



# NURS12165 *Evidence to Inform Nursing Practice*

## Term 2 - 2024

Profile information current as at 02/07/2025 11:21 am

All details in this unit profile for NURS12165 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

The Nursing and Midwifery Board of Australia (NMBA) Registered Nurse Standards for Practice (2016) expect that a registered nurse is able to think critically and analyse nursing practice. This is achieved by accessing, analysing, and using the best available evidence, that includes research findings for safe quality practice. In this unit, you will be introduced to an evidence-based approach to clinical inquiry and decision making that informs nursing practice. You will develop skills in locating evidence, evaluating and applying research findings to inform best practice.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Pre-requisite: NURS11164 OR NURS11163, BIOH11005 OR BMSC11010, NURS11165 OR NURS11159, NURS11166 OR NURS11160 Must be enrolled in CL91 Bachelor of Nursing.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 2 - 2024

- Online
- Rockhampton

### Attendance Requirements

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

### Website

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

## Class and Assessment Overview

### Recommended Student Time Commitment

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

### Class Timetable

#### [Regional Campuses](#)

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

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 30%

#### 2. **Online Quiz(zes)**

Weighting: 20%

#### 3. **Written Assessment**

Weighting: 50%

### Assessment Grading

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

## CQUniversity Policies

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

You may wish to view these policies:

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

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

## Previous Student Feedback

### Feedback, Recommendations and Responses

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

#### Feedback from SUTE student feedback

##### **Feedback**

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

##### **Recommendation**

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

#### Feedback from SUTE student feedback

##### **Feedback**

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

##### **Recommendation**

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

#### Feedback from SUTE student feedback

##### **Feedback**

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

##### **Recommendation**

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

#### Feedback from SUTE student feedback

##### **Feedback**

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

##### **Recommendation**

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

## Unit Learning Outcomes

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

1. Apply information literacy skills.
2. Employ a systematic approach to locating evidence to address a specific clinical situation.
3. Appraise evidence and use critical thinking skills when applying evidence in clinical contexts.
4. Reflect on the purpose of evidence in nursing practice and explain why clinical decision making should be based on the best available evidence.

### Content in this unit incorporates a number of professional nursing requirements

#### **Nursing and Midwifery Board of Australia Registered Nurse Standards for Practice**

Thinks critically and analyses nursing practice

Maintains the capability for practice

Develops a plan for nursing practice

Evaluates outcomes to inform nursing practice

#### **Nursing and Midwifery Board of Australia Nursing Code of Conduct**

Legal compliance

Person-centred practice

Cultural practice and respectful relationships

Professional behaviour

Research in health

Health and wellbeing

#### **International Council of Nursing Code of Ethics for Nursing**

Nurses and People

Nurses and Practice

Nurses and the Profession

Nurses and co-workers

#### **National Safety and Quality Health Service Standards**

Comprehensive care

#### **Patient Safety Competency Framework**

Person-centred care

Therapeutic communication

Cultural competence

Teamwork and collaborative practice

Clinical reasoning

Evidence-based practice

Preventing, minimising and responding to adverse events

Infection prevention and control

Medication safety

#### **Aged Care Quality Standards**

Consumer dignity and choice

Ongoing assessment and planning with consumers

Personal care and clinical care

Organisation's service environment

Feedback and complaints

Organisation governance

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks             | Learning Outcomes |   |   |   |
|------------------------------|-------------------|---|---|---|
|                              | 1                 | 2 | 3 | 4 |
| 1 - Written Assessment - 30% | •                 | • | • | • |
| 2 - Online Quiz(zes) - 20%   | •                 |   |   |   |
| 3 - Written Assessment - 50% | •                 | • | • | • |

### Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes                                 | Learning Outcomes |   |   |   |
|---|-------------------|---|---|---|
|   | 1                 | 2 | 3 | 4 |
| 1 - Communication                                   |                   |   |   |   |
| 2 - Problem Solving                                 |                   |   | • |   |
| 3 - Critical Thinking                               | •                 | • | • | • |
| 4 - Information Literacy                            | •                 | • | • |   |
| 5 - Team Work                                       |                   |   |   |   |
| 6 - Information Technology Competence               | •                 | • |   | • |
| 7 - Cross Cultural Competence                       |                   |   |   |   |
| 8 - Ethical practice                                |                   |   |   |   |
| 9 - Social Innovation                               |                   |   |   |   |
| 10 - Aboriginal and Torres Strait Islander Cultures |                   |   |   |   |

