



# NURS12165 Evidence to Inform Nursing Practice

## Term 2 - 2023

Profile information current as at 04/05/2024 09:29 pm

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 - 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 SUTE student feedback

##### **Feedback**

Assignments must be clear and easy to understand at the beginning of the term; frustrating when we get clarification on the content of the assignments weekly, many students feel confused about what was expected for the assessments.

##### **Recommendation**

Ensure that the assessment instructions are clear and easy to understand. Consider moving the 'Explaining the Assessment' tutorial earlier in the term, possibly to weeks 2 or 3.

#### Feedback from SUTE student feedback

##### **Feedback**

A very practical unit that will be useful throughout my undergraduate studies and during my nursing career. I wish this unit was presented in first year.

##### **Recommendation**

Continue to emphasise the practical application of Evidence-Based Practice in clinical nursing practice. Suggest that the unit be moved back to the first year of the BN program in the next course revision.

#### Feedback from SUTE student feedback

##### **Feedback**

I actually enjoyed this unit. Content was great, educators were very helpful and the support for assessments such as exemplars etc was fantastic.

##### **Recommendation**

Continue to support the student's learning, by providing assessment support material both from the unit coordinators and from the ALC. Continue to involve the ALC in this unit.

#### Feedback from SUTE student feedback

##### **Feedback**

The teaching team provides excellent support regarding assessments; and amazing feedback, including constructive criticism.

##### **Recommendation**

Continue to use Grade Form in Turnitin. It encourages the markers to provide detailed student feedback for each marking criterion. Students have a better understanding of the marks they achieved and areas needing possible improvement.

## 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

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

## Schedule

### Week 1 - 10 Jul 2023

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

### Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Asking Answerable Clinical Question		Moodle activities and formative quiz

### Week 3 - 24 Jul 2023

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

### Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Have You Sourced Credible Evidence		Moodle activities and formative quiz

### Week 5 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
ALC week: Help with Assessment 1 & Referencing Skills		Activities on ALC site

### Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 21 Aug 2023

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

Ethics in Evidence-Based Practice - A  
Nursing Context

**Selecting the Intramuscular  
Injection Site: What does the  
evidence say?** Due: Week 6 Monday  
(21 Aug 2023) 5:00 pm AEST

#### Week 7 - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
		Moodle activities and formative quiz
Web Site & Social Media Appraisal		<b>Online Quiz</b> Due: Week 7 Friday (1 Sept 2023) 5:00 pm AEST

#### Week 8 - 04 Sep 2023

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

#### Week 9 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
ACL Week - Help with Assessment 3 and Writing Skills		Activities on ALC site

#### Week 10 - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
EBP & Your Nursing Practice		Moodle activities

#### Week 11 - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
		Moodle activities
Reflection in Evidence Based Practice		<b>Using Evidence to Support Nursing Practice</b> Due: Week 11 Friday (29 Sept 2023) 5:00 pm AEST

#### Week 12 - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Using Evidence in Clinical Situation		Moodle activities

#### Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
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#### Exam Week - 16 Oct 2023

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

### 1 Selecting the Intramuscular Injection Site: What does the evidence say?

#### Assessment Type

Written Assessment

#### Task Description

## 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. As part of the Graduate Nurse Program, all graduate RNs are required to prepare educational resources for nursing staff. The NUM has assigned topics to the graduate RNs on the ward. Your topic is the "Intramuscular Injection Site." The NUM asks you to gather the best available peer-reviewed evidence on selecting the most appropriate intramuscular injection site for medications able to be delivered via this route.

## 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. Please use the Assessment 1 template available on the NURS12165 Moodle site to structure your assessment.

### 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 (Intramuscular Injection Site). Choose **4** of the **best** academic journal articles available through the CQUniversity Library that present research findings. Be sure to select research that is at the highest level of evidence.

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

**Step 1.1** Place the reference for the resource above each annotated bibliography using 7<sup>th</sup> edition American Psychological Association (APA) referencing style. Refer to the APA 7<sup>th</sup> edition style guide for directions on how to correctly reference your resources.

