



# **NURS20167 Literature Review in Health, Safety and Wellbeing**

## **Term 3 - 2023**

Profile information current as at 02/05/2024 04:17 pm

All details in this unit profile for NURS20167 have been officially approved by CQUUniversity 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 will provide you with the theoretical and practical knowledge required to complete a literature review. You will identify an area of interest from your professional environment and develop a researchable literature review question that will facilitate a related quality improvement research project. Using this question, you will learn how to systematically conduct and document a review of the literature. This process will include the development of a search strategy followed by the retrieval, evaluation, cataloguing and synthesis of the selected literature.

### 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 3 - 2023

- Online

### Attendance Requirements

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

### Website

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

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit 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. **Presentation**

Weighting: 25%

#### 2. **Report**

Weighting: 25%

#### 3. **Report**

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](#).

## Unit Learning Outcomes

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

1. Construct a clear and focused literature review research question that allows you to explore an area of interest from your professional context
2. Create a literature review strategy appropriate to your literature review research question
3. Undertake a literature search using appropriate methods, databases and search engines
4. Critique and synthesise the literature to address the literature review research question.

NA

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
<b>1 - Presentation - 25%</b>	•	•	•	
<b>2 - Report - 25%</b>			•	•
<b>3 - Report - 50%</b>	•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

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

## 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)
- Academic Learning Centre services
- Access to MIMS through the university library
- CQ U library search engines for research articles
- CQUniversity library literature search tools
- Wordprocessing, spreadsheeting and powerpoint software
- Zoom account (Free)
- Zoom app on your smart phone or access to Zoom on your laptop
- Endnote bibliographic software. This is optional for formatting references.
- CQUniversity Library Nursing Resources
- Zoom (both microphone and webcam capability)
- Endnote bibliographic software. This is recommended for formatting references.
- CQ university Library resources for research

## 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

**Ainslie Monson** Unit Coordinator  
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## Schedule

### Week 1 - 06 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Welcome to the unit.  
Self-directed learning module.  
**Introduction to evidenced-based practice.**

Review the Moodle site and click on all the links.  
Review the recorded lecture and online Zoom tutorial timetable.  
Find out what is in Student Support? How do I find the Library?  
Click on the link and learn what is the Academic Learning Centre?  
Review the eReadings and activities as outlined in the module.

#### **Recorded presentations:**

- Welcome and Unit Introduction O Week.
- Assessments 1, 2 and 3.
- Introduction to evidence-based practice.

**Assessments 1, 2 and 3** - Review the assessment tasks and rubrics and make a study plan.

**Activity** - Access the General Discussion page and introduce yourself to your colleagues by providing your:

- Name
- Where you work
- Why you are studying the Master of Clinical Nursing.

### **Week 2 - 13 Nov 2023**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Developing research questions - Your PICO question.</b>	Review the eReadings and activities as outlined in module on the Moodle site.	<p><b>Zoom</b> - Online tutorial 'Developing a PICO question' with the Academic Learning Centre, unit content and assessments questions and answers. See Moodle site for the details on dates and times.</p> <p><b>Assessment 1</b> - Discuss your nursing problem of interest to research with your nurse leader/s. Review the literature to justify your research topic of interest. Start writing your assessment and presentation.</p> <p><b>Assessment 2</b> - Start reviewing the CQUniversity library health databases for relevant literature for this assessment.</p> <p><b>Announcement and Discussion Boards</b> - Check for posts and updates.</p>

### **Week 3 - 20 Nov 2023**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Searching the evidence.</b>	Review the eReadings and activities as outlined in module on the Moodle site.	<p><b>Recorded presentation:</b> Listen to the presentation 'Searching for evidence'.</p> <p><b>Assessment 1</b> - Finalise your assessment and presentation. Check the originality of your assessment through Turnitin and make relevant changes based on the originality report.</p> <p><b>Announcement and Discussion Boards</b> - Check for posts and updates.</p> <p><b>Assessment 1 Presentation Due:</b> 5:00pm (AEST) Wednesday 22 November 2023.</p> <p><b>Assessment 1: Presentation Due:</b> Week 3 Wednesday (22 Nov 2023) 5:00 pm AEST</p>

### **Week 4 - 27 Nov 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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**Reviewing evidence credibility.**

Review the eReadings and activities as outlined in module on the Moodle site.

**Zoom** - Online tutorial 'Reviewing evidence credibility' with the Academic Learning Centre. See Moodle site for the details on dates and times.

**Assessment 2** - Continue literature searching through CQUniversity library health databases for credible evidence for this assessment.

**Announcement and Discussion**

**Boards** - Check for posts and updates.

**Vacation week - Mid-term Break - 04 Dec 2023****Module/Topic****Chapter****Events and Submissions/Topic**

No modules to review in break week.

Please use this mid-term break as an opportunity to rest and recover.

No timetabled learning activities.

Please use this week to progress your assessments and review module content.

**Week 5 - 11 Dec 2023****Module/Topic****Chapter****Events and Submissions/Topic****Identifying levels of evidence.**

Review the eReadings and activities as outlined in module on the Moodle site.

**Recorded presentation:** Listen to the presentation 'Identifying levels of evidence'.

**Assessment 2** - Continue your literature searching through the CQUniversity library health databases. Start reading and interpreting your evidence.

**Announcement and Discussion**

**Boards** - Check for posts and updates.

**Week 6 - 18 Dec 2023****Module/Topic****Chapter****Events and Submissions/Topic****Ethics in nursing research.**

Review the eReadings and activities as outlined in module on the Moodle site.

**Zoom** - Online tutorial discussing 'Ethics in nursing research'. See Moodle site for the details on dates and times.

**Assessment 2** - Continue preparing assessment.

**Assessment 3** - Review the assessment task and make a plan to start this assessment.

**Announcement and Discussion**

**Boards** - Check for posts and updates.

**Vacation Week - 25 Dec 2023****Module/Topic****Chapter****Events and Submissions/Topic**

No modules to review in vacation week.

No eReadings or activities during vacation week.

No timetabled learning activities.

**Merry Christmas and a safe and Happy New Year.**

**Week 7 - 01 Jan 2024****Module/Topic****Chapter****Events and Submissions/Topic**

**Critical appraisal of the evidence and systematic reviews.**

Review the eReadings and activities as outlined in module on the Moodle site.

**Recorded presentation:** Listen to the presentation 'Critical appraisal of the evidence'.

**Assessment 2** - Continue progressing your assessment. Check the originality of your assessment through Turnitin and make relevant changes based on the originality report.

**Assessment 3** - Continue your literature searching through the CQUniversity library health databases for appropriate evidence.

**Announcement and Discussion**

**Boards** - Check for posts and updates.

**Week 8 - 08 Jan 2024**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

**Appraisal of quantitative and qualitative evidence.**

Review the eReadings and activities as outlined in module on the Moodle site.

**Zoom** - Online tutorial discussing 'Appraising the evidence in nursing research'. See Moodle site for the details on dates and times.

**Assessment 2** - Finalise your assessment and presentation. Check the originality of your assessment through Turnitin and make relevant changes based on the originality report.

**Assessment 3** - Review the assessment task and make a plan to start this assessment.

**Announcement and Discussion**

**Boards** - Check for posts and updates.

**Assessment 2 Report Due:** 5:00pm (AEST) Wednesday 10 January 2024.

**Assessment 2 Report Due:** Week 8 Wednesday (10 Jan 2024) 5:00 pm AEST

**Week 9 - 15 Jan 2024**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

**Applying evidence in nursing practice.**

Review the eReadings and activities as outlined in module on the Moodle site.

