Unit Outline 2013
Faculty of Health

Unit Title: Evidence-Based Healthcare
Unit Number: 9058
1: **General Information**

1a **Unit title:**
Evidence-Based Healthcare

1b **Unit number:**
9058

1c **Teaching Period and year offered:**
Semester 2 2013

1d **Credit point value:**
3

1e **Unit level**
Level 3

1f **Name of Unit Convener and Teaching Team Members**

<table>
<thead>
<tr>
<th>Convener/Team Member</th>
<th>Office</th>
<th>Tel</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Basseer Jeeawody (Unit Convener)</td>
<td>10B26A</td>
<td>02 6201 2564</td>
<td><a href="mailto:Basseer.Jeeawody@canberra.edu.au">Basseer.Jeeawody@canberra.edu.au</a></td>
</tr>
<tr>
<td>Professor Mary Cruickshank (Team Member)</td>
<td>10B26</td>
<td>02 6201 5949</td>
<td><a href="mailto:Mary.Cruickshank@canberra.edu.au">Mary.Cruickshank@canberra.edu.au</a></td>
</tr>
<tr>
<td>Associate Professor Daniel Nicholls (Team Member)</td>
<td>10B27</td>
<td>02 62068718</td>
<td><a href="mailto:Daniel.Nicholls@canberra.edu.au">Daniel.Nicholls@canberra.edu.au</a></td>
</tr>
</tbody>
</table>

1g **Administrative contact details**

<table>
<thead>
<tr>
<th>Administrative Contact</th>
<th>Tel</th>
<th>Fax</th>
<th>Office</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms Jenna Heffernan</td>
<td>02 6201 5129</td>
<td>02 6201 51 28</td>
<td>10B28</td>
<td><a href="mailto:Jenna.Heffernan@canberra.edu.au">Jenna.Heffernan@canberra.edu.au</a></td>
</tr>
</tbody>
</table>
2: **Academic Content**

2a **Unit description and learning outcomes**

The Unit explores how research and theory contribute to knowledge development in a professional discipline, and applies the language of the discipline to describe the relevance of linking research, theory, and practice in nursing. Sources of evidence for nursing practice, barriers and strategies to adopting evidence-based practice are explored and strategies are identified to move research findings into clinical decision-making. Health care systems are demanding that health professionals practise from a research base and this unit supports the student to develop a theory-derived research-based information approach to their practice.

**On completion of this Unit students will be able to:**

1. Evaluate the rigour of research reports using a systematic process of critique;
2. Explain how research can be used as a basis for advocacy and clinical decisions and to inform decision-making;
3. Understand a range of paradigms, frameworks and research designs applied in nursing and health;
4. Identify current trends in research for clinical practice including guidelines and research dissemination strategies.

2b **Generic skill**

On completion of the Bachelor of Nursing course, students are expected to attain the University of Canberra Graduate Skills andAttributes as well as the Australian Nursing and Midwifery Council (ANMC) national competency standards for the Division 1 Registered Nurse. Students are expected to be conversant with these attributes, and aim to achieve them.

Graduates will have acquired a body of professional and disciplinary knowledge, technical and information literacy skills, as well as a set of appropriate professional attributes. The University also strives to develop in its students a range of generic skills and attributes to enable them to succeed in a wide range of different tasks and jobs and to contribute to the society they live in.

This Unit is aligned with the following University of Canberra Graduate Skills and Attributes: [http://www.canberra.edu.au/learning-teaching/student-support/uc-graduate-attributes](http://www.canberra.edu.au/learning-teaching/student-support/uc-graduate-attributes)

1. **Communication:**
   - The ability to present knowledge, ideas and opinions effectively and communicate within and across professional and cultural boundaries.

2. **Problem solving:**
   - The ability to apply problem-solving processes in novel situations; to identify and analyse problems then formulate and implement solutions.

3. **Analysis and Inquiry:**
   - The ability to gather information, and to analyse and evaluate information and situations in a systematic, creative and insightful way.

4. **Working independently and with others:**
   - The ability to plan their own work, be self-directed, and use interpersonal skills and attitudes to work collaboratively.

