NURS12165 *Evidence to Inform Nursing Practice*
Term 2 - 2022

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: NURS11164 OR NURS11163, BIOH11005 OR BMSC11010, NURS11165 OR NURS11159, NURS11166 OR NURS11160 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 2 - 2022

- Online

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.

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 unit evaluation feedback.

Feedback

Good subject for relating theory to practice and very informative on evidence-based practice, marking criteria was slightly confusing at times, particularly for assessment 3. Feedback for previous assessment was thorough, however, lack of clear criteria information was a let down.

Recommendation

Revise the marking criteria and assessment instructions so they are clearer for students.

Feedback from Student unit evaluation feedback.

Feedback

The co-ordinators were very approachable, and I appreciated their constant support throughout the unit. I appreciated the mix between readings and videos as I am someone that struggles to only read content.

Recommendation

Continue to offer a mix of quality teaching and learning resources that meet individual student learning styles.

Feedback from Unit coordinator reflection

Feedback

Many students come into the unit with preconceived ideas of what the unit is about.

Recommendation

Teaching team to develop an introduction video for the unit that explains to students the practical applications of the skills that will be taught in the unit

Unit Learning Outcomes

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

1. Apply information literacy skills.
2. Employ a systematic approach to locating evidence to address a specific clinical situation.
3. Appraise evidence and use critical thinking skills when applying evidence in clinical contexts.
4. Reflect on the purpose of evidence in nursing practice and explain why clinical decision making should be based on the best available evidence.

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

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 30%	•	•	•	•
2 - Online Quiz(zes) - 20%	•			
3 - Written Assessment - 50%	•	•	•	•

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				

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

Sandra Walker Unit Coordinator
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Schedule

Week 1 - 11 Jul 2022

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

Week 2 - 18 Jul 2022

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

Week 3 - 25 Jul 2022

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

Week 4 - 01 Aug 2022

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

Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Research Paradigms, Level of Evidence & Introduction to Research Ethics		**Assessment 1 - PICO Framework** Due: Week 5 Friday (12 Aug 2022) 5:00 pm AEST

Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Ethics in Research - A Nursing Context		**Online Quiz** Due: Week 6 Friday (26 Aug 2022) 5:00 pm AEST

Week 7 - 29 Aug 2022

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

Week 8 - 05 Sep 2022

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

Week 9 - 12 Sep 2022

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

Week 10 - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Application of Evidence: Clinical Practice Guidelines		

Week 11 - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Application of Evidence: NSQHS Standards & Clinical Audit		

Week 12 - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
Applying Evidence to Nursing Practice & Auditing in Evidence Based Practice		**Assessment 3 - Using Evidence to Support Nursing Practice** Due: Week 12 Wednesday (5 Oct 2022) 5:00 pm AEST

Review/Exam Week - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 17 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Assessment 2 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.
Assessment 3: To achieve a passing grade for the unit, you must pass Assessment 3. To pass Assessment 3, you are required to achieve 50% of the available marks for Assessment 3.

Assessment Tasks

1 Assessment 1 - PICO Framework

Assessment Type
Written Assessment

Task Description

Aim

The aim of this assessment is to support you in your learning as you develop the skills needed to search for and appraise evidence. 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 and how it helps find credible research relevant to the clinical world. You will also learn how to complete the PICO. In this assessment, you will provide evidence of your learning by using the PICO template to build a systematic literature search. A blank PICO template is provided on the Unit Moodle site under the assessment tile to assist you in this task. You will then reflect on the evidence-based process and why clinical decision making should be based on the best available evidence.

Case Study

You are a student nurse on clinical placement on the Emergency Department at CQUniversity hospital. You are on the morning shift when 12-year-old Liam presents with breathing difficulties. He is accompanied by his mother who tells you Liam has a history of asthma since the age of two. Liam is reviewed by the medical officer and Salbutamol 5mg is ordered to be delivered via the nebuliser. Liam's mother tells you he uses his metered dose bronchodilator puffer (pressurised metered-dose inhaler [pMDI]) when needed. She adds that the local pharmacist has recommended using a nebuliser to deliver Liam's regular inhalation medication instead of the pressurised metered-dose inhaler (pMDI). Liam is reluctant to use the nebuliser. His mother asks whether the nebuliser would help improve Liam's breathing. The RN you are working with says they are unsure which method is best for Liam to use (pressurised metered-dose inhaler (pMDI) or nebulised inhalation medication). The RN asks you to look at the research to determine which method is best for Liam.

