NURS20167 *Literature Review in Nursing*
Term 1 - 2018

Profile information current as at 20/05/2024 12:31 pm

All details in this unit profile for NURS20167 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

This unit provides you with the theoretical underpinnings required to undertake a literature review to inform a research project. You will take an area of interest or problem from the nursing environment and develop a researchable question that will enable you to investigate an area of interest in your nursing practice. Using this problem, you will learn how to search the literature using a structured approach, evaluate the information retrieved using appropriate evaluation tools, and develop a table of papers that meet the requirement of good research in preparation to undertake a research project in your area of nursing practice.

Details

Career Level: *Postgraduate*
Unit Level: *Level 9*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for this unit.
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 - 2018

- Distance

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 Postgraduate 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. **Practical Assessment**
Weighting: 20%
2. **Practical Assessment**
Weighting: 40%
3. **Report**
Weighting: 40%

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

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

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

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

Unit Learning Outcomes

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

1. Construct a research statement that defines the area of interest or problem from your practice in nursing
2. Evaluate various approaches to undertaking literature reviews
3. Formulate a comprehensive information retrieval process for reviewing literature
4. Undertake a literature review using appropriate methods and search engines
5. Critique and assimilate retrieved information and argue its relevance to the problem statement.

NA

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	5
1 - Practical Assessment - 20%	●			●	
2 - Practical Assessment - 40%			●	●	
3 - Report - 40%	●	●			●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge	∘	∘	∘	∘	∘
2 - Communication	∘	∘	∘	∘	∘
3 - Cognitive, technical and creative skills	∘	∘	∘	∘	∘
4 - Research	∘	∘	∘	∘	∘
5 - Self-management	∘		∘	∘	∘
6 - Ethical and Professional Responsibility	∘	∘	∘		∘
7 - Leadership					∘
8 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Practical Assessment - 20%	∘		∘	∘				
2 - Practical Assessment - 40%	∘		∘	∘	∘			
3 - Report - 40%	∘	∘	∘	∘	∘	∘	∘	

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)
- CQ U library search engines for research articles
- CQUniversity Library
- CQUniversity Library Website (e-Journals)
- Endnote (available through Library - see Moodle link)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition (APA 6th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Joyce Hendricks Unit Coordinator
j.hendricks@cqu.edu.au

Schedule

Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the Unit. Discussion of assessment		Zoom Lecture

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
The Literature review: why to do it	Types of literature review	Zoom lecture

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Referencing management - Endnote	Complete Endnote training **EndNote (bibliographical software). You MUST use EndNote bibliographic software to format your references for the main assessment item. This software is available to both on-campus and flex students and is available for Windows and Mac users. Consult ITD for instructions on how to download this software. It is easy to use and very helpful.**	Activity sheet **Practical Assessment 1. Constructing a research statement.** Due: Week 3 Wednesday (21 Mar 2018) 12:00 am AEST

Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic

| A structured approach to reviewing the literature | | Zoom lecture
-Posing the question |

Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Searching the literature		Activity- inclusion and exclusion criteria; use of search engines; Boolean terms

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Searching the literature		Students work individually to search the literature within the parameters of the question posed. - Create search results table

Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Retrieving the relevant results		-Document a summary table -Retrieve articles

Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
How to annotate literature		Work sheet

Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Conduct quality appraisal of retrieved literature		-Document a summary table - Evaluation of papers

Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Conduct quality appraisal of retrieved literature		- Document a summary table - Annotate relevant papers - Evaluation of papers **Practical Assessment 2. Approaches to literature reviews, retrieving and reviewing literature** Due: Week 10 Wednesday (16 May 2018) 12:00 pm AEST

Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Conduct quality appraisal of retrieved literature		- Document a summary table - Annotate relevant papers - Evaluation of papers

Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Documenting the search strategy		Zoom session - Discussion of issues/questions related to assessment.

Term Specific Information

This unit uses a structured approach to searching and documenting articles in preparation for writing a literature review. We use a 12 step framework for documenting the search strategy prior to undertaking a critique and synthesis of the retrieved literature.Reviews can be an important and valuable contribution when undertaken well, providing the reader with evidence of a clear structure that may be replicated. The work done in this unit will form the basis of work to be completed in NURS2073.