5. **Professionalism and social responsibility:**
   - The capacity and intention to use professional knowledge and skills ethically and responsibly, for the benefit of others and the environment.
2b (i) National Competency Standards for the Registered Nurse (ANMC, 2006)

The National Competency Standards for the Registered Nurse (ANMC, 2006), particularly the Domain of “Critical Thinking and Analysis” with close reference to practising within an evidence-based framework, are explored, discussed and analysed in this Unit through theoretical learning, tutorials, self-directed learning, discussions and assignments. The domains are:

<table>
<thead>
<tr>
<th>DOMAINS</th>
<th>EXCERPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional practice</td>
<td>This relates to the professional, legal and ethical responsibilities which require demonstration of a satisfactory knowledge base, accountability for practice, functioning in accordance with legislation affecting nursing and health care, and the protection of individual and group rights.</td>
</tr>
<tr>
<td></td>
<td>Practises within a professional and ethical nursing framework</td>
</tr>
<tr>
<td></td>
<td>➢ Practises in accordance with the nursing profession’s codes of ethics and conduct</td>
</tr>
<tr>
<td></td>
<td>➢ Integrates organisational policies and guidelines within professional standards</td>
</tr>
<tr>
<td></td>
<td>➢ Practises in a way that acknowledges the dignity, culture, values, beliefs and rights of individual/groups</td>
</tr>
<tr>
<td></td>
<td>➢ Advocates for individuals/groups and their rights for nursing and health care within organisational and management structures</td>
</tr>
<tr>
<td></td>
<td>➢ Understands and practises within own scope of practice</td>
</tr>
<tr>
<td></td>
<td>➢ Integrates nursing and health care knowledge, skills and attitudes to provide safe and effective nursing care</td>
</tr>
<tr>
<td>Critical thinking and analysis</td>
<td>This relates to self-appraisal, professional development and the value of evidence of research for practice. Reflecting on practice feelings and beliefs and the consequences of these for individuals/groups is an important professional benchmark.</td>
</tr>
<tr>
<td></td>
<td>Practises within an evidence-based framework</td>
</tr>
<tr>
<td></td>
<td>➢ Identifies the relevance of research to improving individual/group health outcomes</td>
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<tr>
<td></td>
<td>➢ Uses best available evidence, nursing expertise and respect for the values and beliefs of individuals/groups in the provision of nursing care</td>
</tr>
<tr>
<td></td>
<td>➢ Demonstrates analytical skills in accessing and evaluating health information and research evidence</td>
</tr>
<tr>
<td></td>
<td>➢ Supports and contributes to nursing and health care research</td>
</tr>
<tr>
<td></td>
<td>➢ Participates in quality improvement activities</td>
</tr>
<tr>
<td>Provision and coordination of care</td>
<td>This domain relates to the coordination organisation and provision of nursing care that includes the assessment of individuals/groups, planning, implementation and evaluation of care.</td>
</tr>
<tr>
<td>Collaboration and therapeutic practice</td>
<td>This relates to establishing, sustaining and concluding professional relationships with individuals/groups. This also contains those competencies that relate to the nurse understanding their contribution to the interdisciplinary health care team.</td>
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</table>

2c Prerequisites and/or co-requisites

There are no Prerequisites or co-requisites for this Unit.

The learning associated with this Unit, however, is all the Units across level 3 of the BN course to support transition to graduate practice through an understanding and application of evidence-based practice.
3: **Delivery of Unit and Timetable**

3a **Delivery mode**

**Teaching strategies:** Teaching strategies include lectures, tutorials, self-directed studies, and consultations with lecturers during which students will discuss various issues related to evidence-based healthcare and the generic skills.

**Lectures:** There are six (6) lectures conducted during Weeks 1,5,6,7,9 and 10 (09.30-10.30 hrs on a Monday). Please note there will not be a lecture on Monday 23 September (Week 9) as it is Labour Day. Notes will be posted on Moodle. It is an expectation that students attend all lectures as concepts discussed and materials presented are essential towards the understanding of evidence-based healthcare, and furthermore they will form a basis for tutorial sessions and assignments.

**Tutorials:** There are six (6) tutorials of two hours duration each scheduled during Weeks 1,5,6,7,9 and 10. Students must select one Tutorial group to attend and stay in that selected Group throughout the Semester for the purpose of continuity of learning. **It is an expectation that students attend scheduled tutorial sessions. An attendance record will be kept and this will be monitored accordingly.** It is also an expectation that students make an active contribution during the scheduled tutorials and forum discussions as such contributions will form part of formative assessment. **Please note:** Tutorials scheduled during weeks 5 & 6 will have an online component and there will be no face-to-face tutorials during these two weeks.

**On-line materials and self-guided studies:** During each week of semester (Week 1-10) materials will be posted on Moodle for self-guided studies and towards preparation for selected tutorials. It is an expectation that students study these materials accordingly and undertake the required activities as part of their preparation for tutorial sessions and assignments and ongoing learning. These will constitute:

- Reading of chapters from the prescribed textbook and completion of activities therein
- Reading and critiquing of journal articles as part of preparation prior to each tutorial session and towards the development of their assignments.
- Contribution to the online Forum on a regularly basis.