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Jen Mulvogue** Unit Coordinator  
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## Schedule

### Week 1 - 08 Jul 2024

| Module/Topic                            | Chapter | Events and Submissions/Topic |
|---|---------|------------------------------|
| Introduction to Evidence Based Practice |         |                              |

### Week 2 - 15 Jul 2024

| Module/Topic                         | Chapter | Events and Submissions/Topic |
|--------------------------------------|---------|------------------------------|
| Asking Answerable Clinical Questions |         |                              |

### Week 3 - 22 Jul 2024

| Module/Topic                                  | Chapter | Events and Submissions/Topic |
|---|---------|------------------------------|
| Searching for Evidence: Systematic Approaches |         |                              |

### Week 4 - 29 Jul 2024

| Module/Topic                        | Chapter | Events and Submissions/Topic |
|-------------------------------------|---------|------------------------------|
| Have You Sourced Credible Evidence? |         |                              |

### Week 5 - 05 Aug 2024

| Module/Topic  | Chapter | Events and Submissions/Topic   |
|---|---------|--|
| Annotated Bibliographies, ALC Referencing Skills, & Critical Reflection |         | <b>Developing a research question and systematically exploring the literature</b> Due: Week 5 Friday (9 Aug 2024) 5:00 pm AEST |

| Vacation Week - 12 Aug 2024                                    |         |   |
|--|---------|---|
| Module/Topic   | Chapter | Events and Submissions/Topic  |
| Break Week   |         |   |
| Week 6 - 19 Aug 2024   |         |   |
| Module/Topic   | Chapter | Events and Submissions/Topic  |
| Ethics in Evidence Based Practice Research - A Nursing Context |         |   |
| Week 7 - 26 Aug 2024   |         |   |
| Module/Topic   | Chapter | Events and Submissions/Topic  |
| Web Site and Social Media Appraisal                            |         |   |
| Week 8 - 02 Sep 2024   |         |   |
| Module/Topic   | Chapter | Events and Submissions/Topic  |
| Clinical Practice Guidelines & NSQHS Standards                 |         | <b>Online quiz</b> Due: Week 8 Friday (6 Sept 2024) 11:55 pm AEST                                     |
| Week 9 - 09 Sep 2024   |         |   |
| Module/Topic   | Chapter | Events and Submissions/Topic  |
| ALC help for Assessment 3 & AI exploration                     |         |   |
| Week 10 - 16 Sep 2024  |         |   |
| Module/Topic   | Chapter | Events and Submissions/Topic  |
| Evidence Based Practice in clinical practice                   |         |   |
| Week 11 - 23 Sep 2024  |         |   |
| Module/Topic   | Chapter | Events and Submissions/Topic  |
| Reflection on Evidence Based Practice                          |         | <b>Annotated bibliography and summary of evidence</b> Due: Week 11 Friday (27 Sept 2024) 5:00 pm AEST |
| Week 12 - 30 Sep 2024  |         |   |
| Module/Topic   | Chapter | Events and Submissions/Topic  |
| Applying Evidence Based Practice                               |         |   |
| Review/Exam Week - 07 Oct 2024                                 |         |   |
| Module/Topic   | Chapter | Events and Submissions/Topic  |
|  |         |   |
| Exam Week - 14 Oct 2024  |         |   |
| Module/Topic   | Chapter | Events and Submissions/Topic  |
|  |         |   |

## Term Specific Information

There are no resubmissions of assessments in this unit. You must earn an overall term grade of 50% to pass this unit.

## Assessment Tasks

### 1 Developing a research question and systematically exploring the literature

#### Assessment Type

Written Assessment

#### Task Description

**Type:** Written Assessment

## Aim

The aim of this assessment is to undertake preliminary research steps to find a solution to a contemporary nursing practice question, based on one of the scenarios below. You will achieve this by developing a structured research question and systematically searching the literature for credible evidence to answer the clinical question. (Note: This assessment task provides the foundation for Assessment 3. You MUST use the same topic area for Assessment 1 and Assessment 3.