Assessment Tasks

1 Practical Assessment 1. Constructing a research statement.

Assessment Type
Practical Assessment

Task Description

This assessment relates to learning Objective 1 which requires you to construct a research statement or 'the question posed' that defines an area of interest or problem (knowledge gap) from your understanding of practice.

This practical assessment equates to 20% of your overall mark.

This assessment is a 1500 word essay. In this essay you are required to introduce a topic of interest or a problem from your work setting and to create a research statement. Your essay should include a well written introduction, conclusion and body.

This essay requires you to address four steps. You should consider these steps as you develop your essay, however your essay should not include headings to introduce each step. The steps include:

Step one

Your essay should introduce the topic or problem you have identified in your practice. Describe why the topic or problem is an appropriate research topic.

Step two

Describe the background and how you identified the topic or problem as a suitable area of research.

Step three

Critically analyses the aims, significance, innovation and new knowledge that may emerge from this research.

Step four

Describe what relevance this research will have to practice.

Format

The assessment should be written in essay form

Font size is Calibri 11 or Times New Roman 12 and double spaced

You should use APA 2016 edition referencing style

Your essay should be page numbered and include a title page

The word count is 1500 (+/- 10%) Refer to the marking rubric prior to writing the essay.

Assessment Due Date
Week 3 Wednesday (21 Mar 2018) 12:00 am AEST
Submit via unit moodle site

Return Date to Students

Weighting
20%

Assessment Criteria

High Distinction 85 – 100%	Distinction 75 – 84%	Credit 65 – 74%	Pass 50 – 64%	Fail Below 50%	
Structure 30%					
Efficiency and organization 10%					
The essay has a very clear and succinct introduction and conclusion. The introduction outlines the direction of the essay and the conclusion very clearly brings it to a logical close. 9-10	The essay has a clear introduction/conclusion. The topic is introduced and outlines the direction of the essay. The conclusion brings the essay to a logical close. 7-8	The essay has an appropriate introduction and conclusion, however it is not clearly presented. 5-6	The essay has an introduction and conclusion which are confusing and difficult to follow. 3-4	The essay does not have an introduction and/or a conclusion. 0-2	/10
Presentation 10%					
The essay has an excellent presentation. The essay demonstrates an expert command of the topic and is well well-paced, confident and compelling. The essay is very well-presented and free from errors. 9-10	A very good presentation. The essay demonstrates a very sound understanding of the topic. The written material has minor errors (e.g. 1 or 2 errors in spelling, grammar and paragraph structure). 7-8	The essay is presented well however is has some errors (e.g. 3 or 4 consistent errors with spelling, grammar and paragraph structure). 5-6	The presenter demonstrates an understanding of the topic and the presentation conveys this. The written material has 5 or 6 inconsistent errors (spelling, grammar and paragraph structure). 3-4	Poorly presented assignment. The essay has many inaccuracies in spelling, grammar and paragraph structure. (> 7 errors). 0-2	/10
Referencing use 5%					
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. 5	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions. 4	Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions. 3	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions. 2	Fails to or infrequent attempts (>7 errors) to integrate up-to-date refs to support and reflect ideas, factual information and quotations. 0-1	/5
Referencing					
There are no errors in the use of references in the essay. 5	There are 1-2 errors in the use of references. 4	There are 3-4 errors in the use of references. 3	There are 5-6 errors in the use of references. 2	There are more than 7 errors in the use of references. 0-1.	/5
High Distinction 85 – 100%	**Distinction 75 – 84%**	**Credit 65 – 74%**	**Pass 50 – 64%**	**Fail Below 50%**	
Approach and Argument 70%					
Relevancy 35%					
Content is entirely relevant to the topic, the approach comprehensively addresses the topic and proceeds logically and is within the word limit. 30-35	Content is very relevant to the topic, the approach clearly addresses the task and proceeds logically and is within the word limit. 26-34	Content is appropriate to the topic, the approach mostly addresses the task and for the most part proceeds logically and is within the word limit. 22-25	Content addresses the topic but is at times repetitive or lacks cohesion and is within the set time/ word limit. 17-21	Content is irrelevant and or does not address the topic and lacks cohesion. The word limit has not been adhered to, the word limit. 0-16	/35