**Clinical practicum:** There is no clinical practicum associated with this Unit. However, the contents presented in this Unit will be essential to understanding evidence-based practice whilst undertaking clinical practicum.

3b **Timetable of activities, such as lectures/ tutorials/ practicals/ field classes, showing key dates and topics**

Please refer to tables indicating timetable and contents for lectures and tutorials.
### LECTURES TIME TABLE AND TOPICS

<table>
<thead>
<tr>
<th>DATES/TIME/VENUE</th>
<th>TOPICS</th>
<th>OBJECTIVES</th>
<th>PRESENTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1: 12 Aug</strong>&lt;br&gt;09.30-10.30 am&lt;br&gt;Room: 12B02</td>
<td>Welcome and Introduction to Unit</td>
<td>Introduction to teaching team, Unit Objectives, Content and Assessments will be presented</td>
<td><strong>Teaching Team</strong>&lt;br&gt;*Dr Basseer Jeeawody&lt;br&gt;Professor Mary Cruickshank&lt;br&gt;A/Professor Daniel Nicholls</td>
</tr>
<tr>
<td></td>
<td>Why evidence-based practice in healthcare</td>
<td>Introduce the rationale for evidence-based practice in healthcare and nursing</td>
<td></td>
</tr>
<tr>
<td><strong>Week 5: 9 Sept</strong>&lt;br&gt;09.30-10.30 am&lt;br&gt;Room: 12B02</td>
<td>Paradigms and frameworks</td>
<td>Present an overview of the range of paradigms, frameworks research methodologies</td>
<td>*Dr Basseer Jeeawody</td>
</tr>
<tr>
<td><strong>Week 6: 16 Sept</strong>&lt;br&gt;09.30-10.30 am&lt;br&gt;Room: 12B02</td>
<td>Qualitative research methodology</td>
<td>Present an overview of qualitative research methodology</td>
<td>*Dr Basseer Jeeawody</td>
</tr>
<tr>
<td><strong>Week 7: 23 Sept</strong>&lt;br&gt;09.30-10.30 am&lt;br&gt;Room: 12B02</td>
<td>Quantitative research methodology</td>
<td>Present an overview of quantitative research methodology</td>
<td>*TBA</td>
</tr>
<tr>
<td><strong>Week 9: 7 Oct (Labour Day)- Lecture notes posted on Moodle</strong></td>
<td>Current trends in research for clinical practice</td>
<td>Discuss current trends in research for clinical practice and research dissemination strategies</td>
<td>*Refer to materials posted on Moodle&lt;br&gt;*A/Prof Daniel Nicholls</td>
</tr>
<tr>
<td><strong>Week 10: 14 Oct</strong>&lt;br&gt;09.30-10.30 am&lt;br&gt;Room: 12B02</td>
<td>Conducting research and preparation for future researchers</td>
<td>Discuss strategies for conducting research and preparation for honours degree and future researchers</td>
<td>*A/Prof Daniel Nicholls&lt;br&gt;Dr Basseer Jeeawody</td>
</tr>
</tbody>
</table>

*Denotes leading Presenter

### TUTORIAL TIME TABLE AND TOPICS

- There are six (6) tutorial sessions scheduled during Weeks 1, 5, 6, 9 & 10. **Please note that tutorials scheduled during weeks 5 and 6 will have an online component, and there will be no face-to-face tutorials during these two weeks.** Students will be required to participate in structured forum discussion during these two weeks. There will also be opportunities for students (either individually or in small groups) to interact with the Tutorial Group Leader during the scheduled tutorial times during these two weeks.

- There are six (6) Tutorial Groups and each student selects one tutorial group. In order to ensure and maintain consistency and continuity of learning, students must stay in his/her tutorial group throughout the semester. Students will not be able to swap tutorial groups without prior discussion with the Unit Convener. When a request to change tutorial groups is made, the student will be encouraged to make a direct swap with one of their peers to ensure that an imbalance in student number per tutorial group is not created. Such a swap has to be primarily discussed and agreed with by both the Unit Convener and the Tutorial Group Leader. This swap has to be finalised by the end of 1st week of Semester.
TUTORIAL GROUPS AND TIME TABLE