Chose one of the following scenarios:

### Scenario 1: Early Warning Scores impact on critical thinking

As a registered nurse working in a medical/surgical ward, you notice that many of your nursing colleagues monitor the patient's vital signs, complete the Early Warning Score (EWS) observation chart (Q-ADDS or NEWS or BTF) and follow the escalation of care protocol without really looking at and assessing the patients. You suspect that perhaps your colleagues are relying on the EWS rather than using their critical thinking skills. Your task is to find credible evidence to explore if this is an issue within healthcare settings.

### Scenario 2: Paracetamol for febrile children

You are a registered nurse, and a friend phones you for advice. Her seven-year-old son has a temperature of 38.1oC and seems to be coming down with a cold. Your friend asks you if she should administer paracetamol to her son. Your task is to find credible evidence to provide evidence-based advice to your friend.

## Instructions

This assessment is about finding the best evidence and appraising the credibility of that evidence. You will also be asked to reflect on why it is important to follow a systematic process when searching for clinical evidence.

Please follow the steps below to complete your assessment task:

1. Students will select ONE contemporary nursing issue (from two scenarios provided above).
  2. Task 1: Complete the PICO table (30 marks)
    - a) Summarise the preparatory work in a PICO Table using the provided template
    - b) Develop one specific research question.
    - c) Create a search string including at least four (4) Boolean Operators and other symbols.
    - d) Identify four (4) databases that you are going to search. Please do not include Google Scholar as a database.
    - e) Identify four (4) search filters or limiters
    - f) Identify your inclusion criteria
    - g) Identify your exclusion criteria
  3. Task 2: Complete the Prisma flow chart on the template provided (15 marks).
  4. Task 3: Provide the reference, in APA 7th edition style, for four current credible peer-reviewed journal articles that you intend to use to answer your research question. Under each reference, identify the level of evidence in the article using the Pyramid of Evidence (20 marks).
  5. Task 4: Reflection (300 words±10%) (30 marks & 5 marks for academic writing)
- Write a reflection on the use of the PICO framework. Intext citations may be used but are not mandatory. Please consider the following points in your reflection:
- a) Why is it important to start a search with a well-structured research question?
  - b) Is it important to follow a systematic process when searching for clinical evidence? If yes, why? If not, why not?
  - c) What challenges and benefits did you encounter when using the PICO framework to find credible evidence to answer your research question?

## Requirements

- Please use the template provided for this assessment.
- Use a conventional and legible size 11 or 12 font, such as Arial or Times New Roman.
- Please use 2.0 line spacing for the reflection (Task 4).
- Important: You must use peer-reviewed journal articles. The resources must be current, i.e., from 2019 to the present. Do not use clinical practice guidelines, editorials, opinion pieces, JBI (Johanna Briggs Institute) resources, hospital policies or web pages for this assessment.
- You may write in the first-person perspective (I, my) for the reflective writing task (Task 4). However, you must use good academic writing.
- A cover page is not required.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online CQU APA Referencing Style Guide (Task 3 and possibly Task 4).
- No reference list is required unless you have included citations in your reflection. If citations are included, a reference list must be added.



### Submission

- Submit the completed template online through Turnitin, as a single Microsoft Word document. Assessments submitted as PDF documents will not be accepted.
- Please submit your assignment by the due date using the Assessment 1 link available on the NURS12165 Moodle site.
- Please remember submission through Turnitin is a two-stage process.

### Marking Criteria

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

Learning Outcomes Assessed

1. Apply information literacy skills.
2. Employ a systematic approach to locating evidence to address a specific clinical situation.
3. Appraise evidence and use critical thinking skills when applying evidence in clinical contexts.
4. Reflect on the purpose of evidence in nursing practice and explain why clinical decision-making should be based on the best available evidence.