Critical analysis 35%

| There is very clear critical analysis in the construction and description of the research aims, significance, innovation and the emergence of new knowledge. 30-35 | There is clear critical analysis in the construction and description of the research aims, significance, innovation and the emergence of new knowledge. 26-34 | There is evidence of analysis in the description of the research aims, significance, innovation and the emergence of new knowledge. 22-25 | There is little analysis evident in the essay. 17-21 | There is no evidence of analysis in the essay. 0-16 | /35 |

Total mark

Referencing Style

Submission
Online

Submission Instructions
Submit via unit moodle site

Learning Outcomes Assessed

- Construct a research statement that defines the area of interest or problem from your practice in nursing
- Undertake a literature review using appropriate methods and search engines

Graduate Attributes

- Knowledge
- Cognitive, technical and creative skills
- Research

2 Practical Assessment 2. Approaches to literature reviews, retrieving and reviewing literature

Assessment Type
Practical Assessment

Task Description

This assessment relates to learning outcomes 2 and 3:

2. Evaluate various approaches to undertaking literature reviews
3. Formulate a comprehensive information retrieval process for retrieving and reviewing literature.
This practical assessment contributes to 40% of your overall mark.

The overall word count for this assessment is 2000 words (+/- 10%).

This assessment requires you to use a structured approach to documenting your literature retrieval process and follows the steps outlined by Kable, Pich and Maslin Prothero (2012) [available on the Moodle site]. It is divided into six sections and builds on Assessment One. Whilst writing this assessment consider the ways in which you would be write a journal article for publication. Examples of such publications are provided on the Moodle site.

Section One

This section relates to assessment one. It requires you to provide a purpose

statement to describe the question to be addressed in the literature search. This assists in converting the research question into language that is 'search engine friendly'.

Section Two

This section requires you to source the databases or search engines relevant to your purpose statement. You will also need to consider whether other sources (grey literature, information gateways) were searched/accessed, and whether you undertook a manual search of the literature and how this was done.

Section Three

The literature related to your search will most likely be expansive. In this section you will need to specify the limits applied to the search (e.g. years included, language, human studies, original papers).

Section Four

In this section you will need to list the inclusion and exclusion criteria used to undertake the search. This is another way of funneling your search to include only papers that are relevant to your purpose statement. Criteria may include population characteristics, types of interventions, outcome measures, types of studies and may be restricted to primary research only or specific methodologies. Exclude specific literature reviews and systematic reviews and provide a rationale for doing so.

Section Five

Now list the search terms used to focus your search. These terms should be derived from the purpose statement and identify the concepts of interest. They should be tested several times to make sure that they are effectively locating literature on the topic described in the purpose statement. It may be helpful to do this in consultation with a librarian. You may choose to use text search terms or subject index terms e.g. MeSH, or a combination of these for the search. You should include information such as exploding or focusing search terms, and the use of Boolean operators e.g. OR/AND to indicate whether the terms used were truncated and if various ways of spelling the terms, plurals and synonyms were included.

Each data base should be searched using the same terms and Boolean

operations. Double ups should be noted.

Section Six

In this section you will summarise the search you have undertaken by presenting it in table format. The database/search engine, terms, number of retrievals for each data base should be included in the search results table.

Format
The assessment should be written in essay form
Font size is Calibri 11 or Times New Roman 12 and double spaced
You should use APA 2016 edition referencing style
Your essay should be page numbered and include a title page
The word count is 2000 (+/- 10%)
Refer to the marking rubric prior to undertaking this assessment.