<table>
<thead>
<tr>
<th>TUTE GROUPS</th>
<th>TIME</th>
<th>VENUES</th>
<th>LECTURERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>Tuesday: 12.30-14.30</td>
<td>02A04</td>
<td>Prof Mary Cruickshank</td>
</tr>
<tr>
<td>Group 2</td>
<td>Tuesday: 15.30-17.30</td>
<td>07A52</td>
<td>A/Prof Daniel Nicholls</td>
</tr>
<tr>
<td>Group 3</td>
<td>Wednesday: 09.30-11.30</td>
<td>05A37</td>
<td>Dr Basseer Jeeawody</td>
</tr>
<tr>
<td>Group 4</td>
<td>Wednesday: 11.30-13.30</td>
<td>07B09</td>
<td>A/Prof Daniel Nicholls</td>
</tr>
<tr>
<td>Group 5</td>
<td>Thursday: 09.30-11.30</td>
<td>20A20</td>
<td>Dr Basseer Jeeawody</td>
</tr>
<tr>
<td>Group 6</td>
<td>Thursday: 11.30-13.30</td>
<td>07B18</td>
<td>Dr Basseer Jeeawody</td>
</tr>
</tbody>
</table>

TUTORIAL TOPICS

NB: Details of Tutorials and required preparation will be posted on Moodle prior to the Tutorial Sessions. Any changes in the topics for tutorials will be posted on Moodle accordingly and students will be informed of any specific required preparation prior to attendance and participation.

EXPECTATIONS: Please refer to information and guides posted on Moodle for each Tutorial Week and the required preparation prior to each Tutorial Session. It is an expectation that students fulfil these requirements and come to the Tutorial Sessions fully prepared and become engaged in discussion, debate and critical reflection. Participation in and contribution to tutorials will form part of the formative assessment.
<table>
<thead>
<tr>
<th>WEEKS</th>
<th>TOPICS</th>
<th>OBJECTIVES</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| Week 1 | Introduction  
The importance of research in nursing | • Introduction to the Unit, assessment processes and assignments expectation  
• Discuss requirements for Assignment 1  
• Discuss concepts of ‘Evidence-based Practice’ & ‘Evidence-based Healthcare’ | Unit Outline  
Read on-line materials posted on Moodle  
Read chapters 16 & 17 of textbook |
| Week 5 | Critical evaluation of journal article 1 (Qualitative research methodology) | Study and critique journal article 1 (Qualitative research methodology) and post responses on forum. | Journal article and guidelines for critiquing the article and posting of responses on forum.  
Read chapters 1-15 of textbook; On-line materials on Moodle |
| Week 6 | Critical evaluation of journal article 2 (Quantitative research methodology) | Study and critique journal article 2 (Quantitative research methodology) and post responses on forum. | Continue reading chapters 1-15 of textbook; On-line materials posted on Moodle  
**Assignment One due:**  
Fri 20 Sept 17.00 hrs |
| Week 7 | How problems are determined and questions are answered | Determination of researchable problems and strategies for answering questions.  
○ How questions are answered using existing evidence and creating the case for research.  
Guidance on how to develop a 200 words statement on a clinical problem and researchable questions for presentation during Week 9 tutorial.  
Discuss requirements for Assignment 2 | Students to come to the tutorial prepared with three (3) researchable questions from their own clinical practicum experience.  
Continue reading chapters 1-15 of textbook; On-line materials on Moodle |
| Week 9 | Adopting an Evidence-based Healthcare approach to practice | Class presentation:  
Students to present a 3 minutes statement on a clinical problem and research questions | **Class activities:**  
Present a 3 minutes statement on a clinical problem and research questions. Hand statement to the Tutor.  
Read on-line materials on Moodle |
| Week 10 | Research dissemination and implementation strategy | Discuss effective strategies for research dissemination and implementation in practice.  
Discuss how to overcome and minimise barriers | **ANMC Competencies**  
"participates in ongoing professional development"  
Read On-line materials posted on Moodle  
**Assignment Two due:**  
Friday 18 Oct 17.00 hrs |
4: Unit Resources

4a Lists of required texts/readings

For Unit readings and resources in the University of Canberra Library
Link to search page for Unit Readings (print materials)
Link to search page for eReserve (electronic materials)

It is essential that students read the prescribed readings prior to their tutorial participation. This is the minimum level of reading; students are expected to read widely throughout the semester. This includes journal articles and other materials sourced through electronic databases and via the library.


It is required that students have access to a copy of the prescribed textbook by Liamputtong (2013). Weekly readings will be available on the Moodle site or via the library site.

