

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

Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Hierarchy of Evidence, Research Paradigms, & Ethics in Research		

Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Credibility of Evidence,
Academic Writing &
Referencing Skills

Assessment 1 - PICO Template

Due: Week 5 Friday (9 Apr 2021)

11:59 pm AEST

Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Writing & Referencing Skills

Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Critical Appraisal of Evidence &
Systematic Reviews

Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Appraisal of Quantitative &
Qualitative Research

Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Appraisal of Web Sites & Social
Media

Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Clinical Practice Guidelines &
National Safety & Quality
Health Service Standards

Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Applying & Auditing Evidence
in Nursing Practice

Assessment 2 - Using Evidence to Support Nursing Practice

Due:
Week 11 Friday (28 May 2021) 11:59
pm AEST

Week 12 - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Unit Review

Assessment 3 Online Quiz

Due:
Week 12 Friday (4 June 2021) 11:59
pm AEST

Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 14 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

Learning outcomes 1 and 4 are only assessed in Assessment 2. As such Assessment 2 must be attempted before a pass grade can be awarded for the unit. Failure to attempt assessment 2 will result in a fail grade being awarded for the Unit.

Assessment Tasks

1 Assessment 1 - PICO Template

Assessment Type

Written Assessment

Task Description

Aim

The aim of the assessment is to develop a PICO and the skills to enable the inclusion of evidence in your nursing practice. The learning for this assignment will take place in Weeks 1 to 5. During this time, you will learn about the PICO framework, why we use it, how it helps to find credible research relevant to the clinical world and how to complete it. 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 under the assessment tab.

Instructions

This assessment consists of two tasks related to the case study below:

Case Study

You are a student nurse on clinical placement and are caring for 78 year old Perla Daniel following surgery on her fractured femur. It is now 3 days since Perla has had her surgery. Perla has been reluctant to mobilise and still has an indwelling urinary catheter (IDC) insitu. Perla is complaining of nausea, pain around the suprapubic region and burning when urinating via catheter. Your RN suspects Perla has a urinary tract infection (UTI) and collects a urine specimen for ward testing and for microscopic, culture and sensitivity (MCS). Your RN buddy shares with you their concern regarding the length of time Perla's IDC has been insitu and asks you to search the research literature to uncover the evidence with regards to the management of an IDC.

Requirements for Task 1: Development of PICO (not included in word count)

Please use the PICO Template and follow the steps below to complete assessment task 1.

Step 1.1 Complete the PICO (population/patient, intervention/issue, control/comparison, and outcomes) framework, in response to the clinical problem (care of the person with an IDC insitu).

Step 1.2 Add Boolean Operators and other symbols to complete your search strategy.

Step 1.3 Develop a research/clinical question to help search for literature on the clinical problem.

Step 1.4 Document the databases accessed and identify the search filters used. You are to search at least five databases and find the 'best' five academic resources including journal articles, systematic reviews, and evidence summaries.

Requirements for Task 2 - Appraisal of Academic Resources

You are to search the library databases to find evidence that will assist in addressing the clinical problem (care of the person with an IDC insitu) to make an informed decision. You are required to select five of the 'best' academic resources from your library database search and undertake an appraisal of each academic resources using the five components of academic credibility (ARCOC - Authority, Relevance, Coverage, Objectivity, and Currency). The five justifications entries must justify why the resources you have selected are credible to answer the clinical/research question (care of the person with an IDC insitu).

Length: Approximately 250 words is required for each resource entry (total 1250 words). The word count includes, databases, type of study, level of evidence, ethical approval and justification. The APA references are not included in the word count.

Please use the PICO Template and follow the steps below to complete assessment task 2.

Step 2.1 References: Use the seventh edition American Psychological Association (APA) referencing style when referencing your resource. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#). (References are not included in the word count).

Step 2.2 Database resource found on: Record the database the resource was found on. This should be a different database for each entry.

Step 2.3 Type of study and level of evidence: Identify the type of study and level of evidence of the resource, e.g. Systematic Review/Level 1 evidence.

Step 2.4 Ethical approval: Evaluate the resource to determine whether ethical considerations have been addressed. State whether the article/resource required ethical approval? Yes/No – if yes, was it clearly stated in the

article/resources? If no, why not?