Assessment Due Date
Week 10 Wednesday (16 May 2018) 12:00 pm AEST
Assignment to due submitted via portal on the Unit Moodle site

Return Date to Students
Week 10 Wednesday (16 May 2018)

Weighting
40%

Assessment Criteria

Assessment Two Rubric

High Distinction 85 – 100%	Distinction 75 – 84%	Credit 65 – 74%	Pass 50 – 64%	Fail Below 50%	
Structure 30%					
Efficiency and organization 10%					
The essay has a very clear and succinct introduction and conclusion. The introduction outlines the direction of the essay and the conclusion very clearly brings it to a logical close. 9-10	The essay has a clear introduction/conclusion. The topic is introduced and outlines the direction of the essay. The conclusion brings the essay to a logical close. 7-8	The essay has an appropriate introduction and conclusion, however it is not clearly presented. 5-6	The essay has an introduction and conclusion which are confusing and difficult to follow. 3-4	The essay does not have an introduction and/or a conclusion. 0-2	/10
Presentation 10%					
The essay has an excellent presentation. The essay demonstrates an expert command of the topic and is well well-paced, confident and compelling. The essay is very well-presented and free from errors. 9-10	A very good presentation. The essay demonstrates a very sound understanding of the topic. The written material has minor errors (e.g. 1 or 2 errors in spelling, grammar and paragraph structure). 7-8	The essay is presented well however is has some errors (e.g. 3 or 4 consistent errors with spelling, grammar and paragraph structure). 5-6	The presenter demonstrates an understanding of the topic and the presentation conveys this. The written material has 5 or 6 inconsistent errors (spelling, grammar and paragraph structure). 3-4	Poorly presented assignment. The essay has many inaccuracies in spelling, grammar and paragraph structure. (> 7 errors). 0-2	/10
Referencing use 5%					
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. Excellent understanding of APA 5	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions. Sound understanding of APA 4	Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions. Adequate understanding of APA 3	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions. Poor understanding of APA 2	Fails to or infrequent attempts (>7 errors) to integrate up-to-date refs to support and reflect ideas, factual information and quotations. No understanding of APA 0-1	/5

Referencing

High Distinction 85 – 100%	Distinction 75 – 84%	Credit 65 – 74%	Pass 50 – 64%	Fail Below 50%	
There are no errors in the use of references in the essay. 5	There are 1-2 errors in the use of references. 4	There are 3-4 errors in the use of references. 3	There are 5-6 errors in the use of references. 2	There are more than 7 errors in the use of references. 0-1.	/5

Approach and Argument 70%

Relevancy 35%

High Distinction 85 – 100%	Distinction 75 – 84%	Credit 65 – 74%	Pass 50 – 64%	Fail Below 50%	
The essay very clearly demonstrates an awareness of a structured approach to undertaking a literature review. It clearly outlies the steps of the process; demonstrates an excellent understanding of information retrieval/reviewing process. Content is entirely relevant to the topic, the approach comprehensively addresses the topic and proceeds logically and is within the set word limit. 30-35	The essay clearly demonstrates an awareness of undertaking a structured approach to literature review. It demonstrates a sound understanding of information retrieval/reviewing process. Content is very relevant to the topic, the approach addresses the topic and proceeds logically within the set word limit. 26-34	Content is appropriate to the topic, the approach mostly addresses the task and for the most part proceeds logically and is within the word limit. There is lack of some content relating to understanding how to undertake a structured literature review and in documenting information retrieval and review processes. 22-25	Content addresses the topic but is at times repetitive and/ or lacks cohesion. The essay lacks content in order to demonstrate an understanding of how to undertake a literature review using a structured approach to information retrieval/review processes. The essay is within the word limit with a 10% allowance (under or over the set limit). 17-21	Content is irrelevant and or does not address the topic and lacks cohesion. The word limit has not been adhered to, the word limit is well over or under the 10% allowance. 0-16	/35

Critical analysis 35%

There is very clear critical analysis in the construction and description of the essay tasks. 30-35	There is clear critical analysis in the construction and description of the essay tasks with 26-34	There is some evidence of analysis in essay, however key components are missing. 22-25	There is minimal analysis in the essay. 17-21	There is no evidence of analysis in the essay. 0-16	/35

Total mark

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission
Online

Submission Instructions
Submit via unit moodle site

Learning Outcomes Assessed

- Formulate a comprehensive information retrieval process for reviewing literature
- Undertake a literature review using appropriate methods and search engines

Graduate Attributes

- Knowledge
- Cognitive, technical and creative skills
- Research
- Self-management

3 Assessment 3. A structured approach to undertaking a literature review, retrieving and appraising the literature

Assessment Type
Report

Task Description

This assessment builds on Assessments 1 and 2. In this assessment, you are required to undertake the retrieval of relevant literature, appraise the quality of papers relevant to your purpose statement and develop a summary table. You will also be required to critically review the literature relevant to your purpose statement.

This assessment addresses learning objectives 4 and 5.

4. Undertake a literature review using appropriate methods and research engines

5. Critique and assimilate retrieved information and argue its relevance to the problem statement.

This assessment has a word limit of 3000 words (+/- 10%). This assessment contributes to 40% of your overall mark.

This assessment builds on your use of Kable, Pich and Maslin Prothero (2012) [available on the Moodle site] structured approach to documenting your literature retrieval and appraisal process. It is divided into six sections and builds on Assessment 2. Whilst writing this assessment consider the ways in which you would be write a journal article for publication. Examples of such publications are provided on the Moodle site.

The assessment should be written in essay form. The essay should include an introduction, body and conclusion, together with a document summary table set out with appropriate headings. In essay format, critique and assimilate retrieved and reviewed information and critically analyse its relevance to the problem statement.

Section One

This section requires you to consult your retrieved papers from Assessment 2. Assess retrieved papers for relevance to your question posed using your inclusion and exclusion criteria. This section should also include a statement specifying the number of retrieved articles at the end of the search process i.e. search results.

Section Two

Complete and document a summary table (see Kable, Pich & Maslin-Prothero, 2012) of included papers which meet your inclusion/exclusion criteria with headings such as: author, type of study, purpose, sample, design, data collection and key findings.

Section Three

On the papers retrieved that met your inclusion criteria, you will need to carry out a quality appraisal using an appropriate quality appraisal tool. Quality appraisal will assist to exclude papers that are poorly designed/executed or

inadequately described studies, where results are biased, or affected by study limitations.

There are many tools available for conducting quality appraisal of the literature.

Some examples of quality appraisal checklists for appraising quantitative and qualitative articles are available from the following websites:

The Critical Appraisal Skills Program (CASP) http://www.casp-uk.net/ Accessed 7 February, 2018.

International Centre for Allied Health Evidence (ICAHE) http://www.unisa.edu.au/cahe/Resources/CAT/default.asp Accessed 7 February, 2018.

The Centre for Evidence Based Medicine http://www.cebm.net/index.aspx?o=1025 Accessed 7 February 2018.
The National Health and Medical Research Council of Australia

http://www.nhmrc.gov.au/_files_nhmrc/file/guidelines/evidence_statement_form.pdf Accessed 7 February 2018.

Joanna Briggs Institute (JBI) http://jbiconnect.org/services/qari/ and http://jbiconnect.org/services/mastari/ Accessed 7 February, 2018.

The Cochrane Review Tools http://www.cochrane-handbook.org/ Accessed 7 February 2018.

Note that papers that use qualitative, qualitative and mixed method research design will need a quality appraisal tool appropriate to the design.

Once you have decided on a quality assessment tool (recognised checklists/review instruments), provide a summary statement of quality appraisal results. The number of articles in this statement is likely to be less than the number in the search results statement. The results of articles retrieved and included subsequent to quality appraisal can also be illustrated on a flow diagram if desired (Kable, Pich & Maslin-Prothero, 2012).

Section Four

This section involves a critical review of relevant literature which has met the

criteria of a 'good' paper after appraisal in Section three. The literature review should not summarise the literature. The review should be a critical synthesis of the literature and identify the main themes/issues pertinent to question posed in Assessment 1. It may be organised using headings.

Section Five

The review should conclude with recommendations for future research, and policy, if relevant.
Finally check the reference list for accuracy, particularly for correct referencing of the same author on multiple publications.

Format

The assessment should be written in essay form
Font size is Calibri 11 or Times New Roman 12 and double spaced
You should use APA 2016 edition referencing style
Your essay should be page numbered and include a title page
The word count is 3000 (+/- 10%)

Assessment Due Date
Review/Exam Week Wednesday (6 June 2018) 11:45 pm AEST
Submit via Moodle site

Return Date to Students

Weighting
40%

Assessment Criteria

High Distinction 85 – 100%	Distinction 75 – 84%	Credit 65 – 74%	Pass 50 – 64%	Fail Below 50%	
Structure 30%					
Efficiency and organization 10%					
The essay has a very clear and succinct introduction and conclusion. The introduction outlines the direction of the essay and the conclusion very clearly brings it to a logical close. 9-10	The essay has a clear introduction/conclusion. The topic is introduced and outlines the direction of the essay. The conclusion brings the essay to a logical close. 7-8	The essay has an appropriate introduction and conclusion, however it is not clearly presented. 5-6	The essay has an introduction and conclusion which are confusing and difficult to follow. 3-4	The essay does not have an introduction and/or a conclusion. 0-2	/10
Presentation 10%					
The essay has an excellent presentation. The essay demonstrates an expert command of the topic and is well well-paced, confident and compelling. The essay is very well-presented and free from errors. 9-10	A very good presentation. The essay demonstrates a very sound understanding of the topic. The written material has minor errors (e.g. 1 or 2 errors in spelling, grammar and paragraph structure). 7-8	The essay is presented well however is has some errors (e.g. 3 or 4 consistent errors with spelling, grammar and paragraph structure). 5-6	The presenter demonstrates an understanding of the topic and the presentation conveys this. The written material has 5 or 6 inconsistent errors (spelling, grammar and paragraph structure). 3-4	Poorly presented assignment. The essay has many inaccuracies in spelling, grammar and paragraph structure. (> 7 errors). 0-2	/10
Referencing use 5%					

Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. Excellent understanding of APA 5	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions. Sound understanding of APA 4	Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions. Adequate understanding of APA 3	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions. Poor understanding of APA 2	Fails to or infrequent attempts (>7 errors) to integrate up-to-date refs to support and reflect ideas, factual information and quotations. No understanding of APA 0-1	/5
Referencing					
There are no errors in the use of references in the essay. 5	There are 1-2 errors in the use of references. 4	There are 3-4 errors in the use of references. 3	There are 5-6 errors in the use of references. 2	There are more than 7 errors in the use of references. 0-1.	/5

High Distinction 85 – 100%	**Distinction 75 – 84%**	**Credit 65 – 74%**	**Pass 50 – 64%**	**Fail Below 50%**	
Approach and Argument 70%					
Relevancy 35%					
The essay very clearly demonstrates an awareness of a structured approach to undertaking a literature review. It clearly demonstrates the use of literature appraisal tools and documentation. Content is entirely relevant to the topic, the approach comprehensively addresses the topic and proceeds logically and is within the set word limit. 30-35	The essay clearly demonstrates an awareness of undertaking a structured approach to literature review. It demonstrates the use of literature appraisal tools and documentation. Content is very relevant to the topic, the approach addresses the topic and proceeds logically within the set word limit. 26-34	Content is appropriate to the topic, the approach mostly addresses the task and for the most part proceeds logically and is within the word limit. There is lack of some content relating to understanding It adequately demonstrates the use of literature appraisal tools and documentation. 22-25	Content addresses the topic but is at times repetitive and/ or lacks cohesion. The essay lacks adequate content to demonstrate an understanding of the use of literature appraisal tools and documentation. The essay is within the word limit with a 10% allowance (under or over the set limit). 17-21	Content is irrelevant and or does not address the topic and lacks cohesion. The word limit has not been adhered to, the word limit is well over or under the 10% allowance. 0-16	/35
Critical analysis 35%					
There is very clear critical analysis in the construction and description of the essay tasks. 30-35	There is clear critical analysis in the construction and description of the essay tasks with 26-34	There is some evidence of analysis in essay, however key components are missing. 22-25	There is minimal analysis in the essay. 17-21	There is no evidence of analysis in the essay. 0-16	/35
Total mark					

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission

No submission method provided.

Learning Outcomes Assessed

- Construct a research statement that defines the area of interest or problem from your practice in nursing
- Evaluate various approaches to undertaking literature reviews
- Critique and assimilate retrieved information and argue its relevance to the problem statement.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

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