Required Textbook

Lists of recommended texts/readings: [available through the Co-Op Bookshop, the Library & online]


**Recommended Electronic Resources:** [available through the Library or online]


Australian College of Nursing: http://www.rcna.org.au/
Australian Health Practitioners’ Regulation Agency: http://www.AHPRA.gov.au
Australian Patient Safety Foundation: http://www.apsf.net.au/
Joanna Briggs Institute: http://www.joannabriggs.edu.au
Sigma Theta Tau International Honor Society of Nursing: http://www.nursingsociety.org
The Cochrane Library: http://www.thecochranelibrary.com/view/0/index.html
UC, A guide to referencing with examples in the APA referencing style: http://www.canberra.edu.au/library/research-gateway/research_help/referencing-guides

Unit readings and resources in the University of Canberra Library:
Additional readings that will support you in your study of this subject are posted on E-Reserve and can be accessed via the unit Moodle site:

  Link to search page for Unit Readings (print materials)
  Link to search page for eReserve (electronic materials)

E-Reserve
Additional reading for the Unit is posted on E-Reserve and can be accessed via the unit Moodle site: http://learnonline.canberra.edu.au/course/view.php?id=9058

Citation Requirements
4b Materials and equipment

The prescribed textbook by Liamputtong (2013) is a requisite for this unit.

For Unit readings and resources in the University of Canberra Library

Link to search page for Unit Readings (print materials)
Link to search page for eReserve (electronic materials)

Library Research Training

Assistance on using the vast array of library resources can be sought through the following link: http://www.canberra.edu.au/library/research-gateway/research-skills-training

Writing Skills Assistance

The Academic Skills Centre has a wide range of tools that can assist students to reach their academic potential. Assistance can be sought through the following link:
http://www.canberra.edu.au/studyskills/writing

4c Unit website

To find your Unit site online, login to LearnOnline(Moodle) using your student ID.

Lectures, pre-tutorial preparation, tutorial outlines and messages/announcements important to the Unit will be posted on the Unit Moodle site prior to the lecture and tutorial sessions on a weekly basis.

Students should be checking the ‘9058 Evidence-based healthcare’ Moodle site regularly for updates, readings, announcements and activities.

Messages delivered at the lectures, tutorials and on Moodle will be deemed to have been given to all students.

5: Assessment

5a Assessment overview

1. Develop a reflective and critical analytical paper: Develop a critical evaluation of a research paper (60%) (1200-1500 words).

2. Propose a methodology to resolve an identified clinical problem/issue: Identify a problem/issue in nursing practice and demonstrate a methodology through which it may be investigated (40%) – (1800-2000 words)

3. Formative assessment: There are three sets of formative assessments as described herein. Please note that no marks are allocated for this formative assessment, but students will have the opportunity to receive feedback from the tutorial leader during tutorials and consultation times.

   ▪ Satisfactory participation in and contribution to tutorials
   ▪ Satisfactory preparation of a 300 word statement and a three (3) minute presentation of the statement on a clinical problem and research questions (presentation during Week 9 tutorial)
   ▪ A minimum of five (5) contributions to the discussion forum.
## Details of each assessment item

<table>
<thead>
<tr>
<th>Assessment item</th>
<th>Due date of assignments</th>
<th>Weighting (Total 100%)</th>
<th>Addresses learning outcome(s)</th>
<th>Related generic skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignment 1:</strong> Develop a reflective and critical analytical paper</td>
<td>Week 6: Friday 20 Sept 17.00 hrs</td>
<td>60%</td>
<td>1, 2, 3</td>
<td>Communication: Problem solving; Inquiry; Analysis and inquiry; Working independently and with others; Professionalism and social responsibility.</td>
</tr>
<tr>
<td><strong>Assignment 2:</strong> Propose a methodology to resolve an identified clinical problem/issue</td>
<td>Week 10 Friday 18 Oct 17.00 hrs</td>
<td>40%</td>
<td>1, 2, 3</td>
<td>Communication: Problem solving; Inquiry; Analysis and inquiry; Working independently and with others; Professionalism and social responsibility.</td>
</tr>
<tr>
<td><strong>Formative assessment:</strong></td>
<td>Ongoing</td>
<td>No marks allocated, but feedback given to students by Tutors.</td>
<td>1, 2, 3</td>
<td>Communication: Problem solving; Inquiry; Analysis and inquiry; Working independently and with others; Professionalism and social responsibility.</td>
</tr>
<tr>
<td>(i) Participation in tutorials</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(ii) Presentation of a 3 minute research statement</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>(iii) Contributions to discussion Forum</td>
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</table>

**Assignment 1:**

**Develop a reflective and critical analytical paper.**

Develop a critical evaluation of a research paper (60%) - (1200-1500 words).

**Instructions to students**

Please refer to the following resources to guide you towards completing your assignment:

- Closely refer to the following articles posted on the Moodle site and use these as a guide to complete your assignment:
  - **GUIDE Assignment 1_Developing a Framework for critiquing health research;**
  - **GUIDE Assignment 1_Planning a Critical Review.**

- Refer to pages 438-444 ‘critical appraisal of published papers’ of your textbook for an introductory guide on critical appraisal of published papers.