**Step 1.2** Using the five components of academic credibility (ARCOC - Authority, Relevance, Coverage, Objectivity, and Currency), undertake an appraisal of these four research journal articles. This is known as an annotated bibliography. A separate annotated bibliography must be written for each journal article. Each annotated bibliography must explain why your selected articles are credible to address the clinical topic: "Intramuscular Injection Site." 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 that present research findings. The resources must be current, i.e., 2018 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  $\pm$ 10% words, 20 marks)

In one paragraph write a reflection on why it is important to appraise the credibility of the evidence used to guide your clinical decision-making in your nursing practice. You may find it helpful to consider the following questions in your reflection:

- What are credible resources (what does this mean)?
- How do you know the information is credible?
- Why is credible information important in clinical nursing decision making?

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

- Please use the Assessment 1 template available on the NURS12165 Moodle site to structure



your assessment.

- Please view the ALC information in week 5 for additional resources for Assessment 1.
- 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. [Instructions are available here.](#)
- 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.
- 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 do not use direct quotes in this assessment.
- Use current resources (references) from 2018 to the present.
- Use the 7<sup>th</sup> 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](#).

### Assessment Due Date

Week 6 Monday (21 Aug 2023) 5:00 pm AEST

### Return Date to Students

Week 8 Friday (8 Sept 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%
<b>Structure &amp; Academic writing (10%)</b>	Excellent presentation of assignment with the inclusion of all correct components, cover page included, double line spacing, 12 point New Times Roman font, consistently accurate spelling, grammar, and paragraph structure. Adheres to word count. (10-8.5)	Well-presented assignment, cover page included, double line spacing, 12 point New Times Roman font, 1 or 2 errors in spelling, grammar, or paragraph structure. Adheres to word count. (8.4-7.5)	Appropriately presented assignment, cover page included, double line spacing, 12 point New Times Roman font, 3 or 4 consistent errors with spelling, grammar, or paragraph structure. Adheres to word count. (7.4-6.5)	Adequate assignment presentation, cover page included, double line spacing, 12 point New Times Roman font, 5 to 7 consistent errors with spelling, grammar, or paragraph structure. Adheres to word count. (6.4-5)	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. (4.9-0.5)	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. (0)
<b>Task 1: References (10%)</b>	All references fully adhere to APA 7 <sup>th</sup> ed guidelines, no errors. References are in alphabetical order. (10-8.5)	References mostly adhere to APA 7 <sup>th</sup> ed guidelines. 3 consistent errors or 1 to 2 inconsistent errors in referencing. References are in alphabetical order. (8.4-7.5)	References generally adhere to APA 7 <sup>th</sup> ed guidelines. 4 consistent errors or 3 to 4 inconsistent errors in referencing. References are in alphabetical order. (7.4-6.5)	References somewhat adhere to APA 7 <sup>th</sup> ed guidelines. 5 consistent errors or 5 to 6 inconsistent errors in referencing. References are in alphabetical order. (6.4-5)	References do not adhere to APA 7 <sup>th</sup> ed guidelines. 6 consistent errors or 7 to 8 inconsistent errors in referencing. References are not in alphabetical order. (4.9-0.5)	Many aspects of the APA 7 <sup>th</sup> ed referencing style missing. More than 6 consistent errors or 9 or more inconsistent errors in referencing. References are not in alphabetical order. (0)
<b>Task 1: Resources used (5%)</b>	Included 4 quality peer-reviewed journal articles that present research findings excellently aligned to the topic, resources are no older than 2018. (5-4.25)	Included 4 quality peer-reviewed journal articles that present research findings well aligned with the topic, resources are no older than 2018. (4.2-3.75)	Included 4 quality peer-reviewed journal articles that present research findings relevant to the topic, 3 of the resources are no older than 2018. (3.7-3.25)	Included 4 quality peer-reviewed journal articles that present research somewhat relevant to the topic, 2 of the resources are no older than 2018. (3.2-2.5)	Includes 3 or fewer peer-reviewed articles, or the articles included do not relate to the topic. Most of the resources predate 2018. (2.45-0.5)	No peer-reviewed articles used. Websites or textbooks are used; or all articles predate 2018. (0)

