



NURS12165 Evidence to Inform Nursing Practice

Term 1 - 2023

Profile information current as at 04/05/2024 11:41 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: 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 1 - 2023

- Brisbane
- Online
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 30%

2. **Online Quiz(zes)**

Weighting: 20%

3. **Written Assessment**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student 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
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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

Danielle Le Lagadec Unit Coordinator
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Lucinda Brown Unit Coordinator
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Laila McKelvey Unit Coordinator
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Schedule

Week 1 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Evidence-Informed Practice		Moodle activities and formative quiz

Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Evidence Based Practice and the need for a focused and searchable Research Question		Moodle activities and formative quiz

Week 3 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Searching for Evidence: Systematic Approaches		Moodle activities and formative quiz

Week 4 - 27 Mar 2023

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

Week 5 - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Concepts in Evidence-Based Practice,
Level of Evidence and Introduction to
Ethical Practice

Moodle activities and formative quiz

Vacation Week - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Moodle activities and formative quiz

Ethics in Evidence-Based Practise and
Research - A Nursing Context

**Assessment 1 - Bare below the
elbow, why?** Due: Week 6 Monday
(17 Apr 2023) 11:59 pm AEST

Week 7 - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Moodle activities and formative quiz

Critical Appraisal of Evidence and
Systematic Reviews

Online - Quiz Due: Week 7 Friday (28
Apr 2023) 11:59 pm AEST

Week 8 - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Appraisal of Quantitative and
Qualitative Studies

Moodle activities and formative quiz

Week 9 - 08 May 2023

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

Moodle activities and formative quiz

Week 10 - 15 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Application of Evidence: Clinical
Practice Guidelines & National Safety
and Quality Health Care Service
Standards

Moodle activities and formative quiz

Week 11 - 22 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Moodle activities and formative quiz

Application of Evidence: Clinical Audits

**Assessment 3 - Using Evidence to
Support Nursing Practice** Due:
Week 11 Thursday (25 May 2023)
11:59 pm AEST

Week 12 - 29 May 2023

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

Moodle activities

Review/Exam Week - 05 Jun 2023

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

An overall grade of 50% must be achieved in order to pass this unit.

Assessment Tasks

1 Assessment 1 - Bare below the elbow, why?

Assessment Type

Written Assessment

Task Description**Assessment 1 - Bare below the elbow, why?**

Type: Written Assessment

Due date: Week 6, Monday (17 April, 2023) 11:59 pm AEST (Brisbane time)

Weighting: 30%

Word count: 1000 \pm 10% words

Unit Coordinators: Dr Danielle Le Lagadec and Lucinda Brown

Aim

The assessment aims to help you develop a well-structured clinical question, find the evidence pertaining to that question and assess the credibility of the evidence sourced.

Scenario

You are a newly graduated registered nurse (RN) on a medical/surgical ward at a public hospital. During a ward meeting, the Nurse Unit Manager (NUM) states that there are an increasing number of nurses wearing Smart wristwatches on shift. There are also several nurses wearing engagement and decorative rings. The hospital policy is 'bare below the elbow'. As part of the Graduate Nurse Program, all graduate RNs are required to prepare educational resources for the nursing staff. The NUM asks you to gather evidence on why the staff should, or perhaps should not, comply with the 'bare below the elbow' hospital policy. You will need to use the best available, peer-reviewed evidence for this task.

Instructions

This assessment is about finding the best evidence and appraising the credibility of that evidence (resource). You will also be asked to reflect on why it is important to use credible resources to guide your nursing practice.

Preparation for Task 1

Using the learning from Modules 2 and 3 formulate the clinical question and search terms, then systematically search the nursing databases to locate resources in response to the scenario above (Bare below the elbow). Choose 4 of the best academic resources (journal articles) you located.

Task 1 - Appraisal of the Evidence (Resources) (800 \pm 10% words, i.e., 200 words per annotated bibliography; worth 75% of the available marks) (LO1, LO2, LO3)

Step 1.1 Place the reference for the resource above each annotated bibliography using 7th edition American Psychological Association (APA) referencing style. Refer to the exemplar provided in Moodle under the Assessment tile.