Instructions

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

Requirements for Task 1: Development of PICO (not included in the word count) (Total of available marks: 25)

Please use the PICO Template and follow the steps below to complete assessment Task 1. An exemplar has been provided to assist you with this task. Both documents can be found under the Assessment tile on the unit Moodle site.

Step 1.1 Complete the PICO framework (population/patient, intervention/issue, control/comparison, and outcomes), in response to the clinical problem described in the case study above (pressurised metered-dose inhaler (pMDI) or nebulised inhalation medication.

Step 1.2 Develop a research/clinical question to help search for literature on the clinical problem.

Step 1.3 Add Boolean Operators and other symbols to complete your search strategy.

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

Requirements for Task 2 - Appraisal of Academic Resources (800 words, total available marks: 65)

Using the five components of academic credibility (ARCOC - Authority, Relevance, Coverage, Objectivity and Currency), undertake an appraisal of the four best academic resources you located when completing Task 1 (Step 1.4). Write a justification for each academic resource. The four justifications must explain why the resources you have selected are credible to answer the clinical/research question (pressurised metered-dose inhaler (pMDI) or nebulised inhalation medication).

Important: Academic resources (journal articles containing the results of research studies, evidence summaries and systematic reviews) should be no older than five years. Do not use clinical practice guidelines for this assessment.

Length: Approximately 200 words is required for each justification (total 800 words). The APA references, databases, type of study, level of evidence and ethical approval are not included in the word count. Also, the task 2, step 2.5 heading (Justification paragraph using the five components) is not included in the word count.

Please use the PICO Template available on the NURS12165 Moodle site under the assessment tile and follow

the steps below to complete task 2.

Step 2.1 References: Use the seventh edition American Psychological Association (APA) referencing style when referencing your resource. References should be in alphabetical order. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide (APA 7th edition). (References are not included in the word count).

Step 2.2 Database used to source the article/academic resource: Record the database used to locate the resource. This should be a different database for each entry. (Not included in word count)

Step 2.3 Type of study and level of evidence: Identify the type of study and the level of evidence of the resource, e.g., Systematic Review, Level 1 evidence. (Not included in word count)

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? (Not included in word count)

Step 2.5 Four justification paragraphs: Each paragraph must evaluate the five components of academic credibility (ARCOC - Authority, Relevance, Coverage, Objectivity, and Currency). Write a single justification paragraph for EACH of the academic resources you have selected to answer your clinical/research question. (Word count: 200 words for each paragraph)

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 by included in the justification. Slight variations of the root word are acceptable, eg., Authority, authoritative. **IMPORTANT:** You are evaluating the credibility of the resource. You are not summarising the study/article.

Requirements for Task 3 Reflection (word count: 200 words) (Total available marks: 10)
Write a reflection on the use of the PICO framework. Please consider the following in your reflection:
1. What were your challenges and successes when using the PICO framework to develop a systematic search for evidence?
2. How can the PICO framework assist you in ensuring that your clinical nursing decisions are based on the best available evidence?

Overall word count for Assessment 1: 1000 words -The word count applies to tasks 2 and 3 and includes the justification and reflection. The PICO, APA references, databases, type of study, level of evidence and ethical approval are not included in the word count.

Resources

- Please access the Assessment 1 resources and template on the NURS12165 Moodle site.
- Use current resources, no more than 5 years old.
- 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 NURS12165 Academic Skills Moodle site for resources specific to Assessment 1. For other helpful resources, including information for students with English as a second language, go to the ALC-Academic Communication Moodle site.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

Assessment Due Date
Week 5 Friday (12 Aug 2022) 5:00 pm AEST

Return Date to Students
Week 7 Monday (29 Aug 2022)

Weighting
30%

Assessment Criteria

Marking Guide with assessment criteria	HD 100-85%	D 84-75%	C 74-65%	P 64-50%	F 49-1%