Step 2.5 Five justification paragraphs: Each paragraph must evaluate the five components of academic credibility (ARCO - Authority, Relevance, Coverage, Objectivity, and Currency). Write a justification for EACH of the academic resources you have selected to answer your clinical/research question. 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). These exact words **MUST** be included in the justification. Slight variations of the root word are acceptable e.g. Authority, authoritative. Note. You are simply evaluating the credibility of the resource. You are not summarising the study/ article.

Resources

- Please access the Assessment 1 resources and template available on the NURS12165 Moodle site.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- We recommend that you access your discipline specific [library guide](#) and the [Nursing Resource Guide](#).
- [For information on academic communication please go to the Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

Submission

- Online
- Please ensure your assignment is double spaced and you use 12-point Times New Roman font.
- Please upload your assignment by the due date using the Assessment 1 link available on the NURS12165 Moodle site

Assessment Due Date

Week 5 Friday (9 Apr 2021) 11:59 pm AEST

Return Date to Students

Week 7 Friday (30 Apr 2021)

Weighting

50%

Assessment Criteria

	HD 100-85%	D 84-75%	C 74-~5%	P 64-50%	F 49-0%
Structure 1	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.
Structure 2	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)
Task 1 - PICO Process	The PICO clearly identifies the process used to generate evidence related to the topic (Care of the person with an IDC insitu). PICO terms fully align with the topic. A minimum of 4 Boolean Operators and other symbols added to search strategy. (10%)	The PICO mostly identifies the process used to generate evidence related to the topic (Care of the person with an IDC insitu). PICO terms mostly align with the topic. A minimum of 3 Boolean Operators and other symbols added to search strategy.	The PICO somewhat identifies the process for generating evidence. PICO terms generally align with the topic (Care of the person with an IDC insitu). A minimum of 2 Boolean Operators and other symbols added to search strategy.	Minimal clarity in the process of generating evidence shown in PICO. PICO terms somewhat align to the topic (Care of the person with an IDC insitu). A minimum of 1 Boolean Operators and other symbols added to search strategy.	PICO process for generating evidence disjointed or absent. PICO terms do not align with the topic (Care of the person with an IDC insitu). No Boolean Operators and other symbols added to search strategy.
Task 1 - Research/Clinical Question	Research question developed fully aligns with the topic (Care of the person with an IDC insitu). (10%)	Research question developed mostly aligns with the topic (Care of the person with an IDC insitu).	Research question developed generally aligns with the topic (Care of the person with an IDC insitu).	Research question developed somewhat aligns to the topic (Care of the person with an IDC insitu).	No research question included, or research question developed does not align with the topic (Care of the person with an IDC insitu).
Task 1 - Databases, Synonyms and Filters	Approach comprehensively demonstrates an advanced application of the research processes with at least 5 databases used, along with fully appropriate synonyms, and filters. (5%)	Approach demonstrates application of the research process with at least 4 databases used, along with synonyms and filters that are mostly appropriate.	Approach demonstrates a general application of the research process with at least 3 databases used, along with synonyms and filters generally appropriate.	Approach demonstrates a basic application of the research process with at least 2 databases used, along with synonyms and filters somewhat appropriate.	Approach demonstrates a minimal or lack of application of the research process with only 1 database used, synonyms or filters either inappropriate or missing.