Step 1.2 Using the five components of academic credibility (ARCOC - Authority, Relevance, Coverage, Objectivity, and Currency), undertake an appraisal of these four resources, this is known as an annotated bibliography. A separate annotated bibliography must be written for each resource. Each annotated bibliography must explain why your selected articles are credible to answer the clinical question. The words Authority, Relevance, Coverage, Objectivity, and Currency, or derivatives thereof, must appear in each annotated bibliography.

Important: You must use peer-reviewed journal articles. The resources must be current, i.e., 2017 to the present. Do not use clinical practice guidelines, editorials, opinion pieces, JBI (Johanna Briggs Institute) resources, Cochran reviews, hospital policies or web pages for this assessment.

Task 2 - Reflection (200 ±10% words, worth 15% of the available marks)

Write a reflection on why it is important to appraise the credibility of the resources used to guide your clinical decision-making in your nursing practice. Intext citations are not necessary in this reflection. Your reflection is to be written in the first person. When writing your reflection, you need to use the words: me, my and I. (LO4)

Requirements

- Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- You may write in the first-person perspective (I, my) for reflective writing task (Task 2). The annotated bibliography must be written in the third person (Task 1). Please review the Assessment 1 exemplar and the ALC annotated bibliography sheet available under the Assessment tile on the NURS12165 Moodle site for the layout of this assessment.
- Provide a cover page.
- No reference list is required. The references appear above each annotated bibliography.
- List the annotated bibliographies in alphabetical order according to the resource authors.
- Please do not use direct quotes in this assessment.

Literature and references

- Use peer-reviewed journal articles for this assessment.
- Use current resources (references) from 2017 to the present.
- Use the 7th 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 ALC-Academic Communication Moodle site.

Submission

- Submit online through Turnitin, as a single Microsoft Word document.
- Please submit your assignment by the due date using the Assessment 1 link available on the NURS12165 Moodle site.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission.

Learning Outcomes Assessed

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.

Assessment Due Date

Week 6 Monday (17 Apr 2023) 11:59 pm AEST

Return Date to Students

Week 9 Wednesday (10 May 2023)

Weighting

30%

Assessment Criteria

Marking Guide with assessment criteria	HD 100-85%	D 84-75%	C 74-65%	P 64-50%	F 49-1%	Fail 0%
Structure & Academic writing (10%)	Excellent presentation of assignment with the inclusion of all correct components, cover page included, double line spacing, appropriate font, consistently accurate spelling, grammar, and paragraph structure. Adheres to word count.	Well-presented assignment, cover page included, double line spacing, appropriate font, 1 or 2 errors in spelling, grammar, or paragraph structure. Adheres to word count.	Appropriately presented assignment, cover page included, double line spacing, appropriate font, 3 or 4 consistent errors with spelling, grammar, or paragraph structure. Adheres to word count.	Adequate assignment presentation, cover page included, double line spacing, appropriate font, 5 to 7 consistent errors with spelling, grammar, or paragraph structure. Adheres to word count.	Poorly presented assignment, with an inadequate or without a cover page. Double line spacing not used, inappropriate font used, 8 to 15 inconsistent errors with spelling, grammar, or paragraph structure. Does not adhere to word count.	Cover page absent. Double line spacing and appropriate font not used. More than 15 inaccuracies in spelling, grammar, or paragraph structure. Does not adhere to word count.
Task 1: References (10%)	All references fully adhere to APA 7 th ed guidelines, no errors.	References mostly adhere to APA 7 th ed guidelines, 3 consistent errors.	References generally adhere to APA 7 th ed guidelines, 4 consistent errors.	References somewhat adhere to APA 7 th ed guidelines, 5 consistent errors.	References do not adhere to APA 7 th ed guidelines, 6 consistent errors.	Many aspects of the APA 7 th ed referencing style missing. More than 6 consistent errors.