- Refer to Chapter 17 (pp 266-279) ‘Evidence-based practice in therapeutic health care’ of your textbook for guides.

- Refer to chapter 19 (pp 295-307) ‘everything you wanted to know about systematic reviews …’ of your textbook for further guides on systematic review of literature.

*Please refer to the marking rubric attached to this Unit Outline (Appendix.2) for detailed information that will guide you in the preparation of this assignment. Please also refer to Section (5c) of this Unit Outline for special assessment requirements.*
Assessment 2:

Propose a methodology to resolve an identified clinical problem/issue: Identify a problem/issue in nursing practice and demonstrate a methodology through which it may be investigated (40%) – (1800-2000 words)

Guideline to assessment 2

Preamble

➢ The Unit objectives which are consistent with this assignment are:
  o Understand a range of paradigms, frameworks and research designs applied in nursing and health.
  o Explain how research can be used as a basis for advocacy and clinical decisions and to inform decision-making.

➢ The ANMC competencies which are congruent with this assignment are:
  o ‘Participates in research’
  o ‘Identifies problems suitable for research’
  o ‘Identifies problems/issues in nursing practice which may be investigated through research’
  o ‘Demonstrates understanding of the registered nurse role in contributing to nursing research’
  o ‘Identifies and disseminates relevant changes in practice or new information to colleagues’

Instruction to students

➢ With reference to your clinical experience, identify a problem/issue in nursing practice and demonstrate a process through which it may be investigated.

➢ Your problem statement, research questions and process for investigation must have sufficient information to convince that you have an important research idea, and that you have a good grasp of the relevant literature and the major issues.

➢ The quality of your paper will depend not only on the quality of your problem statement and process for investigation and implication for practice, but also on the quality of your writing.

➢ Your writing must be coherent, clear and compelling.

➢ Your paper must have the following sections:
  o Title
  o Introduction
  o Problem statement
  o Research objective/s
  o Research question/s
  o Literature review
  o Implication for practice
  o Conclusion

Resources for Assignment 2

➢ Please refer to Appendix 1 for guides to developing this assignment. It is essential that you follow these guides closely.

➢ Please refer to the marking rubric attached to this Unit Outline (Appendix.3) for detailed information that will guide you in the preparation of this assignment.

➢ Please also refer to Section (5c) of this Unit Outline for special assessment requirements.
Additional resources for assignment 2

- Study Part II of your textbook - Chapters 3-10 for a broad guideline on developing your paper addressing your selected problem.
- Refer to additional resources posted on the Unit Moodle - Week 10 study.

Formative Assessment 3:

Formative assessment: There are three sets of formative assessments as described herein. Please note that no marks are allocated for this formative assessment, but students will have the opportunity to receive feedback from the tutorial leader during tutorials and consultation times.

- Satisfactory participation in and contribution to tutorials (a record of attendance will be kept)
- Satisfactory preparation of a 300 words statement and a three (3) minute presentation of the statement on a clinical problem and research questions (presentation during Week 9 tutorial)
- A minimum of five (5) contributions to the discussion forum. Three articles will be posted on the discussion Forum (one statement/article posted at the beginning of the semester and one research article posted in Week 5 and one in Week 6 respectively). Students will be required to respond to these. It is expected that students post at least one comment on the first statement during the beginning of the semester; two comments on the research article during week 5 and two comments on the article during week 6.

5c Special assessment requirements

To obtain an overall pass grade in this Unit, students must:

- Satisfactorily complete assignments 1 and 2
- Demonstrate evidence of a satisfactory participation in and contribution to tutorials.
- Demonstrate a satisfactory contribution to forum discussions
- Demonstrate a satisfactory presentation of their problem statement (Week 9)
- Obtain an overall aggregate mark of 50% for their assignments

Guidelines for presentation of written paper

The following general guidelines for the presentation of written paper must be observed:

Presentation of your paper:

- Use Word doc. or docx. Format. Please do not use as pdf documents as they are not suitable for marking or giving feedback comments.
- A Times New Roman font size ‘12’
- Double line spacing on an A4 clear paper
- A left margin of 2.5 cm on each page
- All pages must be clearly numbered

The structure of your paper:

- Presented professionally in an academic style
- The paper must be expressed clearly and succinctly with correct grammatical expression and spelling.
- Use a variety of credible evidence to support the discussion, analysis and debate. It is expected that students use database searches to obtain recent journal refereed articles.
- APA (6th ed.) referencing style must be used
- An introduction
- The main part presenting the body of the paper with the required discussion, critical analysis and debate.
- Draw a conclusion
Submission of assignments:

Both assessment items 1 and 2 are to be submitted electronically via the drop-box on the Moodle site.