Task 2 - References	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.
Task 2 - Databases/Type of Study/Level of Evidence	5 quality journal articles, systematic reviews, or evidence summaries, from 5 separate databases that present research findings are included. The type of study and level of evidence is correctly identified for all 5 academic resources that are no older than 5 years. Websites or textbooks are not used. (10%)	5 quality journal articles, systematic reviews, or evidence summaries, from 4 separate databases that present research findings are included. The type of study and level of evidence is correctly identified for 4 academic resources that are no older than 5 years. Websites or textbooks are not used.	5 quality journal articles, systematic reviews, or evidence summaries, from 3 separate databases that present research findings are included. The type of study and level of evidence is correctly identified for 4 academic resources that are no older than 5 years. Websites or textbooks are not used.	5 quality journal articles, systematic reviews, or evidence summaries, from 3 separate databases that present research findings are included. The type of study and level of evidence is correctly identified for 3 academic resources that are no older than 5 years. Websites or textbooks are not used.	Less than 5 academic resources included. Many of the resources are greater than 5 years old. Two or less journal articles that present research findings are used. Unable to correctly identify type of study or level of evidence for at least 3 academic resources. Websites or textbooks are used.
Task 2 - Ethics	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.
Task 2 - Justifications	All 5 selected academic resources are clearly relevant to the topic (Care of the person with an IDC insitu). 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 (Care of the person with an IDC insitu). Provides appropriate justification for choices using the 5 components of academic credibility.	All 5 selected academic resources are generally relevant to the topic (Care of the person with an IDC insitu). Provides general justification for choices using the 5 components of academic credibility.	All 5 selected academic resources are somewhat relevant to the topic (Care of the person with an IDC insitu). Basic justification provided for choices using the 5 components of academic credibility.	Selected academic resources are not relevant to the topic (Care of the person with an IDC insitu). 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 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Please upload your assignment using the Assessment 1 link available on the NURS12165 Moodle site

Learning Outcomes Assessed

- Apply information retrieval and evidence critiquing skills
- Apply a systematic approach to locating evidence to address a specific clinical situation

Graduate Attributes

- Critical Thinking
- Information Literacy
- Information Technology Competence

2 Assessment 2 - Using Evidence to Support Nursing Practice

Assessment Type

Written Assessment

Task Description

Aim

The aim of the assessment is to apply research evidence to a clinical nursing problem. The learning for this assignment will take place in Weeks 6 to 11. During this time, you will learn how to appraise research evidence, why this is important, and the value of reflection to your nursing practice.

Instructions

This assessment consists of three tasks related to the case study below:

Case Study

You are a nursing student on clinical placement in the health care facility where Perla Daniel is receiving post-operative care following surgery for repair of a fractured femur. The pathology results on a urine specimen sent for microscopic, culture and sensitivity, indicates Perla has a urinary tract infection. Your RN shares with you that the facility does not have guidelines, based on the best available evidence, to assist in the management of people with an indwelling urinary catheter (IDC). This has resulted in inconsistent practices being observed with the length of time indwelling urinary catheters have remained insitu, with many patients developing urinary tract infections as a result. The RN asks you to search and analyse the evidence to assist the facility to develop up-to-date policies and procedures regarding the best practice in the care of people with an IDC.

Requirements for Task 1 (500 words)

You are to search relevant databases for evidence related to the case study. Types of sources of evidence you must use are: relevant clinical practice guidelines, reputable websites, credible journal articles and National Safety and Quality Health Service Standards. You may also use relevant articles from your first assessment. Be sure to include intext citations to support your conclusions.

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

Please follow the steps below to complete assessment task 1.

Step 1.1 Locate at least one relevant clinical practice guideline, two reputable websites, and a selection of credible journal articles related to the clinical problem: management of people with an indwelling urinary catheter (IDC).

Step 1.2 Select appropriate evidence appraisal tools from those available in week 7 on the NURS12165 Moodle site. Apply the evidence appraisal tool to the evidence you have collected for this assignment. Document your findings on the relevant appraisal tool.

Step 1.3 Analyse the outcome of your appraisal of the evidence to determine the best evidence.

Step 1.4 Summarise the evidence related to the clinical problem.

Step 1.5 Relate your findings to the National Safety and Quality Health Service Standards.

Requirements for Task 2 (300 words)

You are to write recommendations that align with the best available evidence.

Please follow the steps below to complete assessment task 2.

Step 2.1 Provide 3 to 4 clear evidence-based recommendations that align with the best available evidence.

Step 2.2 Justify each of your recommendations.

Step 2.3 Be sure to include intext citations to support your recommendations.

Requirements for Task 3 (200 words)

Reflect on the purpose of evidence-based nursing practice and how this can assist you in your clinical nursing decision making.

Resources

- Please access the Assessment 2 resources and template available on the NURS12165 Moodle site.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- We recommend that you access your discipline specific [library guide](#) and the [Nursing Resource Guide](#).
- [For information on academic communication please go to the Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

Submission

- Online.
- Please ensure your assignment is double spaced and you use 12-point Times New Roman font.
- Please upload your assignment by the due date using the Assessment 2 link available on the NURS12165 Moodle site.