### Generative Artificial Intelligence Statement

Although you are not yet registered nurse (RN) you are expected to abide by the Nursing and Midwifery Board of Australia Professional Standards, including the relevant Code of Conduct, Standards of Practice, and Code of Ethics. Ethical practice includes abiding by the principles of academic integrity.

You must not use Generative AI to undertake any of the assessment tasks for this assessment task. Our units aim to support you in developing the knowledge, skills, and aptitude for critical thinking, thereby preparing you for your nursing career. Using AI to undertake assessment tasks or write your papers for you does not support this aim.

Some students may use grammar checkers (e.g., Grammarly or ProWritingAid) to help refine their written work. These tools are a form of AI. They are acceptable as they are not writing your paper for you but rather refining what you have written.

If you use any type of AI to help you write your paper, you are expected to acknowledge its use and how it has been used. Your acknowledgement of your use of AI must be specific to give us a clear idea of:

- how you have used AI
- where you have used AI in your assessment
- why you have used it, and
- to what extent you have used AI.

Please provide this explanation on the front page of your assessment piece.

### Assessment Due Date

Week 5 Friday (9 Aug 2024) 5:00 pm AEST

### Return Date to Students

Week 7 Friday (30 Aug 2024)

### Weighting

30%

### Assessment Criteria

| Marking Guide with assessment criteria | HD 100-85% | D 84-75% | C 74-65% | P 64-50% | F 49-0% |
|--|------------|----------|----------|----------|---------|
|--|------------|----------|----------|----------|---------|

|                                 |   |   |   |   |  |
|---------------------------------|---|---|---|---|--|
| <b>Task 1: Pico table (30%)</b> | <p>The PICO table is exceptionally clear, and precisely articulated. Each element (P, I, C, O) and alternative terms fully align with the topic. Research question fully aligns with the topic. A minimum of 4 Boolean Operators and other symbols added to an excellent search string. At least 4 appropriate databases used, and more than 4 appropriate filters and limiters. At least 4 inclusion and 4 exclusion criteria included, clearly articulated and appropriate. (30-25.5)</p> | <p>The PICO table is clear and effectively articulated. Each element (P, I, C, O) and alternative term is mostly aligned with the topic. Research question is well aligned with the topic. Less than 4 Boolean Operators and other symbols added to search strategy or the search string is adequate. Four databases used, of which at least 3 are appropriate and 4 appropriate filters and limiters. Four or fewer inclusion and 4 or fewer exclusion criteria included, articulated and appropriate. (25.4-22.5)</p> | <p>The PICO table is generally clear and adequately presented. Each element (P, I, C, O) and alternative term is somewhat aligned with the topic. There may be some areas where additional clarity or specificity could improve precision. Research question is aligned with the topic. Only 3 Boolean Operators and other symbols added to search strategy or the search string is somewhat adequate. Four databases used, of which at least 2 are appropriate and 3 appropriate filters and limiters. Three inclusion and 3 exclusion criteria included, articulated and appropriate. (22.4-19.5)</p> | <p>The PICO table is somewhat clear. Improvements are needed to enhance precision and ensure a more explicit representation of each element (P, I, C, O) and alternative terms. A close-ended research question, somewhat aligned with the topic. Only 3 or fewer Boolean Operators and other symbols added to search strategy and the search string is not adequate. Two inclusion and 2 exclusion criteria included, or more than 2 included but not all are appropriate. (19.4-15)</p> | <p>The PICO table is unclear or inadequately structured. Only some of the elements (P, I, C, O) and alternative terms are somewhat aligned with the topic. Research question is poorly aligned with the topic. Less than 3 Boolean Operators and other symbols added to search strategy and the search string is poor or absent. Two or fewer inclusion and 2 or fewer exclusion criteria included, but most are not appropriate. (&lt;15)</p> |
|---------------------------------|---|---|---|---|--|