Task 1: Structure (5%)	All components of template completed in full. (12 sections) (5%)	Most components of template completed in full. (11 sections)	Some components of template completed in full. (10 sections)	Few components of template completed in full. (9 sections)	Most components of template completed inadequately. (Only 8 sections or less)
Task 1: PICO Process (10%)	The PICO clearly identifies the process used to generate evidence related to the topic (pressurised metered-dose inhaler (pMDI) or nebulised inhalation medication). PICO terms fully align with the topic. A minimum of 4 different Boolean Operators and other symbols added to search strategy. (10%)	The PICO mostly identifies the process used to generate evidence related to the topic (pressurised metered-dose inhaler (pMDI) or nebulised inhalation medication). PICO terms mostly align with the topic. A minimum of 3 different 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 (pressurised metered-dose inhaler (pMDI) or nebulised inhalation medication). A minimum of 2 different Boolean Operators and other symbols added to search strategy.	Minimal clarity in the process of generating evidence shown in PICO. PICO terms somewhat align with the topic (pressurised metered-dose inhaler (pMDI) or nebulised inhalation medication). A minimum of 1 Boolean Operator and other symbols added to search strategy.	PICO process for generating evidence disjointed. PICO terms do not align with the topic (pressurised metered-dose inhaler (pMDI) or nebulised inhalation medication). No Boolean Operators and other symbols added to search strategy.
Task 1: Research or Clinical Question (5%)	Research question developed fully aligns with the topic (pressurised metered-dose inhaler (pMDI) or nebulised inhalation medication). (5%)	Research question developed mostly aligns with the topic (pressurised metered-dose inhaler (pMDI) or nebulised inhalation medication).	Research question developed generally aligns with the topic (pressurised metered-dose inhaler (pMDI) or nebulised inhalation medication).	Research question developed somewhat aligns to the topic (pressurised metered-dose inhaler (pMDI) or nebulised inhalation medication).	Research question developed does not align with the topic (pressurised metered-dose inhaler (pMDI) or nebulised inhalation medication).
Task 1: Databases, Synonyms and Filters (5%)	Approach comprehensively demonstrates an advanced application of the research processes with at least 4 different databases used, along with fully appropriate synonyms and filters. (5%)	Approach demonstrates clear application of the research process with at least 3 different databases used, along with synonyms and filters that are mostly appropriate.	Approach demonstrates a somewhat appropriate application of the research process with 3 different databases used, along with synonyms and filters generally appropriate.	Approach demonstrates a basic application of the research process with 2 different databases used, along with synonyms and filters somewhat appropriate	Approach demonstrates a minimal application of the research process with only 1 database used, synonyms or filters inappropriate.
Task 2: Structure (5%)	Excellent presentation of assignment with the inclusion of all correct components, double line spacing, 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 spacing, 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 spacing, 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 spacing 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 used, 12-point Times New Roman font not used. 8 to 15 inconsistent errors with spelling, grammar, or paragraph structure. Does not adhere to word count.
Task 2: References (10%)	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 (6 consistent mistakes, or 5 different errors).
Task 2: Databases/ Type of Study/ Level of Evidence (10%)	4 quality journal articles containing the results of research studies, systematic reviews, or evidence summaries that present research findings are included, from 4 separate databases. The type of study and level of evidence is correctly identified for all 4 academic resources. Resources are no older than 5 years. Websites or textbooks are not used. (10%)	4 quality journal articles containing the results of research studies, systematic reviews, or evidence summaries that present research findings are included, from 3 separate databases. The type of study and level of evidence is mostly correctly identified for all 3 academic resources, resources are no older than 5 years. Websites or textbooks are not used	4 quality journal articles containing the results of research studies, systematic reviews, or evidence summaries that present research findings are included, from 2 separate databases. The type of study and level of evidence is generally correctly identified for 3 academic resources, resources are no older than 5 years. Websites or textbooks are not used.	4 quality journal articles containing the results of research studies, systematic reviews, or evidence summaries that present research findings are included, from 2 separate databases. The type of study and level of evidence is generally correctly identified for 2 academic resources, resources are no older than 5 years. Websites or textbooks are not used.	3 or less academic resources used. Many of the resources are greater than 5 years old. Two or less journal articles contain relevant research findings. Unable to correctly identify type of study or level of evidence for 2 of the academic resources. Websites or textbooks are used.
Task 2: Ethics (5%)	Ethical approval accurately addressed for all 4 articles/resources. (5%)	Ethical approval accurately addressed for 3 articles/resources.	Ethical approval accurately addressed for 2 articles/resources.	Ethical approval accurately addressed for 1 article/resource.	Ethical approval inaccurate for all 4 articles/resources.
Task 2: Justifications (35%)	All 4 selected academic resources are clearly relevant to the topic (pressurised metered-dose inhaler (pMDI) or nebulised inhalation medication). Provides a clear and in-depth justification for choices, using the 5 components of academic credibility. (35%)	All 4 selected academic resources are mostly relevant to the topic (pressurised metered-dose inhaler (pMDI) or nebulised inhalation medication). Provides appropriate justification for choices, using the 5 components of academic credibility.	All 4 selected academic resources are generally relevant to the topic (pressurised metered-dose inhaler (pMDI) or nebulised inhalation medication). Provides general justification for choices, using the 5 components of academic credibility.	All 4 selected academic resources are somewhat relevant to the topic (pressurised metered-dose inhaler (pMDI) or nebulised inhalation medication). Basic justification provided for choices, using the 5 components of academic credibility.	Selected academic resources are not relevant to the topic (pressurised metered-dose inhaler (pMDI) or nebulised inhalation medication). Minimal justification provided regarding the selection of resources. Less than 5 components of academic credibility are used, or are minimally, used.
Task 3: Reflection (10%)	Highly developed reflection and excellent insight into the challenges and successes when using the PICO framework. Comprehensive reflection on how the PICO framework can assist in clinical nursing decision making. (10%)	Well-developed reflection and insight into the challenges and successes when using the PICO framework. Detailed reflection on how the PICO framework can assist in clinical nursing decision making.	Adequately developed reflection and some insight into the challenges and successes when using the PICO framework. Sufficient reflection that explains how the PICO framework can assist in clinical nursing decision making.	Somewhat developed reflection and insight into the challenges and successes when using the PICO framework. Limited reflection on how the PICO framework can assist in clinical nursing decision making. Some points are descriptive rather than reflective.	Little or limited reflection into the challenges and successes when using the PICO framework. No reflection on how the PICO framework can assist in clinical nursing decision making.