Assessment Due Date

Week 11 Friday (28 May 2021) 11:59 pm AEST

Return Date to Students

Exam Week Friday (18 June 2021)

Weighting

30%

Minimum mark or grade

This assessment must be attempted before a pass grade can be awarded for the unit. Failure to attempt this assessment will result in a fail grade being awarded for the Unit.

Assessment Criteria

	HD 100-85%	D 84-75%	C 74-65%	P 64-50%	F 49-0%
Structure 1	Excellent presentation of assignment with the inclusion of all correct components. Double line spaced with 12-point Times New Roman font used. Consistently accurate with spelling, grammar, and paragraph structure (5%)	Well-presented assignment, with inclusion of required components. Double line spaced with 12-point Times New Roman font used. 1 or 2 errors in spelling, grammar, or paragraph structure.	Organisation and structure of the assignment are appropriate, with the inclusion of most required components. Double line spaced with 12-point Times New Roman font used. 3 or 4 consistent errors with spelling, grammar, or paragraph structure.	Adequate assignment presentation, however, organisation and structure allow misinterpretation of the meaning of the content. Double line spaced with 12-point Times New Roman font used. 5 to 6 consistent errors with spelling, grammar, or paragraph structure.	Poorly presented assignment. Critical components are missing. Organisation and structure detract from the meaning of the content. Double spacing not used. 12-point Times New Roman font not used. Many inaccuracies in spelling, grammar, or paragraph structure.
Structure 2	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 the assignment. Adheres to word count. (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. Adheres to word count.	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. Adheres to word count	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. Adheres to word count.	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. Does not adhere to word count.
Task 1	Comprehensively and skilfully summarises one relevant clinical practice guideline and other relevant evidence related to the clinical problem (management of people with an IDC) to facilitate informed decision making. Findings are related to the National Safety and Quality Health Service Standards. (35%)	Thoughtfully summarises one relevant clinical practice guideline and other relevant evidence related to the clinical problem (management of people with an IDC) to facilitate informed decision making. Findings are related to the National Safety and Quality Health Service Standards.	Coherently summarises one relevant clinical practice guideline and other relevant evidence related to the clinical problem (management of people with an IDC) to facilitate informed decision making. Findings are related to the National Safety and Quality Health Service Standards.	Sufficiently summarises one relevant clinical practice guideline and other relevant evidence related to the clinical problem (management of people with an IDC) to facilitate informed decision making. Findings are related to the National Safety and Quality Health Service Standards.	Little or no summarising of relevant clinical practice guidelines and/or relevant evidence related to the clinical problem (management of people with an IDC) to facilitate informed decision making. Findings are not related to the National Safety and Quality Health Service Standards
Task 2	Clearly and accurately discusses 4 recommendations to incorporate evidence in policies and clinical nursing practice including 4 appropriate justifications. (25%)	Discusses 4 recommendations to incorporate evidence in policies and clinical nursing practice including 4 sufficient justifications.	Describes 4 recommendations to incorporate evidence in policies and clinical nursing practice including 3 sufficient justifications.	Provides 3 basic recommendations to incorporate evidence in policies and clinical nursing practice including 3 limited justifications.	Less than 3 recommendations provided to incorporate evidence in policies and clinical nursing practice. Nil or insufficient justifications.
Task 3	Highly developed reflection and insight with regards to the purpose of evidence-based nursing practice and how this can assist in clinical nursing decision making. (15%)	Well-developed reflection and insight with regards to the purpose of evidence-based nursing practice and how this can assist in clinical nursing decision making.	Adequately developed reflection and some insight with regards to the purpose of evidence-based nursing practice and how this can assist in clinical nursing decision making.	Somewhat developed reflection and insight with regards to the purpose of evidence-based nursing practice and how this can assist in clinical nursing decision making. Some points are descriptive rather than reflective.	Little or no reflection with regards to the purpose of evidence-based nursing practice and how this can assist in clinical nursing decision making.
Intext citations	Consistently accurate with intext citations in APA 7 th style to support and reflect all ideas, information, and quotations. (5%)	1 or 2 consistent in-text citation errors in APA 7 th style identified. Intext citations support and reflect all ideas, information, and quotations.	3 or 4 consistent in-text citations errors in APA 7 th style identified. In-text citations support and reflect all ideas, information, and quotations.	3 or 4 inconsistent in-text citation errors in APA 7 th style identified. Intext-citations support and reflect all ideas, information, and quotations.	In-text citations are not consistent with APA 7 th style. Many inaccuracies with in-text citations. Limited in-text citations used to support ideas, information, & quotations.
Referencing	A minimum of 8 current credible references used, including at least 4 journal articles, as well as 1 clinical practice guidelines, 2 relevant websites, and the National Safety and Quality Health Service Standards. (5%)	A minimum of 7 current references used, including at least 3 journal articles, as well as 1 clinical practice guideline, 2 relevant websites, and the National Safety and Quality Health Service Standards.	A minimum of 6 current references used, including at least 3 journal articles, as well as 1 clinical practice guideline, 1 relevant website, and the National Safety and Quality Health Service Standards.	A minimum of 5 current references used, including at least 2 journal articles, as well as 1 clinical practice guideline, 1 relevant website, and the National Safety and Quality Health Service Standards.	4 or less current references used, including journal articles and/or clinical practice guidelines. Relevant web sites not used. Clinical practice guidelines not used. The National Safety and Quality Health Service Standards not used.
Reference List	Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA 7 th style. (5%)	Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA 7 th style. (1-2 errors)	Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA 7 th style.(3-4 errors)	Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA 7 th style. (5-6 errors)	Reference list is not in alphabetical order and does not adhere to reference list presentation guidelines for APA 7 th style. (7 or more errors)