|   |  |   |  |  |   |
|---|--|---|--|--|---|
| <b>Task 2: Prisma (15%)</b>                           | All elements of the PRISMA are provided in an exceptionally clear and concise manner. The number of records included is correctly calculated. (15-12.7)  | Most elements of the PRISMA are provided in a clear and well-organised manner. The number of records included is correctly calculated. (12.4-11)  | Elements of the PRISMA are presented adequately, but there are occasional instances of unclear or verbose descriptions. The number of records included is mostly correctly calculated. (10.9-9.5)  | Some PRISMA elements are included, but they lack clarity or completeness, hindering the reader's understanding. The number of records included is not always correctly calculated. (9.4-7.5)   | The PRISMA elements are confusing or excessively verbose, making it challenging for the reader to grasp the key components. The number of records included is mostly incorrectly calculated. (<7.5)   |
| <b>Task 3: references and level of evidence (20%)</b> | All 4 included resources are relevant to the topic, current peer-reviewed journal articles. Accurate APA 7th edition referencing with no errors. Level of evidence correctly identified for each article. (20-17)                                | All 4 included resources are relevant to the topic, current peer-reviewed journal articles. Mostly accurate APA 7th edition referencing with 1-2 (possibly recurring) errors. Level of evidence correctly identified for 3 of the 4 articles. (16.9-15) | The resources are somewhat relevant to the topic, most are current peer-reviewed journal articles. APA 7th edition referencing with 3-4 (possibly recurring) errors. Level of evidence correctly identified for 3 of the 4 articles. (14.9-13)       | Some of the resources are relevant to the topic, some are current peer-reviewed journal articles. Occasionally accurate APA 7th edition referencing with more than 4 (recurring) errors. Level of evidence correctly identified for 2 of the 4 articles. (12.9-10) | Most of the resources are either not relevant to the topic or are not current peer-reviewed journal articles. APA 7th edition referencing is not used. Several referencing errors are evident. Level of evidence correctly identified for 1 or fewer of the 4 articles. (<10) |
| <b>Task 2: Reflection (30%)</b>                       | Highly developed reflection and excellent insight into the importance of developing a well-structured research question and systematically searching the literature. Excellent insight into the challenges and benefits of using PICO. (30-25.5) | Well-developed reflection and good insight into the importance of developing a well-structured research question and systematically searching the literature. Good insight into the challenges and benefits of using PICO. (25.4-22.5)                  | Adequately developed reflection and adequate insight into the importance of developing a well-structured research question and systematically searching the literature. Adequate insight into the challenges and benefits of using PICO. (22.4-19.5) | Somewhat developed reflection and insight into the importance of developing a well-structured research question and systematically searching the literature. Some insight into the challenges and benefits of using PICO. (19.4-15)                                | Little or limited reflection on the importance of developing a well-structured research question and systematically searching the literature. Little or no evidence of insight into the challenges and benefits of using PICO. (<15)  |

|                              |   |  |  |   |   |
|------------------------------|---|--|--|---|---|
| <b>Academic writing (5%)</b> | Excellent presentation of assignment, double line spacing, appropriate font, consistently accurate spelling, grammar, and paragraph structure. Adheres to word count. (5-4.2) | Well presented assignment, double line spacing, appropriate font, 1-2 spelling or grammatical errors, good paragraph structure. Adheres to word count. (4.1-3.7) | Appropriately presented assignment, double line spacing, appropriate font, 3-4 spelling or grammatical errors, or paragraph structure errors. Adheres to word count. (3.6-3.2) | Adequate presented assignment, double line spacing, appropriate font, 5-7 spelling or grammatical errors, or paragraph structure errors. Adheres to word count. (3.1-2.5) | Poor presented assignment, with or without double line spacing and appropriate font, more than 7 spelling or grammatical errors, or paragraph structure errors. Does not adhere to word count. (<2.5) |
|------------------------------|---|--|--|---|---|

## Referencing Style

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

## Submission

Online

## Submission Instructions

Please submit in Turnitin as an MS Word document only.

## Learning Outcomes Assessed

- Apply information literacy skills.
- Employ a systematic approach to locating evidence to address a specific clinical situation.
- Appraise evidence and use critical thinking skills when applying evidence in clinical contexts.
- Reflect on the purpose of evidence in nursing practice and explain why clinical decision making should be based on the best available evidence.

## 2 Online quiz

### Assessment Type

Online Quiz(zes)

### Task Description

#### Aim

The aim of Assessment 2 is to enable you to demonstrate your skills and knowledge of information literacy and referencing. The learning for this assignment will take place in Week 1 to Week 7.