- Attach the Faculty of Health cover sheet with a signed declaration of originality of work (the cover sheet is available on Moodle).
- Mark your tutorial group and the name of your Tutorial Leader on the cover sheet.
- Students must keep a copy of their assignments.

Late submission of Assignments

Requests for extensions must be submitted in writing (email) to your Tutorial Leader at least 7 days prior to the assignment’s due date (except in extenuating circumstances). If an extension is granted, please attach a copy of the email from your Tutorial Leader confirming the extension to your assessment when submitting. Assessments that are submitted after the due date, when no extension has been granted, will not be marked and will result in a fail (NC) grade for the Unit.

Feedback on assignments

- Tutorial Leader assigned to a tutorial group will generally mark the assignments for their groups and give feedback to their students accordingly.
- General feedbacks will be given during tutorials.
- Marked assignment with comments and results will be posted on Moodle.
- Assignments will be returned to students via the Unit’s Moodle site or your University Email Account. Please ensure that your university email account is activated and working correctly to allow for return of assignments.

Double marking and Moderation of assignments

Students receiving either a High Distinction or a Fail Grade in their assignments will be doubled marked and moderated accordingly.

Unit Announcements:

Announcements made about assignments at lectures are considered to have been made to the whole unit cohort. Please also check the Moodle site regularly for messages.

5d Supplementary assessment: REFER TO THE UC SUPPLEMENTARY ASSESSMENT POLICY

Please note that students will not be allowed to re-submit their assignments to seek higher marks. It is encouraged that students discuss with their tutors requirements for a particular assignment prior to submission.

5e Academic Integrity

Students have a responsibility to uphold University standards on ethical scholarship. Good scholarship involves building on the work of others and use of others’ work must be acknowledged with proper attribution made. Cheating, plagiarism, and falsification of data are dishonest practices that contravene academic values.

The Academic Skills Centre provides opportunities to enhance student understanding of academic integrity.

5f Text-matching software

None
6: Student Responsibility

6a Workload
The amount of time you will need to spend on study in this unit will depend on a number of factors including your prior knowledge, learning skill level and learning style. Nevertheless, in planning your time commitments you should note that for a 3cp unit the total notional workload over the semester or term is assumed to be 150 hours. These hours include time spent in classes. The total workload for units of different credit point value should vary proportionally. For example, for a 6cp unit the total notional workload over a semester or term is assumed to be 300 hours.

6b Special needs
Students who need assistance in undertaking the unit because of disability or other circumstances should inform their Unit Convener or UC AccessAbility as soon as possible so the necessary arrangements can be made.

6c Participation requirements
There is a professional expectation that nursing students attend all lectures, tutorials and workshops. Undertaking the required preparation prior to attendance is also expected. There are required activities, such as ‘active participation in, contribution to, and presentation during tutorials; and ‘contribution to discussions in the forum.

6d Withdrawal
If you are planning to withdraw please discuss with your unit convener. Please see Withdrawal of Units for further information on deadlines.

6e Required IT skills
There is no specific IT requirement for this Unit. However, it is expected that students will have appropriate skills to explore various databases to search for literature towards their learning and completion of assignments.

Students are required to use their University Email account when communicating with University staff.

6f In-Unit Costs
(Note: To calculate your unit fees see: How do I calculate my fees?.
The online UC Co-op Textbook Search is available for purchasing text books.)

6g Work placements, internships or practicums
This Unit does not constitute any clinical placement requirement

6h Additional information
7: Student Feedback

All students enrolled in this unit will have an opportunity to provide anonymous feedback on the unit at the end of the Semester via the Unit Satisfaction Survey (USS) which they can access by logging into MyUC via the UC homepage: http://www.canberra.edu.au/home/. Students may also be invited by their lecturer or tutor to provide more detailed feedback on their teaching through an anonymous questionnaire.

8: Authority of this Unit Outline

Any change to the information contained in Section 2 (Academic content), and Section 5 (Assessment) of this document, will only be made by the Unit Convener if the written agreement of Head of Discipline and a majority of students has been obtained; and if written advice of the change is then provided on the unit site in the learning management system. If this is not possible, written advice of the change must be then forwarded to each student enrolled in the unit at their registered term address. Any individual student who believes himself/herself to be disadvantaged by a change is encouraged to discuss the matter with the Unit Convener.
APPENDIX.1:  Guides to Assignment 2

Title

The title of your paper must be concise and descriptive. Think of an informative and catchy title. An effective title would rouse the reader’s interest and would also predispose the reader favourably towards your research idea.