<b>Task 1: Annotated bibliography (60%)</b>	Provides a clear and in-depth justification for resources included. The 5 components of academic credibility are clearly discernible in each annotated bibliography. (60- 51)	Provides appropriate justification for resources included. The 5 components of academic credibility are discernible in each annotated bibliography. (50.4-45)	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. (44.4-39)	Basic justification provided for resources included. 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. (38.4-30)	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. (29.5-0.5)	No justification provided regarding the selection of articles. Components of academic credibility are not discernible. (0)
<b>Task 2: Reflection (15%)</b>	Highly developed reflection and excellent insight into the importance of appraising the credibility of the information used to inform nursing practice. (15-12.75)	Well-developed reflection and insight into the importance of appraising the credibility of the information used to inform nursing practice. (12.6-11.25)	Adequately developed reflection and some insight into the importance of appraising the credibility of the information used to inform nursing practice. (11.1-9.75)	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. (9.6-7.5)	Little or limited reflection on the importance of the credibility of the information used to inform nursing practice. (7.4-0.5)	No reflection was provided. (0)

## Referencing Style

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

## Submission

Online

### Submission Instructions

Use the Assessment 1 template available on the NURS12165 Moodle site and submit online through Turnitin, as a single Microsoft Word document.

### 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 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 (half) a mark.
- You have a maximum of 80 minutes to complete the quiz. You must complete the quiz in one sitting. Once you start the quiz, you must complete it in 80 minutes. The quiz will automatically close at the end of 80 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 coordinator know immediately. Take a screenshot or photo of the issue and email it to the unit coordinator. 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.
- You will require a copy of the [American Psychological Association 7th Edition \(APA 7th edition\)](#) Referencing Guide.

## 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.

**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 7 Friday (1 Sept 2023) 5:00 pm AEST

Quiz opens: 8:00 am (AEST) Tuesday, August 29, 2023 (Week 7) and closes, 5.00 pm (AEST) Friday, September 1, 2023 (Week 7)

## Return Date to Students

Week 7 Friday (1 Sept 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 800 am (AEST) Tuesday, August 29, 2023 (Week 7) and closes 5.00 pm (AEST) Friday, September 1, 2023 (Week 7). Please complete the quiz on the NURS12165 Moodle site by the closing date. If you do not complete the quiz in the allocated time, your responses will be automatically submitted for grading.

## Learning Outcomes Assessed

- Apply information literacy skills.

# 3 Using Evidence to Support Nursing Practice

## Assessment Type

Written Assessment

## Task Description

### Aim

The assessment aims to apply research evidence to a clinical nursing problem and to demonstrate how research evidence underpins nursing decisions, the NSQHS standards and clinical practice guidelines.

### Scenario

Your NUM is impressed with the information you have collected on selecting the most appropriate intramuscular injection site for medications able to be delivered via this route. The NUM asks you to prepare the material for inclusion in an evidence-based information sheet which will be used to educate the RNs and student nurses working on the medical-surgical ward. The NUM asks you to provide the nursing staff with the best evidence on how to select the intramuscular injection site and why this is important. They request you link this information to a relevant clinical practice guideline. The NUM also asks that the information sheet contain nursing actions/decisions based on the best available evidence. They request the nursing actions/decisions be supported by evidence-based rationales and linked to the National Safety and Quality Health Service Standards (NSQHS).

### 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.

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

**Step 1.1: Summary of Evidence and Identification of Concepts**

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: “Selecting the Intramuscular Injection site”. Please ensure you support your summary with intext citations (Word count 600 words including intext citations – 30 marks).

**Step 1.2: Link to Clinical Practice Guidelines**

Identify a clinical practice guideline/s related to selecting the intra-muscular injection site. In one paragraph explain how these guidelines relate to the concepts identified in Step 1.1. This must be an academic paragraph with a topic sentence and concluding sentence (Word count 150 words including intext citations - 10 marks).

**Step 1.3: Evidence Base Clinical Nursing Actions/Decisions**

From your summary of the evidence identify three (3) practical nursing actions/decisions related to “Selecting the Intramuscular Injection site.” Write one paragraph for each practical nursing action/decision. Each paragraph should include a discussion of your selected nursing action/decision, plus an evidence-based rationale highlighting the importance of the nursing action/decision. Incorporate in your discussion the relevant National Safety and Quality Health Service Standard(s) (NSQHS) and explain how the selected NSQHS standard supports the nursing action/decision. Each paragraph should be 150 words in length and include intext citations (Total word count 450 words including intext citations- 25 marks).