**Recorded presentation:** Listen to the presentation 'Applying evidence in nursing practice'.

**Assessment 3** - Continue progressing your assessment.

**Announcement and Discussion**

**Boards** - Check for posts and updates.

**Week 10 - 22 Jan 2024**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

**Writing your literature review.**

Review the eReadings and activities as outlined in module on the Moodle site.

**Zoom** - Online tutorial discussing 'Writing your literature review'. See Moodle site for the details on dates and times.

**Assessment 3** - Continue progressing your assessment.

**Announcement and Discussion**

**Boards** - Check for posts and updates.

**Week 11 - 29 Jan 2024**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

**Assessment preparation.**

Review the eReadings and activities as outlined in module on the Moodle site.

**Recorded presentation:** Review previous recorded lectures to assist with applying evidence-based practice to your final assessment.

**Check-in with/email** your Unit Coordinator to discuss assessment 3 progression.

**Assessment 3** - Continue progressing your assessment. Check the originality of your assessment through Turnitin and make relevant changes based on the originality report.

**Announcement and Discussion Boards** - Check for posts and updates.

**Week 12 - 05 Feb 2024****Module/Topic****Chapter****Events and Submissions/Topic****Assessment preparation.**

Review the eReadings and activities as outlined in module on the Moodle site.

**Zoom** - Online tutorial - unit content and assessment question and answer. See Moodle site for the details on dates and times.

**Check-in with/email** your Unit Coordinator to discuss assessment 3 progression.

**Assessment 3** - Continue progressing your assessment. Check the originality of your assessment through Turnitin and make relevant changes based on the originality report.

**Announcement and Discussion Boards** - Check for posts and updates.

**Assessment 3 Report Due:** 5:00pm (AEST) Wednesday 7 February 2024.

**Assessment 3 Report Due:** Week 12 Wednesday (7 Feb 2024) 5:00 pm AEST

**Exam Week - 12 Feb 2024****Module/Topic****Chapter****Events and Submissions/Topic**

## Term Specific Information

As this unit is offered online, students are asked to prepare their own individual study plan to undertake self-directed study throughout the term. A key to your success is a strategic self-directed approach to learning and regular contact with your Unit Coordinator/s. Please check the Announcements page and unit content at least twice a week - there will be regular announcements about assessments and unit resources posted throughout the term and reviewing this information is essential to unit knowledge and your success. CQUniversity communicates with students through CQUniversity email. We recommend that you access your CQUniversity email at least twice a week so that you do not miss vital information about your studies.

## Assessment Tasks

### 1 Assessment 1: Presentation

**Assessment Type**

Presentation

**Task Description****Aim**

The aim of this assessment is to construct and justify a literature review search question using the PICO framework to frame and answer your research question for your chosen topic.



Please note, the literature search you undertake in this assessment will inform Assessments 2 and 3 in this unit, and your research proposal you undertake in NURS20168, NURS20173 and NURS20174.

### Instructions

#### PART A: Written summary

Please follow the steps below to complete the written summary aspect of this assessment task:

1. The written summary is considered the notes you prepare to accompany your presentation. Your summary should be written in academic essay format. You may use headings to guide you.
2. In discussion with your nurse leaders/s, e.g., Nurse Unit Manager, select a nursing-related topic that interests you and is relevant to your context of nursing practice.
  - Your chosen topic should be specific enough to enable you to focus your research question.
  - Identify the context of your discussion with your nurse leader/s to demonstrate the significance of your topic in relation to your nursing practice.
3. Conduct a comprehensive review of the existing literature related to your chosen topic. Justify your chosen topic through identifying the gaps or unanswered questions in the current literature and in context to your nursing practice.
4. Formulate a clear and specific nursing-related problem associated with your chosen topic. This problem should be able to be addressed through research and has practical implications for nursing practice.
5. Using the PICO framework, identify and discuss the following elements of your research question:
  - Population/Patient: Describe the target population or patient group for your literature review (This will form the foundation for assessment 3 in this unit).
  - Intervention: Specify the intervention or exposure you are interested in studying.
  - Comparison: If applicable, identify an alternative comparison group.
  - Outcome: Define the primary outcome/s you aim to measure or evaluate in future units (NURS20168, NURS20173, and NURS20174).
6. Develop a well-structured research question using the PICO elements you identified in point 5. Your research question should be able to generate results in future units (NURS20168, NURS20173, and NURS20174).

#### PART B: Presentation

The purpose of this presentation is to discuss and justify your PICO question that you will use for assessments two and three in this unit, and in future units NURS20168, NURS20173 and NURS20174 (your research project units). Include in-text citations in your presentation.

Please follow the steps below to complete the presentation aspect of this assessment task:

1. Using your written summary for this assessment, design an oral presentation using 8 PowerPoint slides. Your oral presentation will be delivered over 8-10 minutes via Zoom to your Unit Coordinator and peers. Your Unit Coordinator and peers may ask questions about your presentation at the conclusion of your presentation.
2. Your presentation should explain your PICO question that you will use in assessments two and three for this unit:
  - Slide 1 – State your name and title of your presentation.
  - Slide 2 – Describe your nursing-related topic relevant to your context of practice.
    - Provide a rationale for your topic selection explaining why it is important in your context of nursing practice.
    - This problem should be able to be addressed through research and has practical implications for nursing practice.
  - Slide 3 – Identify the nurse leader/s you discussed your assessment topic with and why you chose this topic:
    - Maintain confidentiality of your peers; do not cite their names, instead, cite their professional position, such as Nurse Unit Manager, Nurse Educator.
    - Provide a rationale for your choice of nurse leader/s you consulted with about your assessment topic. Why was this nurse leader important in relation to your choice of assessment topic?
  - Slides 4 and 5 – Summarise the literature search you undertook to identify the gap in nursing knowledge about your chosen topic.
    - Identify two or three health databases you searched through the CQU library for your literature search.
  - Slide 6 – Present a PICO framework that identifies and discusses the following elements of your research question:
    - i. Population/Patient: Describe the target population or patient group for your literature review (This will form the foundation for assessment 3 in this unit).
    - ii. Intervention: Specify the intervention or exposure you are interested in studying.
    - iii. Comparison: If applicable, identify an alternative comparison group.
    - iv. Outcome: Define the primary outcome/s you aim to measure or evaluate in future units (NURS20168, NURS20173, and NURS20174).
  - Slide 7 – Present your well-structured research question using the PICO elements you identified in slide 6.
  - Slide 8 – Reference list of references cited in-text in your presentation.

## Literature and references

In this assessment use at least 6 contemporary primary references (5 years or less) sourced from the CQUniversity library to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as government, university, or peak national bodies, for example, the Australian College of Nursing. Note, websites such as Stat Pearls, Life in the Fastlane, and Wikipedia are not suitable for this assessment task. Lecture notes are not primary sources of evidence and should not be used in this assessment.

## Requirements

### PART A: Written summary

- Have a cover page to your assignment that includes your name, student number, unit code, and in-text word count.
- Use conventional and legible size 12 font, either Times New Roman or Arial font, with 2.0 line spacing and 2.54cm margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- Write in the third-person perspective.
- Use formal academic and discipline specific language and essay structure.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
- The word count excludes the reference list but includes in-text references and direct quotations, including paraphrasing and direct quotes. Please note, direct quotes should be avoided in post-graduate assessments.