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Please upload your assignment using the Assessment 2 link available on the NURS12165 Moodle site

Learning Outcomes Assessed

- Analyse the purpose of evidence in nursing practice and why nursing clinical decision making should be based on the best available evidence
- Apply a systematic approach to locating evidence to address a specific clinical situation
- Employ Evidence-Based Practice (EBP) and critical thinking skills to make decisions in a specific clinical context.

Graduate Attributes

- Critical Thinking
- Information Literacy
- Information Technology Competence

3 Assessment 3 Online Quiz

Assessment Type

Online Quiz(zes)

Task Description

Aim

The aim of assessment 3 is to enable you to demonstrate your knowledge of the key components of the unit. The learning for this assignment will take place in Weeks 1 to 6 and 11 to 12.

Instructions

This is an open book assessment and will assess content from weeks 1, 2, 3, 4, 5, 6 and 11. You are allowed one attempt at the quiz. The quiz consists of 40 questions. You have 60 minutes to complete the quiz. You will be provided with your result after the quiz closes.

Please follow the steps below to complete your assessment task.

Step 1: Please review the learning for NURS12165 from weeks 1 to 6 and week 11. You will find the information in week 12 helpful with this task.

Step 2: Complete the quiz. The quiz will open at 00.01 am on Wednesday June 2, 2021 and close at 11.59pm Friday June 4, 2021. Please complete the quiz on the NURS12165 Moodle site by the closing date.

Resources

- You will require a copy of the [American Psychological Association 7th Edition](#) (APA 7th edition).

Submission

- Online.
- Please complete the quiz by the due date using the Assessment 3 link available on the NURS12165 Moodle site.

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Week 12 Friday (4 June 2021) 11:59 pm AEST

Quiz will open at 00.01 am on Wednesday June 2, 2021 and close at 11.59pm Friday June 4, 2021.

Return Date to Students

Week 12 Friday (4 June 2021)

You will be provided with your result after the quiz closes.

Weighting

20%

Assessment Criteria

No Assessment Criteria

Referencing Style

- [American Psychological Association 7th Edition](#) (APA 7th edition)

Submission

Online

Submission Instructions

Complete the Quiz on the NURS12165 Moodle site by the closing date.

Learning Outcomes Assessed

- Apply information retrieval and evidence critiquing skills

Graduate Attributes

- Critical Thinking
- Information Technology Competence

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