**Task 2: Reflection** (200 ± 10% words, 15 marks) (LO4)

In one paragraph, 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**

- Please use the Assessment 3 template available on the NURS12165 Moodle site to structure your assessment.
- Please view the ALC information in week 9 for additional resources for Assessment 3.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission.

[Instructions are available here.](#)

- 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.
- Use current journal articles from the CQU Library from 2018 to the present.
- Use the 7<sup>th</sup> edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- We recommend 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.

**Assessment Due Date**

Week 11 Friday (29 Sept 2023) 5:00 pm AEST

**Return Date to Students**

Exam Week Friday (20 Oct 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%
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<b>Structure 1 5%</b>	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. (5-4.25)	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. (4.2-3.75)	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. (3.7-3.25)	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. (3.2-2.5)	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. (2.45-0.5)	Poorly presented assignment. Assessment template not used. Critical components are missing. More than 15 inaccuracies in spelling, grammar, or paragraph structure. (0)
<b>Task 1- Summarising the evidence 30%</b>	Content addresses the assignment task with an excellent summary of evidence related to the clinical topic. All 3 clearly defined concepts identified from summary. The argument is comprehensive and proceeds logically. (30 - 25.5)	Content addresses the assignment task with a detailed summary evidence related to the clinical topic. All 3 well thought out concepts identified from summary. The argument is clear and proceeds logically. (25.2 - 22.5)	Content addresses the assignment task with a logical summary evidence related to the clinical topic. All 3 concepts identified from summary. The argument is appropriate, and for the most part, proceeds logically. (22.2 - 19.5)	Content addresses the assignment task with an adequate summary evidence related to the clinical topic. All 3 concepts able to be identified in summary but there may be some inconsistency or repetition in the concepts and argument. (19.2 - 15)	Inadequate description of required content with a limited summary of evidence related to the clinical topic. Less than 3 concepts identified in the summary of the literature. (14.9-0.5)	Assignment content does not address the assessment task. No summary of evidence. No concepts are identified, or concepts not related to the clinical topic. (0)
<b>Task 1 - Practice guidelines 10%</b>	Appropriate clinical practice guidelines are strongly linked to all 3 concepts in one paragraph. Linkage explained in detail. (10-8.5)	Appropriate clinical practice guidelines are linked to all 3 concepts in one paragraph. Linkages are well explained. (8.4-7.5)	A somewhat appropriate clinical practice guideline is included but the linkage to the 3 concepts is not clearly explained. One paragraph used as per assignment directions. (7.4-6.5)	A somewhat appropriate clinical practice guideline is linked to 2 of the concepts. Scant detail of the linkage is provided. One paragraph used as per assignment directions. (6.4-5)	A somewhat appropriate clinical practice guideline is linked to 1 concept with no explanation of the linkage. More than one paragraph used. (4.9-0.5)	Clinical practice guidelines are not included. (0)
<b>Task 1 - Nursing Actions/ Decisions 25%</b>	A detailed discussion of 3 practical nursing actions/decisions related to the identified concepts. All 3 practical nursing actions/decisions are clearly supported by a detailed evidence-based rationale. All 3 practical nursing actions/decisions are clearly linked to an appropriate NSQHS standard. (25 - 21.25)	An appropriate discussion of 3 practical nursing actions/decisions related to the identified concepts. An evidence-based rationale is provided for all 3 practical nursing actions/decisions. All 3 practical nursing actions/decisions are appropriately linked to NSQHS standards. (21-18.75)	A somewhat appropriate discussion of 3 practical nursing action/decision is related to the identified concepts. An evidence-based rationale is provided for all 3 practical nursing actions/decisions. All 3 practical nursing actions/decisions are somewhat linked to appropriate NSQHS standards. Argument for inclusion of NSQHS may be disjointed. (18.5-16.25)	Limited discussion of 2 practical nursing actions/decisions related to the identified concepts. An evidence-based rationale is provided for 2 practical nursing actions/decisions. Only 2 practical nursing actions/decisions are linked to appropriate NSQHS standards. Argument for inclusion of NSQHS may be limited. (16-12.5)	If practical nursing action/decisions are included, they are not appropriately related to the concepts. No evidence-based rationales provided. One or less of the practical nursing action/decision is linked to appropriate NSQHS standards. (12.45-0.5)	If practical nursing action/practice are included, they are not related to the clinical topic. NSQHS standards not included. Or, if included, they are not related to the clinical topic. (0)