Introduction

The main purpose of the introduction is to provide the necessary background or context for your research problem. The introduction typically begins with a focus on a specific research problem, to be followed by the rationale or justification for the proposed research.

The introduction must cover the following elements:

- State the research problem
  *The research problem must be written clearly and be focused. If the research problem is framed in the context of a general, rambling literature review, then the research question may appear trivial and uninteresting.*
- Provide the context and set the stage for your research question
  *Try to place your research question in the context of a current topical area in the field of nursing or health care.*
- Present the rationale of your proposed research and clearly indicate why it is worth doing
- Briefly describe the major issues to be addressed by your research
- Specify the specific phenomenon you want to study
- State your theory if any
- Set the boundaries of your proposed research in order to provide a clear focus
- Provide definitions of key words

Literature review

Present a literature review (with evidence of at least 10 literatures being reviewed).

Your literature review may be organised in different ways. Make use of sub-headings to bring order and coherence to your review.

Your literature review is like telling a story to an audience. Tell this story in a stimulating and engaging manner.

Closely observe the following:

- Give credit to those who have laid the groundwork for your research (i.e. acknowledge sources clearly)
- Demonstrate your knowledge of the research problem
- Demonstrate your understanding of the theoretical and research issues related to your research question.
- Demonstrate your ability to critically evaluate relevant literature information
- Indicate your ability to integrate and synthesize the existing literature.

Methodology

Select an appropriate methodology for answering your research question/s and describe this briefly.

- The method or methodology is a very important aspect as it describes how you plan to tackle your research problem.
- It provides a work plan and describes the activities necessary for the completion of your project.
- It must contain sufficient information to determine whether the methodology is appropriate.

Discussion

- In your discussion you need to present a convincing argument to highlight the potential impact of your proposed research.
- In your discussion also mention the potential limitations and weaknesses of the proposed research.
Please note: *This assignment will attract a higher grade if the following are adequately met:*

- A proper context which frames your research question
- Comprehensive citation of literature with succinct and cohesive critical analysis and observing the correct APA referencing style.
- Staying focused on the research question
- Developing a coherent and persuasive argument for conducting the research.
- Coherent writing - little rambling, but a clear sense of direction
- Observe the length of this assignment
APPENDIX 2
Marking criteria for Assignment 1

Student Name: ........................................... ID: ................................ Tutorial Group: ......................

MARKING CRITERIA: Develop a critical evaluation of a research paper (60%)

### Criteria 1: Critical evaluation of the title of the paper, its abstract, and credibility of the author/s (5%)

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### Criteria 2: Critical evaluation of the introduction of the paper and the rationale presented for the research (5%)

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### Criteria 3: Critical evaluation of literature review leading to problem statement and a case for the research with clearly defined objectives (10%)

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### Criteria 4: Critical evaluation of the methodology and its appropriateness, and presentation of results (10%)

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### Criteria 5: Critical evaluation of the conclusion drawn (10%)

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### Criteria 6: General comments on impact of the research findings on practice (10%)

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### Criteria 7: Substantiation of arguments using the APA (6th ed.) referencing style (5%)

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### Criteria 8: Writing style, sentence structure, grammar, spelling and general presentation (5%)

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Marked by: ........................ Date: ................

Moderated by: ........................ Date: ..............

Comments:

Recommended marks:

Signature of marker: ........................ Signature of Moderator: ........................

Total marks for Assignment 1: /60%
APPENDIX 3
Marking criteria for Assignment 2

Assignment 2: Identify a problem/issue in nursing practice and demonstrate a methodology through which it may be investigated (40%)

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<th>Criteria 1: Introduction and an overview of the purpose of the essay (5%)</th>
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<th>Criteria 2: A clear statement of the problem and the research question/s to be investigated (5%)</th>
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<th>Criteria 3: A discussion on the context which frames the research problem and the research question/s (5%)</th>
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<th>Criteria 4: Literature review: A critical analysis of literature (a minimum of 10 refereed journal articles) and presentation of a coherent and persuasive argument for the proposed research (10%)</th>
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**Criteria 5:** Demonstrates an understanding of main steps for the proposed research, encompassing ethical considerations (5%)

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**Criteria 6:** Discussion and presentation of an argument to highlight the potential impact of the proposed research (5%)

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**Criteria 7:** Writing style: Sentence structure, grammar, spelling, punctuation and the use of correct APA (6th ed.) referencing style (5%)

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Moderated by: ........................... Date: .............

**Overall comments:**

**Comments:**

**Recommended marks: **/60%

Signature of Marker: ..............................

Signature of Moderator: ...........................

**Total marks:** /40%