NURS12165 *Evidence to Inform Nursing Practice*
Term 1 - 2024

Profile information current as at 13/05/2024 09:31 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 1 - 2024

- 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.

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

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

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Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Evidence-Informed Practice (EIP) and overview of the unit	Please see E-reading Lists	Moodle activities

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
A little bit of background & Formulating Answerable Clinical Questions - why is it necessary?	please see E-reading Lists	Moodle activities

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Developing a basic search strategy via and introduction to PICO *ALC session:* Research and referencing essentials (formatting references)	Please see E-reading Lists	Moodle activities

Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic

| | Determining the credibility of evidence
An introduction to an annotated bibliography (part 1) | Please see E-reading Lists | Moodle activities |

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Focused strategies for searching within databases and an overview of PRISMA *ALC session:* Summarising a journal article	Please see E-reading Lists	

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
VACATION WEEK		

Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Ethics in research: Academic integrity and the ethical use of artificial intelligence (AI)	Please see E-reading Lists	Moodle activities and formative quiz Assessment 1 due - 17th April **Developing a research question and exploration of a contemporary nursing issue.** Due: Week 6 Wednesday (17 Apr 2024) 5:00 pm AEST

Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Appraising websites and other resources Fine tuning an annotated bibliography (Part B) *ALC session:* Research and referencing essentials (appraising other sources of information)	please see E-reading list	Moodle activities and formative quiz

Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Application of EIP to clinical governance (including Clinical Practice Guidelines & National Safety and Quality Health Service Standards)	Please see E-reading Lists	Moodle activities and formative quiz Assessment 2 - Quiz due Friday 3rd May **Online Quiz** Due: Week 8 Friday (3 May 2024) 5:00 pm AEST

Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Answering clinical challenges with clarity and using AI • Locating, appraising and collating information AI • Exploration of AI *ACL session:* Referencing and research essentials (writing for clarity)	Please see E-reading Lists	Activities on ALC site

Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic

Reflection in evidence based practice
ACL session: Referencing and research essentials (writing skills)

Please see E-reading Lists

Moodle activities

Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
EBP and your nursing practice (CPD)	Please see E-reading Lists	Moodle activities Assessment 3 due - Wednesday 22nd May **Using Evidence to Support Nursing Practice** Due: Week 11 Wednesday (22 May 2024) 5:00 pm AEST

Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Summary session: Evidence in clinical situations	There are no additional readings this week	

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
There is no exam scheduled for this unit		

Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
There is no exam scheduled for this unit		

Assessment Tasks

1 Developing a research question and exploration of a contemporary nursing issue.

Assessment Type
Written Assessment

Task Description
Aim
The aim of this assessment is to undertake the preliminary research actions to explore a selected area of contemporary nursing practice, by developing a structured research question and systematic approach to undertaking research. (Note: This assessment task provides the foundation for Assessment 3. You MUST use the same topic area for Assessment 1 and in Assessment 3 +/- taking into consideration any feedback provided in refining the research question from the markers).

Contemporary Nursing Topics
Please see Moodle for the options available. Students will select ONE option from the four topic choices available. This assessment task provides the foundation for Assessment 3. (You MUST use the same topic area for Assessment 1 and Assessment 3)

Instructions
This assessment is about finding the best evidence and appraising the credibility of that evidence (resource). Please use the Assessment 1 template available on the NURS12165 Moodle site to structure your assessment.
Please follow the steps below to complete your assessment task:
1.   Students will select ONE contemporary nursing issue (from four provided topics - refer to Moodle site for details).
2.   Students are required to develop one specific research question.
3.   Identify at least five appropriate search terms and three search strings.
4.   Identify four databases relevant to their inquiry and provided a rationale for selection.

5. Identify five appropriate inclusion and exclusion criteria.
6. Summarise the preparatory work in a PICO Table using the provided template. Provide a short reflection on each element of the PICO to showcase the development of your responses.

Requirements

•   Use the template provided. Please download the template and enter your information directly. Do not replicate or alter the template. Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing.
•   Include page numbers.
•   You may write in the first-person (I, my) or third-person perspective for reflective writing tasks.
•   Use formal academic language.
•   Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online CQU APA Referencing Style Guide.
•   The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

Resources

•   You can use unit provided materials and other credible sources (e.g., journal articles, etc) to reference your argument. The quality and credibility of your sources are important.
•   We recommend that you access your discipline specific library guide: the Nursing and Midwifery Guide; Social Work and Community Services Guide.
•   We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.
•   For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.
•   Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission.

Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only. A template is provided and MUST be downloaded with your information entered into the template. Please do NOT replicate or alter the template in any way.

Assessment Due Date

Week 6 Wednesday (17 Apr 2024) 5:00 pm AEST
The template as a word document is required to be submitted via the portal on Moodle

Return Date to Students

Week 9 Monday (6 May 2024)
The anticipated timeframe is a two-week turnabout from the due date. Assessment one will be returned prior to assessment 3.

Weighting

30%

Assessment Criteria

Marking Guide with assessment criteria	HD 100-85%	D 84-75%	C 74-65%	P 64-50%	F <50%
Research question formulation 20%	The research question is exceptionally well-developed, demonstrating a deep understanding of a contemporary nursing issue. It is specific, clear, and addresses key elements of the chosen topic. The question reflects a nuanced appreciation of relevant factors and potential interventions and is written in the student's own words.	The research question is well-developed, capturing the essential elements of a contemporary nursing issue. It is specific and clear, addressing key aspects of the chosen topic. The question demonstrates a good understanding of relevant factors and potential interventions and is written in the student's own words.	The research question is generally well-developed, covering the fundamental aspects of a contemporary nursing issue. It is sufficiently specific and clear, addressing important elements of the chosen topic. The question shows a basic understanding of relevant factors and potential interventions and is written in the student's own words.	The research question is somewhat well-developed, with room for improvement in specificity and clarity. It addresses aspects of a contemporary nursing issue but may lack precision. The question demonstrates a partial understanding of relevant factors and potential interventions and is written in the student's own words.	The research question is poorly developed, lacking specificity and clarity. It inadequately addresses the chosen contemporary nursing issue and may miss key elements. The question shows a limited understanding of relevant factors and potential interventions. Significant revisions are needed and/or is not written in the student's own words.
Appropriateness of search terms and search string 10%	Five search terms and at least three search strings are provided and are exceptionally well-developed, demonstrating a deep understanding of the research question. Terms are comprehensive, covering relevant synonyms and variations. The search string is meticulously constructed, incorporating Boolean operators and proximity indicators to refine results effectively.	Five search terms and three search strings are provided and are well-developed, capturing the essential elements of the research question. Terms are comprehensive, covering most relevant synonyms and variations. The search string demonstrates a sound use of Boolean operators and proximity indicators to enhance result precision.	Five search terms and three search strings are provided and are generally appropriate, covering the fundamental aspects of the research question. While there may be some gaps in synonymous terms, the overall construction is effective in retrieving relevant information.	Five search terms and three search strings are provided and are somewhat appropriate, with room for improvement in comprehensiveness. The inclusion of additional synonyms and variations, along with refined use of Boolean operators, could enhance the precision of results.	The search terms and search strings are inappropriate, lacking coverage of essential aspects of the research question. Synonymous terms are insufficient, and the construction of the search string does not effectively retrieve relevant information. Significant revisions are needed to meet the criteria.