#### Instructions

This is an open-book assessment and will assess content from Week 1 to Week 7 inclusive. You will be provided with your result after the quiz closes on the 6th September.

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

The quiz consists of **20 multiple-choice** questions. Each question is worth 1 mark.

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

You have a maximum of 40 minutes to complete the quiz. You must complete the quiz in one sitting. Once you start the quiz, you must complete it in **40 minutes**. The quiz will automatically close at the end of 40 minutes and will submit your result even if you have not finished.

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

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

#### Requirements

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

## Submission

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

**Learning Outcomes Assessed**

1. Apply information literacy skills.

**Number of Quizzes**

1

**Frequency of Quizzes**

Other

**Assessment Due Date**

Week 8 Friday (6 Sept 2024) 11:55 pm AEST

The quiz will be open for seven (7) days, from Friday 30 August at 6am to Friday 6 September at 11:55pm

**Return Date to Students**

Week 8 Friday (6 Sept 2024)

The quiz results will be available after the quiz closes on Friday 6 September at 11:55pm

**Weighting**

20%

**Assessment Criteria**

No Assessment Criteria

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Once you start the quiz it will automatically close after 40 minutes and your responses will be submitted for grading.

**Learning Outcomes Assessed**

- Apply information literacy skills.

### 3 Annotated bibliography and summary of evidence

**Assessment Type**

Written Assessment

**Task Description****Aim**

1. Assess the credibility of research evidence by creating annotated bibliographies.
2. Extract and analyse the relevant information from the literature to answer a clinical nursing question.
3. Reflect on why it is important to use credible resources to guide your clinical practice.

Please use the same scenario that you used in Assessment 1.

**Scenario 1: Early Warning Scores impact on critical thinking**

As a registered nurse working in a medical/surgical ward, you notice that many of your nursing colleagues monitor the patient's vital signs, complete the Early Warning Score (EWS) observation chart (Q-ADDS or NEWS or BTF) and follow the escalation of care protocol without really looking at and assessing the patients. You suspect that perhaps your colleagues are relying on the EWS rather than using their critical thinking skills. Your task is to find credible evidence to explore if this is an issue within healthcare settings.

**Scenario 2: Paracetamol for febrile children**

You are a registered nurse, and a friend phones you for advice. Her seven-year-old son has a temperature of 38.1oC and seems to be coming down with a cold. Your friend asks you if she should administer paracetamol to her son. Your task is to find credible evidence to provide evidence-based advice to your friend.

**Instructions**

This assessment is about appraising the credibility of the four peer-reviewed journal articles that you identified for Assessment 1. If the markers indicated that your Assessment 1 articles were not suitable, you are allowed to select other, more suitable articles. Also, for this assessment, you need to answer the research question you compiled in Assessment 1 using credible resources and reflect on why it is important to use credible resources to guide your nursing practice.

Please follow the steps below to complete your assessment tasks:

1. Students will select the same contemporary nursing issue that they used in Assessment 1 (from the two scenarios provided).
2. Use the Assessment 3 template provided in Moodle to structure your assessment.
3. Write your research question from Assessment 1 in the Assessment template.
4. **Task 1:** Appraisal of the Evidence (800  $\pm$ 10% words, i.e., 200 words per annotated bibliography). 60 marks (15 marks per annotated bibliography)

- a) Place the reference for the article above each annotated bibliography using 7th edition American Psychological Association (APA) referencing style. Refer to the exemplar provided in Moodle under the Assessment tile.
- b) Using the five components of academic credibility (ARCO - Authority, Relevance, Coverage, Objectivity, and Currency), undertake an appraisal of these four articles, this is known as an annotated bibliography. A separate annotated bibliography must be written for each article. Each annotated bibliography must explain why your selected articles are credible to answer the clinical question. The words Authority, Relevance, Coverage, Objectivity, and Currency, or derivatives thereof, must appear in each annotated bibliography.
- c) Important: You must use peer-reviewed journal articles. The resources must be current, i.e., 2019 to the present. Do not use clinical practice guidelines, editorials, opinion pieces, JBI (Johanna Briggs Institute) resources, hospital policies or web pages for this assessment.