Task 1: Resources used (5%)	Included 4 quality peer-reviewed journal articles that present research findings excellently aligned to the topic, resources are no older than 2017.	Included 4 quality peer-reviewed journal articles that present research findings well aligned with the topic, resources are no older than 2017.	Included 4 quality peer-reviewed journal articles that present research findings relevant to the topic, 3 of the resources are no older than 2017.	Included 4 quality peer-reviewed journal articles that present research somewhat relevant to the topic, 2 of the resources are no older than 2017.	Includes 3 or fewer peer-reviewed articles, or the articles included do not relate to the topic. Most of the resources predate 2017.	No peer-reviewed articles used. Websites or textbooks are used; or all articles predate 2017.
Task 1: Annotated bibliography (60%)	Provides a clear and in-depth justification for resources included. The 5 components of academic credibility are clearly discernible in each annotated bibliography.	Provides appropriate justification for resources included. The 5 components of academic credibility are discernible in each annotated bibliography.	Provides general justification for resources included. 1 of the 5 components of academic credibility has been omitted or inadequately addressed in 1 of the annotated bibliographies.	Basic justification provided for resources include. 1 of the 5 components of academic credibility has been omitted or poorly addressed in 2 of the annotated bibliographies; or 2 of the components of academic credibility have been omitted or poorly addressed in 1 of the annotated bibliographies.	Minimal justification provided regarding the selection of resources. Less than 4 components of academic credibility are discernible in each annotated bibliography, or are inadequately addressed or minimally used; or article contents are summaries, not justified.	No justification provided regarding the selection of articles. Components of academic credibility are not discernible.
Task 2: Reflection (15%)	Highly developed reflection and excellent insight into the importance of appraising the credibility of the information used to inform nursing practice.	Well-developed reflection and insight into the importance of appraising the credibility of the information used to inform nursing practice.	Adequately developed reflection and some insight into the importance of appraising the credibility of the information used to inform nursing practice.	Somewhat developed reflection and insight into the importance of appraising the credibility of the information used to inform nursing practice. Some points are descriptive rather than reflective.	Little or limited reflection on the importance of the credibility of the information used to inform nursing practice.	No reflection was provided.

Referencing Style

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

Submission

Online

Submission Instructions

Submit online through Turnitin, as a single Microsoft Word document. Include a cover page. Please submit your assignment by the due date using the Assessment 1 link available on the NURS12165 Moodle site. Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission.

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

NURS12165

Evidence to Inform Nursing Practice

Assessment 2 - Online quiz

Type: Online quiz

Quiz opens: 7:00 am (AEST) Tuesday, 25 April, 2023 (Week 7)

Quiz closes: 11:59 pm (AEST) Friday, 28 April, 2023 (Week 7)

Completion time: 70 minutes

Weighting: 20%

Length: 40 questions

Unit Coordinators: Danielle Le Lagadec and Lucinda Brown

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 assess content from Week 1 to Week 6 inclusive. You will be provided with your result after the quiz closes. You are completing an online quiz.

Access the quiz via the Assessment 2 portal on the Moodle site.

The quiz consists of 40 multiple-choice questions. Each question is worth 0.5 marks.

You have a maximum of 70 minutes to complete the quiz. You must complete the quiz in one sitting. Once you start the quiz, you must complete it in 70 minutes. The quiz will automatically close at the end of 70 minutes and will submit your result even if you have not finished.

You can have a maximum of 1 attempt for the quiz.

Once you have started the quiz, you cannot log out. Please do not refresh or reload your screen as this may close the quiz and record your result.

If you have any technical issues let the unit coordinators know immediately. Take a screenshot or photo of the issue and email it to the unit coordinators. We will assist you with resolving it or refer you to TaSAC for further assistance (toll-free phone number 1300 666 620).

Requirements

- Computer access with a reliable internet connection.
- Relevant learning materials available to access during the quiz.

Submission

- You will complete this assessment online. Click submit at the end of the quiz and your answers will be automatically submitted.
- You will be provided with your result after the quiz closes..

Learning Outcomes Assessed

- Apply information literacy skills.

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Week 7 Friday (28 Apr 2023) 11:59 pm AEST

Return Date to Students

Week 8 Tuesday (2 May 2023)

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

Weighting

20%

Assessment Criteria

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

Referencing Style

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

Submission

Online

Submission Instructions

The quiz will open at 7.00 am on Tuesday, 25th April 2023, and close at 11:59 pm Friday 28th April 2023. Please complete the quiz on the NURS12165 Moodle site by the closing date. If you do not completed the quiz in the allocated time, your responses will be automatically submitted for grading.

Learning Outcomes Assessed

- Apply information literacy skills.

3 Assessment 3 - Using Evidence to Support Nursing Practice

Assessment Type

Written Assessment

Task Description

Assessment 3 - Using Evidence to Support Nursing Practice

Type: Written Assessment

Due date: Week 11, Thursday (25 May 2023) 11:59 pm AEST (Brisbane time)

Weighting: 50%

Word count: 1400 \pm 10% words

Unit Coordinators: Dr Danielle Le Lagadec and Lucinda Brown

Aim

The assessment aims to apply research evidence to a clinical nursing problem and to demonstrate how research evidence underpins the NSQHCS Standards and clinical practice guidelines/policies.

Scenario

Your NUM is impressed with the information you have collected on the need for the 'bare below the elbow' policy. The NUM asks you to prepare the material for inclusion in an evidence-based information sheet which will be used to educate the RNs, student nurses and assistants in nursing (AIN) working on the medical-surgical ward. The NUM asks you to provide the nursing staff with the best academic evidence on why 'bare below the elbow' is important as an infection control measure. The NUM requests that you link this information to the National Safety and Quality Health Service Standards (NSQHCS) and relevant clinical practice guidelines or policies. The NUM also asks that the information sheet contain recommendations for practical nursing actions based on the evidence you have collected, i.e. actions that nurses can implement in support of the 'bare below the elbow' policy.

Instructions

This assessment consists of 2 tasks related to the scenario above.

Please follow the steps below to complete the assessment task. A template is provided in Moodle, to help you structure this assessment.

Evidence resources that must be included in Task 1:

- At least four credible journal articles. You may use the articles retrieved for Assessment 1.
- Two reputable (credible) websites (See NURS12165 Moodle site).
- The 2021 edition of the National Safety and Quality Health Service Standards (NSQHCS)
- A relevant clinical practice guideline or policy.

Task 1 - Using Evidence to Support Nursing Practice (1200 \pm 10% words: worth 65 marks) (LO1, LO2, LO3)

Step 1.1 In no more than three (3) paragraphs, summarise the evidence you have collected by focusing on three main ideas/concepts related to the clinical problem: 'Bare below the elbow'. Please ensure you support your summary with intext citations. (Word count 600 words including intext citations – 30 marks)

Step 1.2 Relate each idea/concept to the relevant NSQHCS Standard. Specify the appropriate NSQHCS 'Item' and 'Action' relating to that idea/concept. (50 words per idea/concept including intext citations – Total word count 150 words - 10 marks)

Step 1.3 Link each idea/concept to an appropriate clinical practice guideline or policy. (50 words per idea/concept including intext citations – total word count 150 words - 10 marks)

Step 1.4 For each idea/concept, recommend one practical action/nursing practice that the nurses can implement in support of the 'bare below the elbow' policy. You must use the word recommend or recommendation or recommended. (100 words per idea/concept including intext citations – total word count 300 words – 15 marks)

Task 2 - Reflection (200 \pm 10% words: 15 marks) (LO4)

Reflect on what you consider evidence-based practice to be and why your clinical nursing decision making should be based on the best available evidence. In writing your reflection, consider the changes to your nursing practice that you may make, or not make, based on your discussion in Task 1. Intext citations are not required in this reflection. Your reflection is to be written in the first person. When writing your reflection, you need to use the words: me, my and I.

Requirements

- Submit your assessment using the Assessment 3 Template provided.
- A cover page is required; as per the Template provided, no introduction or conclusion is required. Include a reference list.
- You must use headings, i.e. Task 1 – Step 1.1, Task 2 – Reflection, etc.
- Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page

margins (standard pre-set margin in Microsoft Word).

- Include page numbers on the top right side of each page in a header.
- You may write in the first-person perspective (I, my) for reflective writing tasks (Task 2). Task 1 must be written in the third person.
- Do not use direct quotes in the assessment.

Literature and references

- Use current resources (references) from 2017 to the present.
- Use the 7th 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 ALC-Academic Communication Moodle site.

Submission

- Submit online through Turnitin, as a single Microsoft Word document.
- Please submit your assignment by the due date using the Assessment 3 link available on the NURS12165 Moodle site.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission.

Learning Outcomes Assessed

- 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.

Assessment Due Date

Week 11 Thursday (25 May 2023) 11:59 pm AEST

Return Date to Students

Exam Week Friday (16 June 2023)

Weighting

50%

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 5%	Excellent presentation of assignment with the inclusion of all correct components. Double line spacing, appropriate font used, consistently accurate spelling, grammar, and paragraph structure. Adheres to word count. Content is clearly relevant to the topic. The approach comprehensively addresses the assignment task, and the argument proceeds logically.	Well-presented assignment, with inclusion of required components. Double line spacing, appropriate font used. 1 or 2 errors in spelling, grammar or paragraph structure. Adheres to word count. Content is relevant to the topic. The approach clearly addresses the assignment task, and the argument proceeds logically.	Organisation and structure of the assignment are appropriate, with the inclusion of most required components. Double line spacing, appropriate font used. 3 or 4 consistent errors in spelling, grammar or paragraph structure. Adheres to word count. Content is appropriate and addresses the assignment task, the argument, for the most part, proceeds logically.	Adequate assignment presentation, however, organisation and structure allow misinterpretation of the meaning of the content. Double line spacing, appropriate font used. 5 to 6 consistent errors in spelling, grammar or paragraph structure. Adheres to word count. Content addresses the assignment task although the argument is at times repetitive or lacks cohesion.	Assignment presentation does not follow Template. Critical components are missing. Organisation and structure detract from the meaning of the content. Double line spacing not used. Appropriate font not used. 8 to 15 inconsistent errors in spelling, grammar, or paragraph structure. Does not adhere to word count. Inadequate description of required content. Assignment task not addressed.	Poorly presented assignment. Assessment template not used. Critical components are missing. More than 15 inaccuracies in spelling, grammar, or paragraph structure. Content does not address the assignment task. No discernible critical thought.
Task 1- Summarising the evidence 30%	Excellent summary of evidence related to the clinical topic. 3 clearly defined concepts identified from summary.	Detail summary evidence related to the clinical topic. 3 well thoughts out concepts identified from summary.	Logical summary evidence related to the clinical topic. 3 concepts identified from summary.	Adequate summary evidence related to the clinical topic. 3 concepts able to be identified in summary but there may be some inconsistency or repetition in the concepts.	Limited summary evidence related to the clinical topic. Less than 3 concepts identified in summary of the literature.	No summary evidence. No concepts identified, or concepts not related to the clinical topic.
Task 1 - NSQHCS 10%	All 3 concepts well linked to appropriate NSQHCS standards with 'Items' and 'Actions' clearly identified. Linkage explained in detail.	All 3 concepts well linked to appropriate NSQHCS standards with 'Items' and 'Actions' identified. Linkage explained but with little detail.	Concepts linked to somewhat appropriate NSQHCS standards with 'Items' and 'Actions' identified for all 3 concepts but linkage is not explained.	Two concepts are linked to appropriate NSQHCS standards with 'Items' and 'Actions' identified but linkage is not explained. Or appropriate NSQHCS standards are linked to all 3 concepts but 'Items' and 'Actions' are not included.	One or less of the concepts are linked to appropriate NSQHCS standards.	NSQHC standards not included. Or, if included, they are not related to the clinical topic.
Task 1 - Practice guidelines 10%	Appropriate clinical practice guidelines or policies is strongly linked to all 3 concepts. Linkage explained in detail.	Appropriate clinical practice guidelines or policies are linked to all concepts. Linkages are well explained.	A somewhat appropriate clinical practice guideline or policy is included but the linkage to the 3 concepts is not clearly explained.	A somewhat appropriate clinical practice guideline or policy is linked to 2 of the concepts. Scant detail of the linkage is provided.	A somewhat appropriate clinical practice guideline or policy is linked to 1 concept with no explanation of the linkage.	Clinical practice guidelines or policies are not included.
Task 1 - recommendations 15%	A detailed practical nursing action/ practice is derived from each concept. Word 'recommend(ation)' is used in all 3 concepts.	An appropriate practical nursing action/practice is derived from each concept. Word 'recommend(ation)' is used in all 3 concepts.	A somewhat appropriate practical nursing action/practice is derived from each concept but with little detail. Word 'recommend(ation)' is used in 3 concepts.	A practical nursing action/practice is derived from 2 of the concepts. Word 'recommend(ation)' is implied in 2 concepts.	If practical nursing action/practice are included, they are not appropriately related to the concepts. Word 'recommend(ation)' is not used.	If practical nursing action/practice are included, they are not related to the clinical topic. Word 'recommend(ation)' not used.

Task 2 - Reflection 15%	Highly developed reflection and insight on changes to practice implemented due to the evidence collected.	Well-developed reflection and insight on changes to practice implemented due to the evidence collected.	Adequately developed reflection and some insight on changes to practice implemented due to the evidence collected.	Somewhat developed reflection and some insight on changes to practice implemented due to the evidence collected. Some points are descriptive rather than reflective.	Little or limited reflection on changes to practice implemented due to the evidence collected.	Task not undertaken or reflection is not related to the topic.
Intext citations 5%	Consistently accurate with intext citations in APA 7 th style to support and reflect all ideas, and information.	1 or 2 consistent intext citation errors in APA 7 th style were identified. Intext citations supports and reflect all ideas and information.	3 or 4 consistent intext citation errors in APA 7 th style were identified. Intext citations supports and reflect all ideas and information.	5 to 6 consistent intext citation errors in APA 7 th style were identified. Intext citations supports and reflect most ideas and information.	Intext citations are not consistent with APA 7 th style. 7 to 10 inaccuracies with intext citations. Limited intext citations used to support ideas and information.	APA 7 th style not used. No intext citations included, or more than 10 inaccuracies, ideas and information not supported.
Number and quality references 5%	10 or more current credible references used, including at least 6 journal articles, 1 clinical practice guideline or policy, 2 or more credible relevant websites, and the NSQHCS.	9 current references were used, including at least 5 journal articles, 1 clinical practice guideline or policy, 2 credible relevant websites, and the NSQHCS.	8 current references used, including at least 4 journal articles, 2 credible relevant websites, 1 clinical practice guideline or policy and the NSQHCS.	A minimum of 7 current references used but must include at least 4 journal articles, 1 credible relevant website, 1 clinical practice guideline or policy and the NSQHCS.	Less than 7 current references used, including journal articles. Some or all of the following are omitted: credible relevant websites, the NSQHCS or a clinical practice guideline or policy.	No references included.
Reference List 5%	Reference list is in alphabetical order and fully adheres to reference list presentation guidelines APA 7 th style.	Reference list is in alphabetical order and consistently adheres to reference list presentation guidelines APA 7 th style with 1-2 different errors.	Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA 7 th style with 3-4 different errors.	Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA 7 th style with 5-6 different errors.	Reference list is not in alphabetical order and does not adhere to reference list presentation guidelines for APA 7 th style, more than 6 different errors.	No reference list is included in the assignment.

Referencing Style

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

Submission

Online

Submission Instructions

Submit your assessment using the Assessment 3 Template provided. Submit online, through Turnitin, as a Microsoft Word document. Please submit your assignment by the due date using the Assessment 3 link available on the NURS12165 Moodle site. Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission.

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