<b>Task 2 - Reflection 15%</b>	Highly developed reflection on the purpose of evidence-based practice and clear insight on changes to nursing practice able to be implemented due to the evidence collected. One paragraph used as per assignment directions. (15-12.75)	Well-developed reflection on the purpose of evidence-based practice and insight on changes to nursing practice able to be implemented due to the evidence collected. One paragraph used as per assignment directions. (12.6-11.25)	Adequately developed reflection on the purpose of evidence-based practice. Some insight on changes to nursing practice able to be implemented due to the evidence collected. One paragraph used as per assignment directions. (11.1-9.75)	Somewhat developed reflection on the purpose of evidence-based practice. Limited insight on changes to nursing practice able to be implemented due to the evidence collected. Some points are descriptive rather than reflective. One paragraph used as per assignment directions. (9.6-7.5)	Little reflection on the purpose of evidence-based practice. No insight on changes to nursing practice able to be implemented due to the evidence collected. Reflection is written in more than one paragraph. (7.45-0.5)	Task not undertaken or reflection is not related to the topic. (0)
<b>Intext citations 5%</b>	Consistently accurate with intext citations in APA 7 <sup>th</sup> style to support and reflect all ideas, and information. (5-4.25)	Intext citations mostly adhere to APA 7 <sup>th</sup> ed guidelines. 3 consistent errors or 1 to 2 inconsistent errors. Intext citations support and reflect all ideas and information. (4.2-3.75)	Intext citations generally adhere to APA 7 <sup>th</sup> ed guidelines. 4 consistent errors or 3 to 4 inconsistent errors. Intext citations support and reflect most ideas and information. (3.7-3.25)	Intext citations somewhat adhere to APA 7 <sup>th</sup> ed guidelines. 5 consistent errors or 5 to 6 inconsistent errors. Intext citations support and reflect some ideas and information. (3.2-2.5)	Intext citations are not consistent with APA 7 <sup>th</sup> style. 6 consistent errors or 7 to 8 inconsistent errors. Limited intext citations used to support ideas and information. (2.45-0.5)	APA 7 <sup>th</sup> style not used. No intext citations included or many ideas and information not supported with intext citations. More than 6 consistent errors or 9 or more inconsistent errors with intext citations. (0)
<b>Number and quality references 5%</b>	More than 10 current credible references used, including at least 6 journal articles, 1 clinical practice guideline, 2 or more credible relevant websites, and the NSQHS. (5-4.25)	10 current references were used, including at least 6 journal articles, 1 clinical practice guideline, 2 credible relevant websites, and the NSQHS. (4.2-3.75)	9 current references used, including at least 5 journal articles, 2 credible relevant website, 1 clinical practice guideline and the NSQHS. (3.7-3.25)	A minimum of 8 current references used but must include at least 4 journal articles, 2 credible relevant website, 1 clinical practice guideline and the NSQHS. (3.2-2.5)	Less than 8 current references used, including journal articles. Some or all of the following are omitted: credible relevant websites, the NSQHS or a clinical practice guideline. (2.45-0.5)	No references included. (0)
<b>Reference List 5%</b>	Reference list is in alphabetical order and fully adheres to reference list presentation guidelines APA 7 <sup>th</sup> style. (5-4.25)	Reference list is in alphabetical order and consistently adheres to reference list presentation guidelines APA 7 <sup>th</sup> style with 1-2 different errors. (4.2-3.75)	Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA 7 <sup>th</sup> style with 3-4 different errors. (3.7-3.25)	Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA 7 <sup>th</sup> style with 5-6 different errors. (3.2-2.5)	Reference list is not in alphabetical order and does not adhere to reference list presentation guidelines for APA 7 <sup>th</sup> style, more than 6 different errors. (2.45-0.5)	No reference list is included in the assignment. (0)

## Referencing Style

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

## Submission

Online

## Submission Instructions

Use the Assessment 3 template available on the NURS12165 Moodle site and submit online through Turnitin, as a single Microsoft Word document.

## 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