5. **Task 2:** Summarise and analyse the evidence (500  $\pm$ 10% words; 15 marks)

Using the resources you located during your Assessment 1 literature search, extract the relevant information and write a short analytical response to answer your research question. Please include in-text citations. You should include more than the four articles used in Task 1 (the annotated bibliography). Credible resources that you may use include peer-reviewed journal articles, textbooks, and credible websites such as peak body or government websites.

6. **Task 3:** Reflection (200 words $\pm$ 10%; 10 marks)

Write a reflection on why it is important to use credible resources to guide your nursing practice. You may use in-text citations in this reflection. Your reflection is to be written in the first person. When writing your reflection, you need to use the words: me, my and I.

### Requirements

- Please use the template provided for this assessment.
- Use a conventional and legible size 11 or 12 font, such as Arial or Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Please review the Assessment 3 exemplar and the ALC annotated bibliography sheet available under the Assessment tile on the NURS12165 Moodle site for the layout of this assessment.
- For Task 1, list the annotated bibliographies in alphabetical order according to the authors. The annotated bibliography must be written in the third person.
- All resources used in Task 2 must be included in a reference list situated at the end of the assessment.
- For the reflective writing task, Task 3, you may write in the first-person perspective (I, me, my).
- Please do not use direct quotes in this assessment.

### Literature and references

- Use peer-reviewed journal articles for this assessment.
- Use current resources (references) from 2019 to the present.
- Use the 7th edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
- We recommend that you access your discipline-specific library guide and the Nursing Resource Guide.
- For information on academic communication, please go to the ALC-Academic Communication Moodle site.

### Submission

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

### Learning Outcomes Assessed

1. Apply information literacy skills.
2. Employ a systematic approach to locating evidence to address a specific clinical situation.
3. Appraise evidence and use critical thinking skills when applying evidence in clinical contexts.
4. Reflect on the purpose of evidence in nursing practice and explain why clinical decision-making should be based on the best available evidence.

### Generative Artificial Intelligence Statement

Although you are not yet a registered nurse (RN) you are expected to abide by the Nursing and Midwifery Board of Australia Professional Standards, including the relevant Code of Conduct, Standards of Practice, and Code of Ethics. Ethical practice includes abiding by the principles of academic integrity.

You must not use Generative AI to undertake any of the assessment tasks for this assessment task. Our units aim to support you in developing the knowledge, skills, and aptitude for critical thinking, thereby preparing you for your nursing career. Using AI to undertake assessment tasks or write your papers for you does not support this aim.

Some students may use grammar checkers (e.g., Grammarly or ProWritingAid) to help refine their written work. These tools are a form of AI. They are acceptable as they are not writing your paper for you but rather refining what you have written.

If you use any type of AI to help you write your paper, you are expected to acknowledge its use and how it has been used. Your acknowledgement of your use of AI must be specific to give us a clear idea of:

- how you have used AI
- where you have used AI in your assessment
- why you have used it, and
- to what extent you have used AI.

Please provide this explanation on the front page of your assessment piece.

### Assessment Due Date

Week 11 Friday (27 Sept 2024) 5:00 pm AEST

### Return Date to Students

Exam Week Friday (18 Oct 2024)

### Weighting

50%

### Assessment Criteria

| Marking Guide with assessment criteria      | HD 100-85%  | D 84-75%  | C 74-65%  | P 64-50%  | F 49-0%  |
|---|---|---|---|---|--|
| <b>Task 1: Annotated bibliography (60%)</b> | Provides a clear and in- depth justification for resources included. The 5 components of academic credibility are clearly discernible in each annotated bibliography. (60-51) | Provides appropriate justification for resources included. The 5 components of academic credibility are discernible in each annotated bibliography. (50-45) | Provides general justification for resources included. 1 of the 5 components of academic credibility has been omitted or inadequately addressed in 1 of the annotated bibliographies. (44-39) | Basic justification provided for resources include. 1 of the 5 components of academic credibility has been omitted or poorly addressed in 2 of the annotated bibliographies; or 2 of the components of academic credibility have been omitted or poorly addressed in 1 of the annotated bibliographies. (38-30) | Minimal justification provided regarding the selection of resources. Less than 4 components of academic credibility are discernible in each annotated bibliography, or are inadequately addressed or minimally used; or article contents are summaries, not justified. (<30) |