### PART B: PowerPoint presentation

- Be creative with your presentation, however, make sure it is legible and not overcrowded.
- Use a conventional and legible font.
- Any images used must be published with a Creative Commons (CC) license and the source attributed as per the requirements of their CC license.
- Use formal academic and discipline specific language.
- Bullet points and tables may be used in your presentation.
- Write in third person context.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.

## Resources

- You can use unit provided materials and other credible sources (e.g., journal articles, books) to reference your argument. The quality and credibility of your sources are important. Please note, lecture notes are not peer reviewed primary sources of evidence.
- We recommend that you access your discipline specific Nursing Resource Guide.
- You may like to manage your citations and reference list. Information on how to use academic referencing software (EndNote) is available at the CQUniversity Library website should you wish to learn how to use it.
- For information on academic writing and referencing 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.
- For information on using PowerPoint please go to the Academic Learning Centre Computing Basics section – How to use PowerPoint.
- For information on using Zoom to present your assessment please go to Zoom web conferencing.
- You may wish to submit a draft to Studiosity.
- Submit at least one draft before the due date to review your Turnitin Similarity Score before uploading your final submission. Instructions are available here.

## Submission

Submission will be a two-part process:

PART A: Written summary – Submit your assessment by the due date via the unit Moodle site in Microsoft Word format only.

PART B:

- a. Submit your presentation slides in Microsoft PowerPoint or pdf format by the due date via the Unit Moodle site.
- b. Deliver your oral presentation live to your lecturer and fellow students using Zoom, a video conferencing program. Your lecturer will help you with using Zoom and arrange a suitable time with you to present. With your permission, your presentation may be filmed for marking purposes. Only your lecturer will have access to this video which will be stored securely.

## Marking Criteria

Refer to the marking rubric on the Moodle site for more details on how marks will be assigned.

To achieve a passing grade for this unit you are required to pass this assessment item. If you do not receive a passing grade, you may be eligible for a re-attempt. A re-attempt is where you are given a second opportunity to demonstrate your achievement of one or more of the unit's learning outcomes before you can progress to new learning or participate in subsequent learning activities. You may be given the opportunity to re-attempt an assessment but will only achieve a mark no greater than the minimum for a pass standard for the assessment. You must:

- Have shown a reasonable attempt to complete the initial assessment task.
- Be granted a re-attempt by your Unit Lead/Coordinator.
- Make changes to the nominated assessment task which you have failed and resubmit the revised work for marking within seven consecutive days, no assessment extensions will be approved.

**Please note: Only one opportunity for a re-attempt is allowed.**

### Assessment Due Date

Week 3 Wednesday (22 Nov 2023) 5:00 pm AEST

PART A: Written Summary submission 5pm (AEST) Wednesday 22nd November 2023 (week 3). PART B: Presentation slides submission 5pm (AEST) Wednesday 22nd November 2023 (week 3). Part B: Presentation 5–6pm Friday 24th November (week 3) 2023 OR 9–10am Monday 27th November (week 4) 2023 OR as negotiated with the Unit Coordinator.

### Return Date to Students

Week 5 Wednesday (13 Dec 2023)

An announcement will be made on the Moodle site when the assignments have been marked and results are available.

### Weighting

25%

### Assessment Criteria

#### Assessment One - Presentation (Part A -Presentation)

Key Criteria	High Distinction 100-85%	Distinction 84.9-75%	Credit 74.9-65%	Pass 64.9-50%	Fail <49.9%	TOTAL
Written summary and justification (10%)	(10-8.5) A comprehensive written summary and justification of a literature review search question using the PICO framework is provided.	(8.4-7.5) A clear written summary and justification of a literature review search question using the PICO framework is provided.	(7.4-6.5) Summary mostly provides justification of a literature review search question using the PICO framework is provided.	(6.4-5) Summary partly justifies a literature review search question using a PCIO framework.	(4.9-0) There is minimal, incorrect, or omitted content that justifies a literature review search question using the PICO framework.	
Rationale for chosen topic (10%)	(10-8.5) Concise and comprehensive discussion with nurse leaders/s, e.g., Nurse Unit Manager, succinctly articulates the significance of the nursing-related topic of interest. Nurse leader/s positions in relation to nursing-related problem are succinctly identified and appropriate. Discussions comprehensively outline how the nursing-related problem is significant to your context of nursing practice.	(8.4-7.5) Concise discussion with nurse leaders/s, e.g., Nurse Unit Manager, clearly articulates the significance of the nursing-related topic of interest. Nurse leader/s positions in relation to nursing-related problem are clearly identified and appropriate. Discussions concisely outline how the nursing-related problem is significant to your context of nursing practice.	(7.4-6.5) Clear discussion with nurse leaders/s, e.g., Nurse Unit Manager, mostly articulates the significance of the nursing-related topic of interest. Nurse leader/s positions in relation to nursing-related problem are clearly identified and appropriate. Discussions clearly outline how the nursing-related problem is significant to your context of nursing practice.	(6.4-5) Somewhat clear discussion with nurse leaders/s, e.g., Nurse Unit Manager, that outlines some significance of the nursing-related topic of interest. Nurse leader/s positions in relation to nursing-related problem are identified and mostly appropriate. Discussions outline how the nursing-related problem is significant to your context of nursing practice but requires depth of discussion.	(4.9-0) Discussions with nurse leader/s, e.g., Nurse Unit Manager is unclear or not provided and/or inappropriate nurse leader/s positions are consulted about the nursing-related problem, and/or discussions outlining the significance of the nursing-related problem are insufficient or omitted.	
Review of the literature (20%)	(20-17) Concise and comprehensive review of the relevant literature related to the chosen topic is provided. Gaps or unanswered questions in the current literature are comprehensively identified.	(16.9-15) Concise review of the relevant literature related to the chosen topic is provided. Gaps or unanswered questions in the current literature are concisely identified.	(14.9-13) Mostly concise review of relevant literature related to the chosen topic is provided. Most gaps or unanswered questions in the current literature are identified.	(12.9-10) A review of mostly relevant literature related to the chosen topic is attempted but has inaccuracies. Some gaps or unanswered questions in current literature are identified but further depth of discussion is required.	(9.9-0) There is minimal or no review of relevant literature and gaps or unanswered questions in current literature incorrect or omitted.	

Nursing-related problem (15%)	(15-17) Concise and comprehensive formulation of the specific nursing-related problem and is thoroughly connected to the chosen topic. Explanation succinctly outlines how the problem could be addressed through research and has appropriate highly practical implications for nursing practice.	(20-17) Concise formulation of the specific nursing-related problem related and is clearly connected to the chosen topic. Explanation clearly outlines how the problem could be addressed through research and has very practical implications for nursing practice.	(20-17) Mostly concise formulation of the nursing-related problem and is mostly connected to the chosen topic. Explanation mostly outlines how the problem could be addressed through research and has reasonably practical implications for nursing practice.	(20-17) The nursing-related problem is presented but could be more clearly stated. The explanation outlines how the problem might be addressed through research. The practical implications for nursing practice are identified but require further detail.	(20-17) There is minimal or no nursing-related problem provided, and/or the explanation does not demonstrate how the problem could be addressed through research, and/or the practical implications for nursing practice are incorrect or omitted.	
PICO framework and research question (30%)	(30-25.5) A concise and comprehensive discussion of the PICO framework is provided. Discussion includes: Population/Patient, Intervention, Comparison and Outcome. A comprehensive, concise and clear research question is derived from the PICO framework.	(25.4-22.4) A concise discussion of the PICO framework is provided. Discussion includes: Population/Patient, Intervention, Comparison and Outcome. A concise and clear research question is derived from the PICO framework.	(22.3-19.4) Clear discussion of the PICO framework is provided. Discussion includes: Population/Patient, Intervention, Comparison and Outcome. A clear research question is derived from the PICO framework.	(19.3-15.0) A mostly clear discussion of the PICO framework is provided. Discussion includes: Population/Patient, Intervention, Comparison and Outcome. A research question is presented but linkage to the PICO framework requires clarification.	(14.5-0) A discussion of the PICO framework is missing key concepts or is omitted. Discussion is missing some or all elements of the chosen research question: Population/Patient, Intervention, Comparison and Outcome. There is incorrect content relating to the research question, or the research question is not derived from the PICO framework, or the research question is omitted.	
Professional writing and presentation (10%)	(10-8.5) Content is clear, accurate and presented in a logical order and succinct manner demonstrating a comprehensive understanding of the topic. There are no errors in English grammar, spelling and punctuation. Language of the discipline is comprehensively used. The assessment is substantiated with a minimum of 6 contemporary peer reviewed journal articles. Formatting requirements applied without error.	(8.4-7.5) Content is frequently clear, correct and presented logically, demonstrating good understanding of the topic. English grammar, spelling and punctuation conventions have 1 error. Language of the discipline frequently used. The assessment is substantiated with 5 contemporary peer reviewed journal articles. Formatting requirements applied with 1 error.	(7.4-6.5) Content is mostly clear, correct and presented logically, demonstrating sound understanding of the topic. English grammar, spelling and punctuation conventions have 2 errors. Language of the discipline mostly used. The assessment is substantiated with 4 contemporary peer reviewed journal articles. Formatting requirements applied with 2 errors.	(6.4-5) Content is frequently clear, correct and presented logically, demonstrating good understanding of the topic. English grammar, spelling and punctuation conventions have 3 errors. Language of the discipline frequently used. The assessment is substantiated with 3 contemporary peer reviewed journal articles. Formatting requirements applied with 3 errors.	(4.9-0) Content is consistently unclear or incorrect and disorganised demonstrating insufficient understanding of the topic. English grammar, spelling and punctuation conventions have ≥4 errors. Language of the discipline infrequently or incorrectly used. The assessment is substantiated with 2 or less contemporary peer reviewed journal articles. Formatting requirements have ≥4 errors.	
Referencing (5%)	(5-4.25) Acknowledges all sources of literature. References sourced from the CQUniversity library. Meets APA 7th Edition referencing standards with no errors in-text and the reference list.	(4.2-3.8) Acknowledges the majority of sources of literature. References sourced from the CQUniversity library. Meets APA 7th Edition referencing standards with 1 error in-text and the reference list.	(3.75-3.55) Acknowledges most sources of literature. References sourced from the CQUniversity library. Meets APA 7th Edition referencing standards with 2 errors in-text and the reference list.	(3.50-2.5) Acknowledges some sources of literature. References sourced from the CQUniversity library. Meets APA 7th Edition referencing standards with 3 errors in-text and the reference list.	(2.45-0) Acknowledges minimal or no appropriate sources of literature. References are not sourced from the CQUniversity library. APA 7th Edition referencing standards have ≥4 errors in-text and the reference list.	
Grade:		Marker:			Date:	
Marker Feedback:						

## Assessment One - Presentation (Part B - Presentation)

Key Criteria	High Distinction 100-85%	Distinction 84.9-75%	Credit 74.9-65%	Pass 64.9-50%	Fail <49.9%	TOTAL
Slide presentation (10%)	(10-8.5) A total of 8 slides used that are extremely aesthetically pleasing and holds the audience's attention. The slides are free of unnecessary detail, succinct and readable. The slides contain an extremely appealing array of appropriate script and graphics. Adheres to time.	(8.4-7.5) A total of 8 slides used that are aesthetically pleasing and holds the audience's attention. The slides are free of unnecessary detail, succinct and readable. The slides contain an appealing array of appropriate script and graphics. Adheres to time.	(7.4-6.5) A total of 8 slides used that are mostly aesthetically pleasing and holds the audience's attention. The slides are mostly free of unnecessary detail, succinct and readable. The slides contain appropriate script and graphics. Adheres to time but a rushed presentation (one minute or less over time).	(6.4-5) A total of 8 slides used that contain some unnecessary detail but are readable. The slides contain somewhat appropriate script and graphics. Mostly adheres to time (two minutes or less over time).	(4.9-0) Eight slides have not been used. The slides are not aesthetically pleasing and do not hold the audience's attention. The slides contain unnecessary detail, are cluttered and are not readable. The slides do not contain appropriate script and graphics.	
Oral presentation (10%)	(10-8.5) The presenter consistently engages the audience. The presenter speaks very clearly, demonstrating enthusiasm for the topic. Each slide is comprehensively articulated and justified. Topic is very clearly presented. The presenter comprehensively addresses audience questions.	(8.4-7.5) The presenter readily engages the audience. The presenter speaks clearly, demonstrating enthusiasm for the topic. Each slide is clearly articulated and justified. Topic is clearly presented. The presenter clearly addresses audience questions.	(7.4-6.5) The presenter engages the audience. The presenter speaks well and demonstrates some enthusiasm for the topic. Each slide is articulated and justified. Topic is presented. The presenter effectively addresses audience questions.	(6.4-5) The presenter occasionally engages the audience. The presenter speaks well at times and attempts to demonstrate enthusiasm for the topic. Each slide is discussed and somewhat justified. Topic is presented but lacks clarity. The presenter mostly addresses the audience questions.	(4.9-0) The presenter minimally or does not engage the audience in the presentation. The presenter does not speak clearly nor demonstrate enthusiasm for the topic. Each slide is either not discussed or is poorly discussed, or poorly or not justified. Topic is not clearly presented. Audience questions are not adequately addressed.	
Introduction (5%) Slide 1	(5-4.25) Student name and title of presentation clearly and succinctly presented.	(4.2-3.8) Student name and title of presentation clearly presented.	(3.75-3.55) Student name and title of presentation presented.	(3.50-2.5) Student name and title of presentation presented but some content is omitted.	(2.45-0) Introduction slide omitted or student name and title of presentation presented but some content is incomplete or incorrect.	
Nursing-related topic (10%) Slide 2	(10-8.5) Concise and comprehensive explanation of why the nursing-related topic is relevant and important to the context of chosen nursing practice is coherently discussed. Comprehensive rationale for nursing-related problem to focus the research question on is succinctly and clearly discussed. The problem should be able to be addressed through research and has practical implications for nursing practice.	(8.4-7.5) Comprehensive explanation of why the nursing-related topic is relevant and important to the context of chosen nursing practice is coherently discussed. Comprehensive rationale for the chosen nursing-related problem to focus the research question on is succinctly discussed. The problem should be able to be addressed through research and has practical implications for nursing practice.	(7.4-6.5) Clear explanation of why the nursing-related topic is relevant and important to the context of chosen nursing practice is coherently discussed. The discussion mostly justifies the rationale for the chosen nursing-related problem to focus the research question on is succinctly discussed. The problem should be able to be addressed through research and has practical implications for nursing practice.	(6.4-5) Mostly correct discussion of explanation of why the nursing-related topic is relevant and important to the context of chosen nursing practice is provided, but there is some detailed of explanation omitted. The discussion mostly justifies the rationale for the chosen nursing-related problem to focus the research question on is discussed, but there is some detail omitted. The problem should be able to be addressed through research and has practical implications for nursing practice.	(4.9-0) Minimal or no discussion of why the nursing-related problem is relevant to the chosen context of nursing practice is discussed. The rationale justifying the chosen nursing-related problem to focus the research question on is inaccurate or missing significant justification or is omitted. The problem has limited capacity to be addressed through research and has limited or no practical implications for nursing practice.	
Nurse leader consultation (5%) Slide 3	(5-4.25) Appropriate nurse leader/s consulted about research topic. Comprehensive rationale for choice of nurse leader/s consulted is provided. Confidentiality of peers is thoroughly maintained.	(4.2-3.8) Appropriate nurse leader/s consulted about research topic. The rationale for choice of nurse leader/s consulted is succinctly provided. Confidentiality of peers is clearly maintained.	(3.75-3.55) Appropriate nurse leader/s consulted about research topic. The rationale for choice of nurse leader/s consulted is clearly provided. Confidentiality of peers is mostly maintained.	(3.50-2.5) An appropriate nurse leader consulted about research topic, but further clarification is required. The rationale for choice of nurse leader/s consulted is mostly justified. Confidentiality of peers is somewhat maintained.	(2.45-0) Appropriate nurse leader/s not consulted about research topic. The rationale for choice of nurse leader/s consulted lacks clarity or is omitted. Confidentiality of peers is not maintained.	
Literature review (20%) Slides 4 and 5	(20-17) Concise and comprehensive summary of the literature search that identifies the gap in nursing knowledge about the chosen topic is discussed. This discussion includes two or three health databases searched through the CQU library for the literature search.	(16.9-15) Comprehensive summary of the literature search that identifies the gap in nursing knowledge about the chosen topic. This discussion includes two or three health databases searched through the CQU library for your literature search.	(14.9-13) Good summary of the literature search that identifies the gap in nursing knowledge about the chosen topic. This discussion includes two or three health databases searched through the CQU library for your literature search.	(12.9-10) Identified gap in nursing knowledge about the chosen topic with two to three databases for the literature search is provided but requires depth of content and discussion.	(9.9-0) The discussion is irrelevant and/or does not meet/address the task. Identified gap in nursing knowledge about the chosen topic with two to three data bases for the literature search has inaccuracies or is limited in scope.	

PICO framework and research question (30%) Slides 6 and 7	(30-25.5) Concise and comprehensive presentation of a well-structured research question using the PICO framework that identifies and discusses the population/patient, intervention, comparison, and outcome.	(25.4-22.4) Comprehensive presentation of a well-structured research question using the PICO framework that identifies and discusses the population/patient, intervention, comparison, and outcome.	(22.3-19.4) Good presentation of a well-structured research question using the PICO framework that identifies and discusses the population/patient, intervention, comparison, and outcome.	(19.3-15.0) A well-structured research question using the PICO framework that identifies and discusses the population/patient, intervention, comparison, and outcome is provided but requires depth of content and discussion.	(14.5-0) The discussion is irrelevant and/or does not meet/address the task. A well-structured research question using the PICO framework that identifies and discusses the population/patient, intervention, comparison and outcome has inaccuracies or does not include elements of the PICO framework.	
Referencing (5%) Slide 8	(5-4.25) Acknowledges all sources of literature. References sourced from the CQUniversity library. Meets APA 7 <sup>th</sup> Edition referencing standards with no errors in-text and the reference list.	(4.2-3.8) Acknowledges the majority of sources of literature. References sourced from the CQUniversity library. Meets APA 7 <sup>th</sup> Edition referencing standards with 1 error in-text and the reference list.	(3.75-3.55) Acknowledges most sources of literature. References sourced from the CQUniversity library. Meets APA 7 <sup>th</sup> Edition referencing standards with 2 errors in-text and the reference list.	(3.50-2.5) Acknowledges some sources of literature. References sourced from the CQUniversity library. Meets APA 7 <sup>th</sup> Edition referencing standards with 3 errors in-text and the reference list.	(2.45-0) Acknowledges minimal or no appropriate sources of literature. References are not sourced from the CQUniversity library. APA 7 <sup>th</sup> Edition referencing standards have ≥4 errors in-text and the reference list.	
Use of evidence (5%)	(5-4.25) Expertly integrates quality references to support and reflect all ideas, factual information, and quotations.	(4.2-3.8) Consistently integrates quality references to support and reflect ideas, factual information, and quotations with 1 exception.	(3.75-3.55) Frequently integrates quality references to support and reflect ideas, factual information, and quotations with 2 exceptions.	(3.50-2.5) Occasionally integrates references to support and reflect ideas, factual information, and quotations with 3 exceptions.	(2.45-0) Infrequent or fails to attempt with ≥3 errors to integrate references to support and reflect ideas, factual information, and quotations.	
<b>Grade:</b> <b>Marker's Feedback:</b>		<b>Marker:</b>			<b>Date:</b>	

## Referencing Style

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

## Submission

Online

### Submission Instructions

Submission will be a two-part process: PART A: Written summary – Submit your assessment by the due date via the unit Moodle site in Microsoft Word format only. PART B: a. Submit your presentation slides in Microsoft PowerPoint or pdf format by the due date via the Unit Moodle site. b. Deliver your oral presentation live to your lecturer and fellow students using Zoom, a video conferencing program. Your lecturer will help you with using Zoom and arrange a suitable time with you to present. With your permission, your presentation may be filmed for marking purposes. Only your lecturer will have access to this video which will be stored securely.

### Learning Outcomes Assessed

- Construct a clear and focused literature review research question that allows you to explore an area of interest from your professional context
- Create a literature review strategy appropriate to your literature review research question
- Undertake a literature search using appropriate methods, databases and search engines

## 2 Assessment 2 Report

### Assessment Type

Report

### Task Description

#### Aim

The aim of this assessment is for you to find the best available evidence for your nursing research question and critically appraise the credibility of that evidence. This is known as an annotated bibliography.

Please note, this assessment builds on Assessment 1. The literature search you undertake in this assessment will inform Assessment 3 in this unit, and your research proposal you undertake in NURS20168, NURS20173 and NURS20174.

#### Instructions

Using the research question you developed in Assessment 1, prepare an annotated bibliography report of 6 relevant peer reviewed journal articles. This annotated bibliography report will create the beginning of your literature review that you will undertake for Assessment 3 in this unit.

Please follow the steps below to complete this assessment task:

1. Provide a brief introduction outlining the aim of your annotated bibliography report in relation to your research



question (approximately 100 words).

2. State your research question after the introduction.
3. Choose 6 of the best, appropriate peer reviewed journal articles you locate in your literature search.
4. Appraise the 6 peer reviewed journal articles (1,200 words +/- 10%, that is, approximately 200 words per annotated bibliography).
5. Place the reference for the peer-reviewed article above each annotated bibliography using 7th edition American Psychology Association (APA) referencing style. Refer to the exemplar provided in Moodle under the Assessment tile.
6. Write each annotation in one paragraph. Your annotation should include the following content:
  - a. The main idea or findings.
  - b. Who the authors are and do they compare with other authors.
  - c. The sample size and population of the research.
  - d. The methodology and appropriateness of the methodology used for the research.
  - e. Identify the key findings.
  - f. Is the information in the research credible or is it recycled from other research does the research source confirm, challenge, or change your research question focus.
  - g. Should you or should you not use the research source to develop your research question further.
7. Use the five components of academic credibility – Authority, Relevance, Coverage, Objectivity and Currency (ARCOC) to appraise your 6 peer reviewed journal articles.
8. Use current peer-reviewed journal articles to support all aspects of this assessment task. The resources must be current, that is, within the past 5 years. Do not use clinical practice guidelines, editorials, opinion pieces, textbooks, Joanna Briggs Institute (JBI) resources, Cochran reviews, hospital or organisational policies, professional organisation websites (for example, the Australian College of Nursing), grey literature sourced from the internet, web pages, or lecture notes for this assessment.
9. Provide a concise conclusion summarising the main concepts from your assessment (approximately 100 words).

### **Literature and references**

In this assessment use at least 6 contemporary peer reviewed references (5 years or less) sourced from the CQUniversity library to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles only for this assessment. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage.

### **Requirements**

- Have a cover page to your assignment that includes your name, student number, unit code, and in-text word count.
- Use conventional and legible size 12 font, either Times New Roman or Arial font, with 2.0 line spacing and 2.54cm margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- Write in the third-person perspective.
- Use formal academic language.
- List the annotated bibliographies in alphabetical order according to the resource author/s.
- No reference list is required as the references appear above each annotated bibliography.
- Please do not use direct quotes in this assessment.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
- The word count excludes the 6 annotated bibliographic references cited above each annotation.

### **Resources**

- You can use unit provided materials and other credible sources (e.g., journal articles, books) to reference your argument. The quality and credibility of your sources are important. Please note, lecture notes are not peer reviewed primary sources of evidence.
- We recommend that you access your discipline specific Nursing Resource Guide.
- You may like to manage your citations and reference list. Information on how to use academic referencing software (EndNote) is available at the CQUniversity Library website should you wish to learn how to use it.
- For information on academic writing and referencing 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.
- You may wish to submit a draft to Studiosity.
- Submit at least one draft before the due date to review your Turnitin Similarity Score before uploading your final submission. Instructions are available here.

### **Assessment Due Date**

Week 8 Wednesday (10 Jan 2024) 5:00 pm AEST

5pm (AEST) Wednesday 10th January 2024 (Week 8)

### Return Date to Students

Week 10 Wednesday (24 Jan 2024)

An announcement will be made on the Moodle site when the assignments have been marked and results are available.

### Weighting

25%

### Assessment Criteria

#### Assessment Two - Report (Annotated Bibliography)

Key Criteria	High Distinction 84.5-100%	Distinction 74.50-84.49%	Credit 64.50-74.49%	Pass 49.50-64.49%	Fail <49.5%	TOTAL
Introduction and conclusion (10%)	(10-8.5) The assessment has a clear and succinct introduction and conclusion. The introduction provides excellent background information and outlines the direction of the assessment, and the conclusion succinctly summarises the key points.	(8.4-7.5) The assessment has a clear introduction and conclusion. The introduction provides good background information and outlines the direction of the assessment, and the conclusion summarises most key points.	(7.4-6.5) The assessment has an adequate introduction and conclusion. The introduction provides some background information and outlines the direction of the assessment, and the conclusion summarises some key points.	(6.4-5) An introduction and conclusion have been attempted. The introduction provides limited background information and outline of the assessment's direction, and the conclusion has a few key points.	(4.9-0) The introduction has significant errors or omissions of aims and direction of content or the introduction is not provided. Logical direction of the assessment is unclear. The conclusion does not summarise the assessment or is omitted.	
Evidence of 6 credible peer reviewed journal articles (10%)	(10-8.5) The assessment identifies the most appropriate, credible peer reviewed journal articles to address the research question. A sufficient, wide variety of sources of evidence is presented.	(8.4-7.5) The assessment identifies sufficient, credible peer reviewed journal articles to address the research question. A variety of sources of evidence is presented.	(7.4-6.5) The assessment mostly identifies sources of evidence that relate to the research question, but some sources are insufficient and/or lack credibility. A wider variety of sources of evidence is required.	(6.4-5) The assessment identifies some sources of evidence that relate to the research question, but sources are insufficient and/or lack credibility.	(4.9-0) The assessment does not identify sources of evidence that relate to the research question, and/or the sources of evidence lack credibility. a few sources of evidence have been presented.	



Summary of each annotation (30%)	(30-25.5) The assessment presents six accurate, clear, and concise annotations of the sources of evidence. Each annotation comprehensively addresses the research question and provides key supporting detail including main idea/findings, comparison with other authors, sample size, population, methodology, appropriateness of methodology, key findings, credibility of evidence, and should the evidence be used to further develop the research question.	(25.4-22.4) The assessment presents five accurate annotations of the sources of evidence. Each annotation consistently addresses the research question and provides key supporting detail including main idea/findings, comparison with other authors, sample size, population, methodology, appropriateness of methodology, key findings, credibility of evidence, and should the evidence be used to further develop the research question.	(22.3-19.4) The assessment presents four mostly accurate annotations of the sources of evidence. Some annotations address the research question but missing some key information or supporting details, such as idea/findings, comparison with other authors, sample size, population, methodology, appropriateness of methodology, key findings, credibility of evidence, and should the evidence be used to further develop the research question.	(19.3-15) The assessment presents three annotations of the sources of evidence. Annotations attempt to address the research question but missing key information or supporting details, such as idea/findings, comparison with other authors, sample size, population, methodology, appropriateness of methodology, key findings, credibility of evidence, and should the evidence be used to further develop the research question.	(14.9-0) The assessment presents ≤3 annotations of the sources of evidence. Annotations insufficiently address the research question and has missing and/or omitted key information or supporting details, such as idea/findings, comparison with other authors, sample size, population, methodology, appropriateness of methodology, key findings, credibility of evidence, and should the evidence be used to further develop the research question.
Analysis of 6 peer reviewed journal articles (30%)	(30-25.5) Comprehensively demonstrates an insightful critical analysis and discussion of the peer reviewed journal articles using the five components of academic credibility - Authority, Relevance, Coverage, Objectivity and Currency (ARCOC). A thorough examination explaining why/how the peer reviewed journal articles relate to the research question is provided. Accurate conclusions are drawn between the peer reviewed journal articles and the research question.	(25.4-22.4) Demonstrates a critical analysis and discussion of the peer reviewed journal using the five components of academic credibility - Authority, Relevance, Coverage, Objectivity and Currency (ARCOC). A consistent examination identifying why/how the peer reviewed journal articles relate to the research question is provided. Many conclusions are drawn between the peer reviewed journal articles and the research question.	(22.3-19.4) Demonstrates an analysis and some discussion of the peer reviewed journal articles using the five components of academic credibility - Authority, Relevance, Coverage, Objectivity and Currency (ARCOC). An examination of why/how the peer reviewed journal articles relate to the research question is provided. Conclusions are drawn between the peer reviewed journal articles and the research question.	(19.3-15) Some analysis and some discussion of the peer reviewed journal articles is provided using the five components of academic credibility - Authority, Relevance, Coverage, Objectivity and Currency (ARCOC). Attempts to describe why/how the peer reviewed journal articles relate to the research question is provided. Attempts to draw conclusions between the peer reviewed journal articles and the research question is provided, but some are incorrect.	(14.9-0) Inaccurate, little or no analysis or discussion of the peer reviewed journal articles using the five components of academic credibility - Authority, Relevance, Coverage, Objectivity and Currency (ARCOC) is provided. Minimal or no description of why/how the peer reviewed journal articles relate to the research question is provided. Inaccurate or no attempts to draw conclusions between the peer reviewed journal articles and the research question is provided.

Professional writing and presentation (10%)	(10-8.5) Content is clear, accurate and presented in a logical order and succinct manner demonstrating a comprehensive understanding of the topic. There are no errors in English grammar, spelling, and punctuation. Language of the discipline is comprehensively used. The assessment is substantiated with a minimum of 6 appropriate contemporary peer reviewed journal articles. Formatting requirements applied without error. Literature cited is published in the last 5 years.	(8.4-7.5) Content is frequently clear, correct and presented in a logical order demonstrating a good understanding of the topic. English grammar, spelling, and punctuation conventions have 1 error. Language of the discipline is frequently used. The assessment is substantiated with a minimum of 5 appropriate contemporary peer reviewed journal articles. Formatting requirements applied with 1 error. Majority of literature cited is published in the last 5 years.	(7.4-6.5) Content is mostly clear, correct and presented in a logical order demonstrating a sound understanding of the topic. English grammar, spelling, and punctuation conventions have 2 errors. Language of the discipline is mostly used. The assessment is substantiated with a minimum of 4 appropriate contemporary peer reviewed journal articles. Formatting requirements applied with 2 errors. Most literature cited is published in the last 5 years.	(6.4-5) Content is frequently clear, correct and presented in a logical order demonstrating a reasonable understanding of the topic. English grammar, spelling, and punctuation conventions have 3 errors. Language of the discipline is used. The assessment is substantiated with a minimum of 3 contemporary peer reviewed mostly appropriate journal articles. Formatting requirements applied with 3 errors. Some literature cited is published in the last 5 years.	(4.9-0) Content is consistently unclear or incorrect and is disorganised demonstrating insufficient understanding of the topic. English grammar, spelling and punctuation conventions have ≥4 errors. Language of the discipline is infrequently or incorrectly used. The assessment is substantiated with ≤2 contemporary peer reviewed, appropriate journal articles. Formatting requirements applied with ≥4 errors. Majority of literature cited is published ≥5 years.
Referencing (10%)	(10-8.5) Acknowledges all sources of literature. The assessment is substantiated with a minimum of 6, appropriate contemporary peer reviewed journal articles. References for each peer-reviewed article were placed above each annotated bibliography using 7th edition American Psychology Association (APA) referencing style with no error. Meets APA 7 <sup>th</sup> Edition referencing standards with no errors in-text and the reference list.	(8.4-7.5) Acknowledges the majority of sources of literature. The assessment is substantiated with a minimum of 5, appropriate contemporary peer reviewed journal articles. Five references for the peer-reviewed articles were clearly placed above each annotated bibliography using 7th edition American Psychology Association (APA) referencing style. Meets APA 7 <sup>th</sup> Edition referencing standards with 1 error in-text and the reference list.	(7.4-6.5) Acknowledges most sources of literature. The assessment is substantiated with a minimum of 4, appropriate contemporary peer reviewed journal articles. Four references for the peer-reviewed articles are cited above each annotated bibliography using 7th edition American Psychology Association (APA) referencing style. Meets APA 7 <sup>th</sup> Edition referencing standards with 2 errors in-text and the reference list.	(6.4-5.0) Acknowledges some sources of literature. The assessment is substantiated with a minimum of 3, appropriate contemporary peer reviewed journal articles. Three references for the peer-reviewed articles are cited above each annotated bibliography using 7th edition American Psychology Association (APA) referencing style. Meets APA 7 <sup>th</sup> Edition referencing standards with 3 errors in-text and the reference list.	(4.9-0) Acknowledges minimal or no appropriate sources of literature. The assessment is substantiated with ≤2, appropriate contemporary peer reviewed journal articles. Two or less references for the peer-reviewed articles are not placed above each annotated bibliography using 7th edition American Psychology Association (APA) referencing style. APA 7 <sup>th</sup> Edition referencing standards have ≥4 errors in-text and the reference list.
TOTAL:				Marker:	
Marker's Feedback:					

## Referencing Style

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

## Submission

Online

## Submission Instructions

Submit your assessment via the unit Moodle site in Microsoft Word format only.

## Learning Outcomes Assessed

- Undertake a literature search using appropriate methods, databases and search engines
- Critique and synthesise the literature to address the literature review research question.

## 3 Assessment 3 Report

### Assessment Type

Report

### Task Description

#### Aim

The aim of this assessment is to write a literature review report that identifies the gap in contemporary evidence through critical analysis and synthesis that informs your research question developed in assessment 1 of this unit. Please note, this assessment builds on Assessments 1 and 2. The literature review report you develop in this assessment will inform your research proposal you undertake in NURS20168, NURS20173 and NURS20174.

#### Instructions

Using the research question you developed in Assessment 1 and your annotated bibliography in Assessment 2, prepare a critical analysis and synthesis of the contemporary evidence of your research question's topic to identify the gaps in current evidence through the presentation of a literature review.

Please follow the steps below to complete your assessment task:

1. Introduction – Provide a brief introduction outlining the aim of your assessment (approximately 150 words).
2. State your research question after the introduction and provide context to your literature review report.
3. Literature review – Write your literature review based on the themes, subtopics, or key findings related to your research question. Critically analyse and synthesise the relevant literature by incorporating the following:
  - a. Identify key studies and their methodologies.
  - b. Discuss trends, gaps, and contradictions in the literature.
  - c. Critically discuss the significance of each study in relation to your research question.
  - d. Relate the findings of each study to each other and then your research question.
  - e. Subheadings corresponding to the themes or topics that emerge during your literature review.
4. Critical discussion and synthesis – Provide a critical discussion and synthesis of your literature review by incorporating the following:
  - a. Analysis of the key findings from the review literature.
  - b. Analysis of the nursing implications of the new knowledge generated from your literature review in relation to your research question.
  - c. Discuss the importance of your research findings and any potential limitations in the literature to highlight the gaps in evidence to inform your research question.
  - d. Discuss any potential limitations in the literature to highlight the gaps in evidence that can be addressed through your research question.
5. Conclusion – provide a concise conclusion summarising the key findings from your literature review in relation to your research question (approximately 150 words).

#### Literature and references

In this assessment use at least 25 contemporary, primary references (5 years or less) sourced from the CQUniversity library to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles only for this assessment. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as government, university, or peak national bodies: for example, the Australian College of Nursing. Note, 1) websites are not primary sources of peer reviewed literature, and 2) websites such as Stat Pearls, Life in the Fastlane, and Wikipedia are not suitable for this assessment task. Lecture notes are not primary sources of evidence and should not be used in this assessment.

#### Requirements

- Have a cover page to your assignment that includes your name, student number, unit code, and in-text word count.
- Use conventional and legible size 12 font, either Times New Roman or Arial font, with 2.0 line spacing and 2.54cm margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- Write in the third-person perspective.
- Use formal academic language.
- List the annotated bibliographies in alphabetical order according to the resource author/s.
- No reference list is required as the references appear above each annotated bibliography.
- Please do not use direct quotes in this assessment.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.

## Resources

- You can use unit provided materials and other credible sources (e.g., journal articles, books) to reference your argument. The quality and credibility of your sources are important. Please note, lecture notes are not peer reviewed primary sources of evidence.
- We recommend that you access your discipline specific Nursing Resource Guide.
- You may like to manage your citations and reference list. Information on how to use academic referencing software (EndNote) is available at the CQUniversity Library website should you wish to learn how to use it.
- For information on academic writing and referencing 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.
- You may wish to submit a draft to Studiosity.
- Submit at least one draft before the due date to review your Turnitin Similarity Score before uploading your final submission. Instructions are available here.

## Assessment Due Date

Week 12 Wednesday (7 Feb 2024) 5:00 pm AEST  
5pm (AEST) Wednesday 7th February 2024 (Week 12)

## Return Date to Students

Exam Week Wednesday (14 Feb 2024)

An announcement will be made on the Moodle site when the assignments have been marked and results are available.

## Weighting

50%

## Assessment Criteria

### Assessment Three - Report (Literature Review)

Key Criteria	High Distinction 84.5-100%	Distinction 74.50-84.49%	Credit 64.5 74.49%	Pass 49.50-64.49%	Fail 49.5%	TOTAL
Introduction and conclusion (10%)	(10-8.5) The literature review report has a clear and succinct introduction and conclusion. The introduction provides excellent background information and outlines the aim/s of the literature review report, and the conclusion succinctly summarises the key points.	(8.4-7.5) The literature review report has a clear introduction and conclusion. The introduction provides good background information and outlines the aim/s of literature review report, and the conclusion summarises most key points.	(7.4-6.5) The literature review report has an adequate introduction and conclusion. The introduction provides some background information and outlines the aim/s of the literature review report, and the conclusion summarises some key points.	(6.4-5) An introduction and conclusion have been attempted. The introduction provides limited background information and outline of the literature review report's aim/s, and the conclusion has a few key points.	(4.9-0) The introduction has significant errors or omissions of background and aims of content or the not evident or provided. Logical direction of the literature review report is unclear. The conclusion does not summarise the literature review report or is omitted.	
Literature review (35%)	(35-29.5) Key studies and methodologies were examined through an extensive, comprehensive, and systematic search of relevant sources of high-quality peer reviewed literature. Trends and gaps in the evidence in relation to the research question have been comprehensively articulated. The findings of each study have been consistently and succinctly related to the research question.	(29.74-26.5) The majority of key studies and methodologies were examined through a detailed examination of high-quality peer reviewed literature. Trends and gaps in the evidence in relation to the research question have been clearly and succinctly articulated. The findings of each study have been consistently related to the research question.	(26-22.75) Many key studies and methodologies of mostly relevant sources of high-quality peer reviewed literature were discussed. Trends and gaps in the evidence in relation to the research question have been articulated. The findings of each study have been mostly related to the research question.	(22.74-17.5) Some key studies and methodologies were of some sources of high-quality peer reviewed literature were discussed. Trends and gaps in the evidence in relation to the research question have articulated but lacks some clarity. The findings of some have been attempted to be related to the research question.	(17.4-0) Key studies and methodologies were incorrectly or not examined, and/or relevant sources of high-quality peer reviewed literature were minimal or not cited. Trends and gaps in the evidence in relation to the research question were minimally articulated or omitted. The findings of each study have been incorrectly or not related to the research question.	
Critical analysis and synthesis (35%)	(35-29.5) Critically analysed and synthesised evidence drawing from an extensive range of relevant, seminal and/or current sources evidence related to the research question.	(29.74-26.5) Analysed and synthesised evidence from a range of relevant, seminal and/or current sources related to the research question.	(26-22.75) Analysed and synthesised evidence from relevant, seminal and/or current sources related to the research question.	(22.74-17.5) Appraised evidence with some using some relevant, seminal and/or current sources related to the research question.	(17.4-0) Provided description of evidence or viewpoints with minimal or no analysis, synthesis or questioning with minimal or no relationship to the research question.	

	Articulated a persuasive position through critical interrogation and evaluation of the credibility and rigour of the available evidence to develop a coherent analysis and identification of the evidence gaps in the literature in relation to the research question.	Assimilated a variety of perspectives to strongly argue a position through appraisal and synthesis of the majority literature to identify the majority of gaps in the literature in relation to the research question.	Argued a position demonstrating development of critical thinking through appraisal and synthesis of most of the literature and identified most gaps in the literature in relation to the research question.	Presented a position and provided some argument to draw defensible conclusions from some credible literature and provided some gaps in the literature in relation to the research question.	Presented a position that demonstrates minimal argument or defensible conclusions and identified minimal or no gaps in the literature in relation to the research question.	
Professional writing and presentation (10%)	(10-8.5) Content is clear, accurate and presented in a logical, succinct order demonstrating a comprehensive understanding of the topic. There are no errors in English grammar, spelling, and punctuation. Language of the discipline is comprehensively used. Formatting requirements applied without error. Literature cited is published in the last 5 years.	(8.4-7.5) Content is frequently clear, correct and presented in a logical order demonstrating a good understanding of the topic. English grammar, spelling, and punctuation conventions have 1 error. Language of the discipline is frequently used. Formatting requirements are applied with 1 error. Majority of literature cited is published in the last 5 years.	(7.4-6.5) Content is mostly clear, correct and presented in a logical order demonstrating a sound understanding of the topic. English grammar, spelling, and punctuation conventions have 2 errors. Language of the discipline is mostly used. Formatting requirements are applied with 2 errors. Most literature cited is published in the last 5 years.	(6.4-5) Content is frequently clear, correct and presented in a logical order demonstrating a reasonable understanding of the topic. English grammar, spelling, and punctuation conventions have 3 errors. Language of the discipline is used. Formatting requirements are applied with 3 errors. Most literature cited is published in the last 5 years.	(4.9-0) Content is consistently unclear or incorrect and is disorganised demonstrating insufficient understanding of the topic. English grammar, spelling and punctuation conventions have ≥4 errors. Language of the discipline is infrequently or incorrectly used. Formatting requirements are applied with ≥4 errors. Majority of literature cited is published ≥5 years.	
Referencing (10%)	(10-8.5) Acknowledges all sources of peer reviewed literature. Has no APA 7 <sup>th</sup> ed referencing errors and all references have been cited. The literature review report is substantiated with a minimum of 25 appropriate contemporary peer reviewed journal articles. Meets APA 7 <sup>th</sup> ed referencing standards with no errors in-text and the reference list.	(8.4-7.5) Acknowledges majority sources of peer reviewed literature. Has 1 APA 7 <sup>th</sup> ed referencing errors or references not provided. The literature review report is substantiated with a minimum of 20-24, appropriate contemporary peer reviewed journal articles. Meets APA 7 <sup>th</sup> ed referencing standards with no more than 1 errors in-text and the reference list.	(7.4-6.5) Acknowledges most sources of peer reviewed literature. Has 2 APA 7 <sup>th</sup> ed referencing errors or references not provided. The literature review report is substantiated with a minimum of 18-20, appropriate contemporary peer reviewed journal articles. Meets APA 7 <sup>th</sup> ed referencing standards with no more than 2 errors in-text and the reference list.	(6.4-5.0) Acknowledges some sources of peer reviewed literature. Has 3 APA 7 <sup>th</sup> ed referencing errors or references not provided. The literature review report is substantiated with a minimum of 13-17, appropriate contemporary peer reviewed journal articles. Meets APA 7 <sup>th</sup> ed referencing standards with no more than 3 errors in-text and the reference list.	(4.9-0) Acknowledges some sources peer reviewed literature. Has ≥4 or more APA 7 <sup>th</sup> ed referencing errors or references not provided. The literature review report cites ≤12 sources of peer reviewed evidence and/or evidence is not appropriate. Has ≥4 or more APA 7 <sup>th</sup> ed referencing errors in-text and the reference list.	
TOTAL:				MARKER:		
Marker's feedback:						

## Referencing Style

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

## Submission

Online

## Submission Instructions

Submit your assessment via the unit Moodle site in Microsoft Word format only.

## Learning Outcomes Assessed

- Construct a clear and focused literature review research question that allows you to explore an area of interest from your professional context
- Create a literature review strategy appropriate to your literature review research question
- Undertake a literature search using appropriate methods, databases and search engines
- Critique and synthesise the literature to address the literature review research question.

## 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