Referencing Style

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

Submission
Online

Submission Instructions
Submit your assessment on the PICO template. No cover page is required for Assessment 1. Submit online through Turnitin, as an MS Word document. Please ensure your assignment is double spaced and you use 12-point Times New Roman font. Please upload your assignment as one document by the due date using the Assessment 1 link available on the NURS12165 Moodle site.

Learning Outcomes Assessed

- Apply information literacy skills.
- Employ a systematic approach to locating evidence to address a specific clinical situation.
- Appraise evidence and use critical thinking skills when applying evidence in clinical contexts.
- Reflect on the purpose of evidence in nursing practice and explain why clinical decision making should be based on the best available evidence.

2 Online Quiz

Assessment Type
Online Quiz(zes)

Task Description

Aim
The aim of Assessment 2 is to enable you to demonstrate your skills and knowledge of information literacy and referencing. The learning for this assignment will take place in Week 1 to Week 6.

Instructions
This is an open book assessment and will assessment content from Week 1 to Week 6 inclusive. The quiz consists of 20 multiple-choice questions. Eight (8) of these questions will be referencing questions. You are allowed one attempt at the quiz. Your attempt must be completed within 60 minutes. You will be provided with your result after the quiz closes.

Please follow the steps below to complete your assessment task.
Step 1: Attend the online sessions or on-campus learning from Week 1 to Week 6.
Step 2: Review the learning for NURS12165 from Week 1 to Week 6.
Step 3: Complete the quiz. The quiz will open at 8.00 am on Tuesday August 23, 2022, and close at 5.00 pm Friday August 26, 2022. 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).

IMPORTANT: Please be aware that all student online activity is monitored. If your online activity suggests that cheating has occurred in completing this quiz, it will be treated as an academic integrity issue.

Number of Quizzes
1
Frequency of Quizzes
Other
Assessment Due Date
Week 6 Friday (26 Aug 2022) 5:00 pm AEST

Return Date to Students
Week 6 Friday (26 Aug 2022)

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

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.

Assessment Criteria
No Assessment Criteria

Referencing Style

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

Submission
Online

Submission Instructions
The quiz will open at 8.00 am on Tuesday, August 23, 2022, and close at 5.00 pm Friday August 26,2022 (AEST). Please complete the quiz on the NURS12165 Moodle site by the closing date.

Learning Outcomes Assessed

- Apply information literacy skills.

3 Assessment 3 - Using Evidence to Support Nursing Practice

Assessment Type
Written Assessment

Task Description
Aim
The aim of the assessment is to apply research evidence to clinical nursing problems. The learning for this assignment will take place in Weeks 7 to 12. During this time, you will learn how to appraise research evidence, why it is important, and the value of reflection to your nursing practice. You will also need to refer back to the learning in Weeks 1 to 6 to formulate the research question, search for and evaluate evidence.
Instructions
This assessment consists of three tasks related to the case study below:
Case Study
Your RN buddy is impressed with the information you have collected for Liam and his mother on pressurised metered-dose inhaler (pMDI) and nebulisers. Your RN buddy tells you that the ward where you are undertaking your clinical placement does not have up-to-date policies on pressurised metered-dose inhaler (pMDI) and nebulisers for children. Your RN adds that each staff member has their own ideas on which method is best.
Your RN buddy tells you that the ward is reviewing their policies and procedures for children requiring pressurised metered-dose inhalers (pMDI) and nebulisers. You are asked to help by summarising the current evidence and identifying recommendations that could contribute to the policy.
Please follow the steps below to complete the assessment task.

- Evidence sources should be no older than 5 years.
- Please note: 25% of the total available marks are allocated to assessment structure and referencing.

Requirements for Task 1 (Total of available marks: 35)
Preparation for the written task: Locate at least one relevant clinical practice guideline, two reputable websites and a minimum of four credible journal articles related to the clinical problem: pressurised metered-dose inhaler (pMDI) and nebulisers. To determine the best resources available for this clinical problem, first select and complete appropriate evidence appraisal tools found in Week 7 on the NURS12165 Moodle site. To demonstrate this process, add at least three completed appraisal tools as the appendix. From you appraisal of the resources, select the best evidence. Analyse the evidence to uncover current thinking on the topic. This analysis should focus on the usefulness of the evidence in addressing the clinical nursing problem: pressurised metered-dose inhaler (pMDI) and nebulisers.
Step 1.1 Written task (600 words): Identify and summarise three themes from your analysis of one clinical practice guideline, two reputable websites and a selection of credible journal articles related to the clinical problem: pressurised metered-dose inhaler (pMDI) and nebulisers. Relate these themes to the National Safety and Quality Health Service Standards. Use the note-taking template to document your

summaries and use the writing template to structure your assignment.

Step 1.2 Appendix: In an appendix include at least three appraisal tools which show your analysis of the evidence.

Requirements for Task 2 (400 words) (Total of available marks: 25)
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 three to four clear evidence-based recommendations that align with the best available evidence. These recommendations should be able to be incorporated into ward policies. Support each of your recommendations with intext citations to demonstrate that your clinical nursing decision making is based on the best available evidence.

Step 2.2 Write evidence based justifications for each of your recommendations. Support each justification with intext citations to demonstrate that your clinical nursing decision making is based on the best available evidence.

Requirements for Task 3: Reflection (200 words) (Total of available marks: 15)
You are to reflect on the purpose of evidence-based nursing practice and how this can assist you in your clinical nursing decision making. Be sure to use the note-taking template to assist you with this task.

Resources

- As 25% of the total available marks are allocated to assessment structure and referencing (see marking guide), please access the Assessment 3 resources and template available on the Unit Moodle site and 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 Moodle page has many helpful resources, including information for students with English as a second language.

- ALC online submission is available for students who are studying their first 8 units. You might want to get feedback on your draft assessment via the Academic Learning Centre (ALC). Please allow for three working days for your assessment to be returned. Draft Review

- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

Assessment Due Date
Week 12 Wednesday (5 Oct 2022) 5:00 pm AEST

Return Date to Students

Assessment 3 return date is Wednesday October 26, 2022.

Weighting
50%

Minimum mark or grade
To achieve a passing grade for the unit, you must pass Assessment 3. To pass Assessment 3, you are required to achieve 50% of the available marks for Assessment 3.

Assessment Criteria

Marking guide with assessment criteria	HD 100-85%	D 84-75%	C 74-65%	P 64-50%	F 49-1%	F 0%

Structure 1 (5%)	Excellent presentation of assignment with the inclusion of all correct components. Double line spacing 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 spacing 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 spacing 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 spacing with 12-point Times New Roman font used. 5 to 6 consistent errors with spelling, grammar, or paragraph structure.	.Assignment presentation does not follow template. 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. 8 to 15 inconsistent errors with spelling, grammar, or paragraph structure.	Poorly presented assignment. Assessment template not used. More than 15 inaccuracies in spelling, grammar, or paragraph structure.
Structure 2 (5%)	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 discernible critical thought. Little integration of supporting literature in the assignment. Does not adhere to word count.	Content does not address the assignment task. No discernible critical thought. No integration of supporting literature in the assignment. Does not adhere to word count.
Task 1 (35%)	1.1 Skillful summary of three themes within the evidence related to the clinical problem (pressurised metered-dose inhaler (pMDI) and nebulisers). Findings are related to the National Safety and Quality Health Service Standards. (30%) 1.2 Four completed appraisal tools included in the appendix. (5%)	1.1 Detailed summary of three themes within the evidence related to the clinical problem (pressurised metered-dose inhaler (pMDI) and nebulisers). Findings are related to the National Safety and Quality Health Service Standards. 1.2 Three completed appraisal tools included in the appendix.	1.1 Logical summary of three themes within the evidence related to the clinical problem (pressurised metered-dose inhaler (pMDI) and nebulisers). Findings are related to the National Safety and Quality Health Service Standards. 1.2 Three completed appraisal tools included in the the appendix.	1.1 Appropriate summary of three themes within the evidence related to the clinical problem (pressurised metered-dose inhaler (pMDI) and nebulisers). Findings are related to the National Safety and Quality Health Service Standards. 1.2 Two completed appraisal tools included in the appendix.	1.1 Limited summary of two or less themes within the evidence related to the clinical problem (pressurised metered-dose inhaler (pMDI) and nebulisers). Findings are not related to the National Safety and Quality Health Service Standards. 1.2 One complete appraisal tool included in the appendix.	1.1. No themes identified or themes not related to the clinical problem (pressurised metered-dose inhaler (pMDI) and nebulisers). Findings are not related to the National Safety and Quality Health Service Standards. 1.2 No appraisal tools included in the appendix.
Task 2 (25%)	2.1 Clearly and accurately discusses four recommendations to incorporate evidence into policies and clinical nursing practice. (12.5%) 2.2 Four appropriate justifications that confirm nursing clinical decision making is based on the best available evidence. (12.5%)	2.1 Discusses four recommendations to incorporate evidence into policies and clinical nursing practice. 2.2 Four sufficient justifications that show nursing clinical decision making to be based on the best available evidence.	2.1 Describes four recommendations to incorporate evidence into policies and clinical nursing practice. 2.2 Four basic justifications that somewhat indicate nursing clinical decision making is based on the best available evidence.	2.1 Provides three basic recommendations to incorporate evidence into policies and clinical nursing practice. 2.2 Three basic justifications that show limited nursing clinical decision making based on the best available evidence	2.1 Less than three recommendations provided to incorporate evidence into policies and clinical nursing practice. 2.2 Less than three justifications. Nursing clinical decision making is not based on the best available evidence.	2.1 No recommendations are provided to incorporate evidence into policies and clinical nursing practice. 2.2 No justifications are provided.
Task 3 (15%)	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 limited reflection with regard to the purpose of evidence-based nursing practice and how this can assist in clinical nursing decision making.	No reflection with as to the purpose of evidence-based nursing practice and how this can assist in clinical nursing decision making.
Citations (5%)	Consistently accurate with intext citations in APA 7th style to support and reflect all ideas, information and quotations. (5%)	1 or 2 consistent in-text citation errors in APA 7th style identified. Intext citations support and reflect all ideas, information and quotations.	3 or 4 consistent in-text citations errors in APA 7th style identified. In-text citations support and reflect all ideas, information and quotations.	5 to 6 consistent or inconsistent in-text citation errors in APA 7th style identified. Intext citations support and reflect all ideas, information, and quotations.	In-text citations are not consistent with APA 7th style. 7 to 10 inaccuracies with intext citations. Limited intext citations used to support ideas, Information and quotations.	APA 7th style not used. No references included. 11 or more inaccuracies with intext citations. No intext citations used to support ideas, information and quotations.
Referencing (5%)	A minimum of 8 current credible references used, including at least 4 journal articles, as well as 1 clinical practice guideline, 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.	No references used.
References (5%)	Reference list is in alphabetical order and fully adheres to reference list presentation guidelines APA 7th style. (5%)	Reference list appears in alphabetical order and consistently adheres to reference list presentation Guidelines APA 7th style (1-2 different errors).	Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA 7th style (3-4 different errors).	Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA 7th style (5-6 different errors).	Reference list is not in alphabetical order and does not adhere to reference list presentation guidelines for APA 7th style (7 or more different errorsO	No reference list included in the assignment.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Submit your assessment on the Assessment 3 writing template, online, through Turnitin, as an MS Word document.

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 3 link available on the NURS12165 Moodle site. Please upload the correct assessment as one document. Important: It is your responsibility to submit the correct assessment in the correct format by the due date.

Learning Outcomes Assessed

- Apply information literacy skills.
- Employ a systematic approach to locating evidence to address a specific clinical situation.
- Appraise evidence and use critical thinking skills when applying evidence in clinical contexts.
- Reflect on the purpose of evidence in nursing practice and explain why clinical decision making should be based on the best available evidence.

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