Database selection and rationale 20%	Four databases are exceptionally well-chosen, demonstrating a profound understanding of the research domain. Selection covers a diverse range of databases relevant to the research question, including specialized and interdisciplinary options. Each chosen database is widely recognized for its authoritative and comprehensive coverage in the field. The rationale for choosing each database is exceptionally clear and insightful. It demonstrates a deep understanding of the strengths of each database in providing relevant and high-quality information for the research question. The justification includes considerations such as the database's scope, coverage, and currency.	Four databases are well-chosen, encompassing a range of relevant sources for the research question.Selection includes both general and specialized databases with solid reputations for providing authoritative information in the field. The rationale for choosing each database is clear, demonstrating a good understanding of the strengths of each in providing relevant information. The justification includes considerations such as the database's scope, coverage, and currency.	The choice of four databases is generally appropriate, covering fundamental aspects of the research question. Selection includes a mix of general and specialized databases, though there may be some missed opportunities to access specific resources. The rationale for choosing each database is generally clear, outlining the strengths of each in providing information relevant to the research question. Some details on scope, coverage, and currency are provided.	The selection of four databases is adequate, though there might be room for improvement in diversifying sources or choosing databases more tailored to the research question. The rationale for choosing each database is somewhat clear, with room for improvement in detailing the strengths of each. Additional information on the scope, coverage, and currency of the databases could enhance the justification.	The choice of four databases is limited or inappropriate. The selection lacks diversity or includes databases with limited relevance to the research question. Significant revisions are needed. The rationale for choosing each database is unclear or insufficient. It does not effectively communicate the strengths of each database in relation to the research question. Significant revisions are needed.
Inclusion and exclusion criteria 20%	The five inclusion and exclusion criteria are exceptionally clear and directly tied to ensuring that selected papers align with the specific focus of the research. It demonstrates a nuanced understanding of factors that could introduce bias or hinder research quality.	The five inclusion and exclusion criteria are clear and contribute to the selection of papers that align with the specific focus of the research. It captures essential aspects that contribute to research rigor. Criteria are specific, clear, and directly align with avoiding potential biases.	The five inclusion and exclusion criteria offer clarity in their selection of papers that align with the specific focus of the research. It presents fundamental aspects that contribute to research rigor. Criteria are specific and clear, addressing key dimensions related to avoiding biases.	The five inclusion and exclusion criteria is adequately established and has a focus of the research, however, there is room for improvement in clarity and specificity. Criteria addresses basic aspects related to avoiding biases.	The five inclusion and exclusion criteria do not effectively contribute to selecting papers aligned with the specific focus of the research. Criteria are poorly defined, lacking specificity and clarity. They may not effectively contribute to research rigor.
PICO Table 20%	The PICO table is exceptionally clear, well-structured, and precisely articulates the Population, Intervention, Comparison, and Outcome components. It reflects an insightful understanding of the research question, demonstrating a sophisticated grasp of the elements. The reflection for each element of the PICO are exceptionally insightful. They are precise, clear, and showcase a comprehensive exploration of each PICO element, reflecting an exemplary grasp of research design and inquiry.	The PICO table is clear and effectively communicates the Population, Intervention, Comparison, and Outcome components. It demonstrates a strong understanding of the research question, with minor improvements possible for enhanced precision. The reflection for each element of the PICO are well-formulated. They demonstrate a solid understanding of research elements, encouraging a thorough exploration of each PICO element, showcasing proficiency in research design and inquiry.	The PICO table is generally clear and adequately presents the Population, Intervention, Comparison, and Outcome components. There may be some areas where additional clarity or specificity could improve precision. The reflection for each element of the PICO are generally clear, demonstrating a good understanding of each PICO element, showcasing fundamental knowledge in research design and inquiry.	The PICO table is somewhat clear, but improvements are needed to enhance precision and ensure a more explicit representation of the Population, Intervention, Comparison, and Outcome components. The reflection for each element of the PICO are somewhat clear, and shows a basic understanding of each PICO element, research design and inquiry.	The PICO table is unclear or inadequately structured, hindering a precise understanding of the Population, Intervention, Comparison, and Outcome components. Significant revisions are necessary to meet the criteria. The reflection for each element of the PICO are unclear or inadequate. Significant revisions are needed, indicating a lack of understanding of each PICO element, research design and inquiry.
Referencing 10%	Accurate APA 7th edition referencing of the accompanying topic area References have no errors and are valid and relevant.	Mostly accurate APA 7th edition referencing re of the accompanying topic area. Reference with 1-2 errors but are valid and relevant.	Somewhat accurate APA 7th edition referencing of the accompanying topic area. Reference with up to 3 errors but are valid and relevant.	Occasionally accurate APA 7th edition referencing of the accompanying topic area. Reference with 4 errors but are valid and relevant.	APA 7th edition referencing is not used. Several referencing errors evident. References are not valid and/or relevant.

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 ensuring you download and do not alter the template. 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 7.

Instructions

This is an open book assessment and will assess content from Week 1 to Week 7 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 on Email: nurs12165@cqu.edu.au
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 8 Friday (3 May 2024) 5:00 pm AEST
Quiz opens: 8:00 am (AEST) Monday, 29th April (Week 8) and closes, 5.00 pm (AEST) Friday, 3rd May (Week 8)

Return Date to Students
Week 8 Monday (29 Apr 2024)
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 on 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
Please complete the quiz on the NURS12165 Moodle site by the closing date. If you do not compete 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 aim of this assessment is to:

- Undertake an exploration of your selected topic (You MUST use the same topic area for that was selected for Assessment 1).
- Create an annotated bibliography and provide a summary response of your research question.
- Utilise artificial intelligence (AI) and provide a reflection on the outputs.

Instructions
Please follow the steps below to complete your assessment task:

1. Use the Assessment 3 template available on the NURS12165 Moodle site to structure your assessment.
2. Undertake a search of one database you have identified in Assessment 1.
3. Provide an example of the search undertaken in the one database.
4. Provide the search outcomes in the PRISMA flowchart including the reasons for articles excluded.
5. Select only four journal articles and create an annotated bibliography of 300 words +/- 10% for EACH article. (Total of 1200 words +/- 10%).
6. Please ensure the annotated bibliographies must appear in alphabetical order according to the resource authors (i.e., the reference appears BEFORE each of the annotations).
7. A reference list at the end of your assignment is required. You will need to reference your sources as you discuss your summary response to your research question.
8. Develop a summative response to your research question (approximately 200 words). Reflect on the purpose of evidence in nursing practice and explain why clinical decision making should be based on the best available evidence. (Note: a 'summative response' is described as a synthesis of the key insights, outcomes, or implications drawn from the research, aiming to provide a clear and final response to the posed research question).
9. Enter this information into the template.
10. Identify an appropriate AI program and develop instructions to direct the program to answer your research question. Enter the details and instructions on the template (Approximately 200 words).
11. Generate an AI response and paste it into the template provided.
12. Write a 200-word reflection on the difference between your original output and the AI version.

Submit online through the portal on NURS12165 Moodle site through Turnitin, as a single Microsoft Word document. Please ensure you have considered your Turnitin report prior to finalising your submission (instructions are provided below).

Literature and references
In this assessment use at least **four** contemporary journal articles (<5 years) to create your annotated bibliography and summary response. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage.

Requirements:

- Use the template provided.
- Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing.
- Include page numbers on the top right side of each page in a header.
- You may write in the first-person (I, my) or third person perspective for reflective writing tasks.
- Use formal academic language.
- Use the 7th edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count includes in-text references and direct quotations.

References
Students may use the accompanying topic area reference from Assessment 1 as ONE of the references for their annotated bibliography. Please remember that the references in their provided format ALL contain intentional ERRORS for APA format. The correction of the errors form part of your assessment 1 task.

Assessment Due Date
Week 11 Wednesday (22 May 2024) 5:00 pm AEST
Submit your assessment via the unit Moodle site in Microsoft Word format only. A template is provided, andprovided and MUST be downloaded with your information entered directly into the template. Please do NOT replicate or alter the template in any way. It is recommended that you keep a copy of your drafts to substantiate the progress of your work.

Return Date to Students

12th June

Weighting
50%

Assessment Criteria

Marking guide with assessment criteria

	HD 100-85%	D 84-75%	C 74-65%	P 64-50%	F <50%
Research Question+ word Length 10%	Uses the same research question from Assessment 1 and demonstrates an outstanding ability to incorporate any feedback from Assessment 1, resulting in a refined and well-articulated research question and is written using the student's own words. Word length is strictly adhered to.	Uses the same research question from Assessment 1 and effectively incorporates any feedback from Assessment 1 to enhance the research question and is written using the student's own words. Word length is adhered to.	Uses the same research question from Assessment 1 and makes satisfactory attempts to integrate feedback from Assessment 1 into the research question and is written using the student's own words. Word length is mostly adhered to	Uses the same research question from Assessment 1, however the research question is minimally revised based on feedback from Assessment 1 and is written using the student's own words. Word length is somewhat adhered to.	Does NOT use the same research question from Assessment 1 and/or fails to integrate or inadequately addresses feedback from Assessment 1 in the revised research question and/or is not written using the student's own words. Word length is not adhered to and may be excessively over or under the requirements.
Inclusion of PRISMA Flowchart 10%	All elements of the PRISMA are provided in an exceptionally clear and concise manner. The search of identified database is executed with exceptional precision, depth, and thoroughness. A diverse and comprehensive range of relevant literature sources is explored, showcasing a meticulous and innovative search strategy. An exemplary and original search has been undertaken in one database. The example is detailed, relevant, and exceptionally clear in illustrating the search process, and reasons for articles excluded.	Most elements of the PRISMA are provided in a clear and well-organised manner. The search of identified database is proficiently executed, demonstrating a thorough exploration of relevant literature sources. The search strategy is well-conceived, ensuring the inclusion of a comprehensive selection of studies. A well-conducted original search has been undertaken in one database. The example is clear, relevant, and effectively illustrates the key components of the search process, and reasons for articles excluded.	Elements of the PRISMA are presented adequately, but there are occasional instances of unclear or verbose descriptions. The search of identified database is conducted adequately, covering a basic range of relevant literature sources. There may be minor gaps or areas for improvement in the search strategy. A basic and adequate original search has been undertaken in one database but there may be areas for improvement in terms of detail, relevance, or clarity.	Some PRISMA elements are included, but it lacks clarity or completeness, hindering the reader's understanding. The search of identified database is limited in scope and depth, requiring additional efforts to ensure a more comprehensive exploration of relevant literature sources. The original search has been undertaken in one database, however, is limited in detail, relevance and clarity.	The PRISMA elements is confusing, or excessively verbose, making it challenging for the reader to grasp the key components. The search of identified database is inadequate, lacking depth or breadth. Significant revision is necessary to enhance the completeness of the search strategy. The search is unclear and lacks enough information to discern if an original search has being undertaken.
Annotated bibliography content 40%	Annotations are exceptionally well-written, offering a detailed summary of each source's main arguments, methodology, conclusions, and relevance to the research question. Demonstrates a profound understanding of the sources.	Annotations are well-written, providing a concise yet comprehensive summary of each source. Demonstrates a good understanding of the sources' main points and their relevance to the research question.	Annotations are adequate, offering a basic summary of each source's main points. Shows a satisfactory understanding of the sources and their relevance to the research question.	Annotations are present but may lack depth or clarity. Requires improvement in providing more detailed summaries and demonstrating a clearer connection to the research question.	Annotations are absent, insufficient, or fail to convey the main points of the sources. Lacks clarity and relevance to the research question.
Article 1					
Article 2					
Article 3					
Article 4					
Summary response to the research question 15%	The overall quality of the summative response is exceptional, demonstrating a profound synthesis of key insights, outcomes, or implications with clear reflections on the purpose of evidence in nursing practice. The response effectively and cohesively provides a clear and final answer to the research question and is written using the student's own words	The overall quality of the summative response is strong, showcasing a clear synthesis of key insights, outcomes, or implications with well-articulated reflections on the purpose of evidence in nursing practice. The response provides a clear and final answer to the research question and is written using the student's own words.	The overall quality of the summative response is adequate, presenting a basic synthesis of key insights, outcomes, or implications with an acceptable reflection on the purpose of evidence in nursing practice. The response offers an acceptable and final answer to the research question and is written using the student's own words.	The overall quality of the summative response may lack depth or clarity in synthesising key insights, outcomes, or implications, and the reflection on the purpose of evidence may be somewhat limited. Requires improvement in providing a more thorough response and is written using the student's own words.	The overall quality of the summative response is unclear or inadequate, failing to effectively synthesise key insights, outcomes, or implications and lacks a clear reflection on the purpose of evidence in nursing practice. Substantial improvement is necessary and/or is not written using the student's own words.

Artificial intelligence reflection 15%	AI program is identified. An exemplary reflection is provided comparing the student's version to the AI generated response and is written using the student's own words.	AI program is identified. A sound reflection is provided comparing the student's version to the AI generated response and is written using the student's own words.	AI program is identified. A clear reflection is provided comparing the student's version to the AI generated response and is written using the student's own words.	AI program is identified. A basic reflection is provided comparing the student's version to the AI generated response and is written using the student's own words.	AI program is not identified. An inadequate reflection is provided comparing the student's version to the AI generated response and/or is not written using the student's own words.
Referencing 10%	Accurate APA 7th ed referencing. All articles are correctly sequenced, are valid and relevant. All articles were published within the last 5 years.	Mostly accurate APA 7th ed referencing with 1-2 consistent errors. All articles are correctly sequenced, are valid and relevant. Most articles were published within the last 5 years.	Somewhat accurate APA 7th ed referencing with up to 3 errors. Most of the articles are correctly sequenced, valid and relevant. Majority of the articles were published within the last 5 years.	Occasionally accurate APA 7th ed referencing with 4 errors. Articles are sometimes sequenced correctly, valid and relevant. Some articles were published within the last 5 years.	APA 7th ed referencing is not used, and/or has more than 4 errors. Articles are out of sequence and are not valid and/or not relevant. Majority of the articles exceed the 5 year published timeframe.

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