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| <b>Task 2:<br/>Summary and analysis of the evidence (15%)</b> | Excellent summary and analysis of evidence related to the clinical topic. Research question succinctly and comprehensively answered and an in depth analysis of the evidence. All statements are referenced. (15-12.7)     | Detail summary and analysis evidence related to the clinical topic. Research question succinctly and well answered and a good analysis of the evidence. All statements are referenced. (12.6-11.1) | Logical summary evidence and analysis related to the clinical topic, Research question adequately answered and an adequate analysis of the evidence. Most statements are referenced. (11-9.7) | Adequate summary and analysis evidence related to the clinical topic. Research question somewhat answered there is some evidence that an analysis has been attempted. Some statements are referenced. (9.6-7.5) | Limited summary and analysis evidence related to the clinical topic. Research question poorly answered. Analysis of the evidence has not been addressed. Many statements are unreferenced. (<7.5)                         |
| <b>Task 3:<br/>Reflection (10%)</b>                           | Highly developed reflection and excellent insight into the importance of appraising the credibility of the information used to inform nursing practice. (10-8.5)   | Well-developed reflection and insight into the importance of appraising the credibility of the information used to inform nursing practice. (8.4-7.5)  | Adequately developed reflection and some insight into the importance of appraising the credibility of the information used to inform nursing practice. (7.4-6.5)                              | Somewhat developed reflection and insight into the importance of appraising the credibility of the information used to inform nursing practice. Some points are descriptive rather than reflective. (6.4-5)     | Little or limited reflection on the importance of the credibility of the information used to inform nursing practice. (<5)  |
| <b>Structure &amp; Academic writing (5%)</b>                  | Excellent presentation of assignment with the inclusion of all correct components, double line spacing, appropriate font, consistently accurate spelling, grammar, and paragraph structure. Adheres to word count. (5-4.2) | Well-presented assignment, double line spacing, appropriate font, 1 or 2 errors in spelling, grammar, or paragraph structure. Adheres to word count. (4.1-3.7)                                     | Appropriately presented assignment, double line spacing, appropriate font, 3 or 4 consistent errors with spelling, grammar, or paragraph structure. Adheres to word count. (3.6-3.2)          | Adequate assignment presentation, double line spacing, appropriate font, 5 to 7 consistent errors with spelling, grammar, or paragraph structure. Adheres to word count. (3.1-2.5)                              | Poorly presented assignment, with an inadequate. Double line spacing not used, inappropriate font used, 8 to 15 inconsistent errors with spelling, grammar, or paragraph structure. Does not adhere to word count. (<2.5) |



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| <b>Task 1: In-text citation and reference list (10%)</b> | All references fully adhere to APA 7th ed guidelines, no errors. More than 8 current credible references used in the summary of evidence. (10-8.5) | References mostly adhere to APA 7th ed guidelines, 1-2 consistent errors. Eight current credible references used in the summary of evidence. (8.4-7.5) | References generally adhere to APA 7th ed guidelines, 3-4 consistent errors. Seven current credible references used in the summary of evidence. (7.4-6.5) | References somewhat adhere to APA 7th ed guidelines, 5-6 consistent errors. Six current credible references used in the summary of evidence. (6.4-5) | References do not adhere to APA 7th ed guidelines, >6 consistent errors. Fewer than 6 current credible references used in the summary of evidence. (<5) |
|--|--|--|---|--|---|

### Referencing Style

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

### Submission

Online

### Submission Instructions

Please submit as a MS Word document via Turnitin.

### Learning Outcomes Assessed

- Apply information literacy skills.
- Employ a systematic approach to locating evidence to address a specific clinical situation.
- Appraise evidence and use critical thinking skills when applying evidence in clinical contexts.
- Reflect on the purpose of evidence in nursing practice and explain why clinical decision making should be based on the best available evidence.

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem