

NURBN1015 Assessment 2b- Applying evidence to practice essay

TASK OVERVIEW

Task weighting - 45%

Due date - Friday October 21 at 12 noon (**NOTE: Change of due date, now week 11**)

This assessment task requires you to build on the evidence you summarised and evaluated in Assessment task 2a in order to respond to the clinical question in the form of an essay. The clinical question you chose for task 2a **must** be used for assessment task 2b. You will need to use at least SIX (6) peer-reviewed primary research articles in total. THREE (3) of these articles will be the three you used in the annotated bibliography, and you need to source at least THREE MORE articles yourself.

Clinical scenarios choices - Use the same choice as task 2a

Choose the **same** topic you used to complete Assessment tasks 2a.

Clinical scenario choice 1: Pressure injury prevention

Dario is a student nurse working in an aged care facility and is looking after Mr George Florentine an 82-year-old man who suffered a stroke four months ago. He is not able to mobilise without assistance. It was handed over that Mr Florentine needs re-positioning every 2 hours. However, Dario's buddy nurse says that is not necessary as he has a pressure relieving mattress.

Clinical scenario choice 2: Ulcerative wound healing

Amelia is a student nurse working in a residential facility caring for Iris Johnson a 92-year-old female with an ulcerative wound to her left lateral malleolus. The ulcer is 2cm in diameter and sloughy in appearance with minimal hemoserous exudate. Iris has been prescribed vitamin D and folic acid supplements to help with the healing process, however Amelia's buddy nurse says that this is silly because nutrition has nothing to do with wound healing.

WORD LIMIT

The word limit is 1500 words (+/- 10%). The reference list is not included in the word count. In-text citations are included in the word count.

ESSAY STRUCTURE

The 'applying evidence to practice' essay is to be written using an essay structure with an introduction, a body, and a conclusion. The essay format provides you the opportunity to concisely present the findings from the research articles that directly respond to the clinical question/s, compare and contrast the findings, and then apply what is known to your own clinical nursing practice.

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The essay should be structured as follows:

Introduction *Word limit allocation* (approximately) 150 words

What to include

- Introduce the topic (the clinical question you are answering), outline the scope of the paper (what you will cover) e.g., evidence-based strategies, how they are applied and evaluated (follow the paragraph topics below)

Paragraph 1 *Word limit allocation* (approximately) 300 words

What to include

- What new knowledge from the research studies can be applied to improve nursing care or patient outcomes?
- Compare and contrast findings – paragraph 1.

Paragraph 2 *Word limit allocation* (approximately) 300 words

What to include

- Compare and contrast findings – paragraph 2.

Paragraph 3 *Word limit allocation* (approximately) 300 words

What to include

- Apply this new knowledge from paragraphs 1 and 2 to nursing practice: What strategies will you use to implement new knowledge into patient care?

Paragraph 4 *Word limit allocation* (approximately) 300 words

What to include

- State the methods you can use to demonstrate that nursing practice or patient care is improved.

Conclusion *Word limit allocation* (approximately) 150 words

What to include

- Summary of the main points

Reference list (Not included in word count)

- Include all references used in text in APA 7th style

Total word count = 1500 (+/-10%)

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ESSAY PRESENTATION GUIDELINES

- Use Word doc format only (For those students with Mac computers, please convert to a Word file equivalent). No other file types will be accepted
- Font size 12, normal margins, and double line spacing.
- Your student ID and unit code e.g.: 12345678_NURBN1015, should be in the header; with page numbering in the footer e.g., page 1 of 10.
- Please include a word count after your conclusion.
- Attach an assignment title page with Assessment task 2b, Applying evidence to practice essay, your name, student ID number, course code, and campus.

ESSAY SUBMISSION

The Applying evidence to practice essay is to be submitted online via Moodle.

Step 1 - Complete the Applying evidence to practice essay Plagiarism Declaration. Upon completion of the declaration, the Applying evidence to practice essay Turnitin link will become accessible.

Step 2 – Submit your paper through the Applying evidence to practice essay Turnitin link.

Step 3 – Check Turnitin report and make amendments to ensure your own words are used, and all references and reference list are cited as per the APA 7th referencing style.

Step 4 – Re-submit the paper after you have made amendments.

Step 5 - Congratulate yourself on completing the final assessment task for this course!

LIBRARY LINKS, ESSAY STRUCTURE AND ACADEMIC WRITING SUPPORT LINKS & HELPSHEETS

Click the link below to the library Nursing subject guide that has links and instructions for completing task 2a and 2b.

[Library Nursing Subject Guide NURBN1015 Assessment 2 page](#)

[University speak](#) helpsheet

[Essay structure](#) helpsheet

[Writing an introduction](#) helpsheet

[Paraphrasing & summarising](#) link to resources

[Incorporating literature/evidence into your writing](#) helpsheet

NURBN1015 Assessment 2b- Applying evidence to practice essay – Marking Guide

| Attribute | Task | High Distinction | Distinction | Credit | Pass | Fail |
|---|--|---|--|---|---|--|
| <p>1. Students embark on inquiry and so determine a need for knowledge/ understanding</p> <p>Analyse your topic</p> | <p>Identify the key concepts within the task, and determine knowledge required to complete task. Introduction clearly identifies clinical scenario chosen and asks a relevant clinical question.</p> <p>Total: 10 marks</p> | <ul style="list-style-type: none"> <input type="checkbox"/> All of the key concepts and issues are identified <input type="checkbox"/> Appropriate response to task <input type="checkbox"/> Purpose of paper clearly articulated <p>9-10 Marks</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Most of the key concepts and issues are identified <input type="checkbox"/> Appropriate response to task <input type="checkbox"/> Purpose of paper mostly articulated <p>7-8 Marks</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Some key concepts from the tasks identified but in a limited capacity <input type="checkbox"/> Response to task contains some irrelevancies <input type="checkbox"/> Purpose of paper partially articulated <p>6 Marks</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Limited identification of key concepts <input type="checkbox"/> Response to task mostly irrelevant <input type="checkbox"/> Purpose of paper unclear <p>5 Marks</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Key concepts from the task not addressed <input type="checkbox"/> Response to task irrelevant <input type="checkbox"/> Purpose of paper not articulated <p>0-4 Marks</p> |
| <p>2. Students find/generate needed information/data using appropriate methodology</p> <p>Research your topic</p> | <p>Acquires relevant information from a variety of sources including textbook and journals. Student includes at least six articles relevant to the topic sourced from relevant library nursing databases.</p> <p>Total: 15 marks</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of extensive research <input type="checkbox"/> Minimum of six relevant sources used <input type="checkbox"/> Contemporary sources used throughout <input type="checkbox"/> Highly relevant theories and concepts obtained from sources <p>13-15 marks</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of wide research <input type="checkbox"/> Minimum of six sources used but not all relevant <input type="checkbox"/> Sources are mostly contemporary <input type="checkbox"/> Relevant theories and concepts obtained from sources <p>11-12 Marks</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Some evidence of research <input type="checkbox"/> Less than six relevant sources used <input type="checkbox"/> A mix of out of date and contemporary sources <input type="checkbox"/> Some theories and concepts are irrelevant <p>9-10 Marks</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Limited evidence of research <input type="checkbox"/> Mix of relevant and irrelevant sources used <input type="checkbox"/> Sources are mostly old or out of date <input type="checkbox"/> Theories and concepts do not clearly address task <p>7-8 Marks</p> | <ul style="list-style-type: none"> <input type="checkbox"/> No evidence of research <input type="checkbox"/> No relevant sources used <input type="checkbox"/> Irrelevant theories and concepts are used <p>0-6 Marks</p> |
| <p>3. Students critically evaluate information/data</p> <p>Evaluate your sources</p> | <p>Appraisal of information on the basis of academic reliability and credibility, currency, and arguments presented. Findings from the articles compared & contrasted.</p> <p>Total: 20 marks</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Excellent use of sources to back up concepts, issues, or theories <input type="checkbox"/> Sources are highly credible <input type="checkbox"/> Highly effective presentation and interpretation of information <p>18-20 Marks</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Appropriate use of sources to back up concepts, issues, or theories <input type="checkbox"/> Sources are credible <input type="checkbox"/> Information appropriately presented and interpreted <p>15-17 Marks</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Limited use of sources to back up concepts, issues, or theories <input type="checkbox"/> Some sources are not credible <input type="checkbox"/> Some poorly presented or misinterpreted information <p>12-14 Marks</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Sources used to back up concepts, issues, or theories are not credible <input type="checkbox"/> Poorly presented or misinterpreted information <p>10-11 Marks</p> | <ul style="list-style-type: none"> <input type="checkbox"/> No sources used to back up concepts, issues, or theories <p>0-9 Marks</p> |
| <p>4. Students synthesise and analyse and apply new knowledge</p> <p>Paraphrase effectively</p> | <p>Knowledge gained is synthesised, analysed and applied to nursing practice & in a cohesive manner which aids the reader's understanding</p> <p>Total: 10 marks</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Insightful analysis of information outlining two (2) implementation strategies <input type="checkbox"/> Ideas are articulated in own words <input type="checkbox"/> Excellent ability to paraphrase ideas <p>9-10 Marks</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Reasonable attempt at analysis of information outlining two (2) implementation strategies <input type="checkbox"/> Ideas are mostly articulated in own words <input type="checkbox"/> Good use of paraphrasing <p>7-8 Marks</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Some attempt at analysis outlining two (2) implementation strategies <input type="checkbox"/> Some ideas are articulated in own words, some have been copied directly from the article <input type="checkbox"/> Reasonable ability to paraphrase ideas <p>6 Marks</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Analysis of information rarely present, or only one (1) strategy discussed <input type="checkbox"/> Random or excessive use of quotations <input type="checkbox"/> Paraphrasing skills require development to avoid plagiarism <p>5 Marks</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Analysis of information not present <input type="checkbox"/> Excessive use of quotations <input type="checkbox"/> Plagiarism evident <p>0-4 Marks</p> |

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| Attribute | Task | High Distinction | Distinction | Credit | Pass | Fail |
|--|---|--|---|---|--|--|
| <p>5. Students <i>demonstrate understanding of evaluation methods</i></p> <p>Paraphrase effectively</p> | <p>Implementation into practice is evaluated appropriately using two methods in a cohesive manner which aids the reader's understanding</p> <p>Total: 10 marks</p> | <p><input type="checkbox"/> Evaluation of evidence using two (2) methods clearly expressed</p> <p><input type="checkbox"/> Ideas are articulated in own words</p> <p><input type="checkbox"/> Excellent ability to paraphrase ideas</p> <p>9-10 Marks</p> | <p><input type="checkbox"/> Reasonable attempt at evaluation of evidence using two (2) methods</p> <p><input type="checkbox"/> Ideas are mostly articulated in own words</p> <p><input type="checkbox"/> Good use of paraphrasing</p> <p>7-8 Marks</p> | <p><input type="checkbox"/> Some attempt at evaluation using two (2) methods</p> <p><input type="checkbox"/> Some ideas are articulated in own words, some have been copied directly from the article</p> <p><input type="checkbox"/> Reasonable ability to paraphrase ideas</p> <p>6 Marks</p> | <p><input type="checkbox"/> Evaluation of evidence rarely present, or only one (1) method discussed</p> <p><input type="checkbox"/> Random or excessive use of quotations</p> <p><input type="checkbox"/> Paraphrasing skills require development to avoid plagiarism</p> <p>5 Marks</p> | <p><input type="checkbox"/> Evaluation of evidence not expressed</p> <p><input type="checkbox"/> Excessive use of quotations</p> <p><input type="checkbox"/> Plagiarism evident</p> <p>0-4 Marks</p> |
| <p>6. Students organise information</p> <p>Structure your writing</p> | <p>Structure and argument logically organised according to the appropriate writing genre (style).</p> <p>Arguments must be supported by relevant evidence. Paragraph content reflects the steps of the EBP process</p> <p>Total: 20 marks</p> | <p><input type="checkbox"/> Assignment conforms to the prescribed structure</p> <p><input type="checkbox"/> Excellent organisation of ideas into introductory, body, and concluding paragraphs</p> <p><input type="checkbox"/> Arguments presented are logical and convincing. Topic sentences used at start of all paragraphs</p> <p><input type="checkbox"/> Clear links between paragraphs. Transition sentences used well.</p> <p><input type="checkbox"/> Arguments are strongly supported by evidence</p> <p><input type="checkbox"/> A highly developed and succinct conclusion present</p> <p>18-20 Marks</p> | <p><input type="checkbox"/> Assignment conforms to the prescribed structure</p> <p><input type="checkbox"/> Assignment is clearly organised into appropriate paragraphs</p> <p><input type="checkbox"/> Arguments are logical. Topic sentences used at start of most paragraphs</p> <p><input type="checkbox"/> Mostly clear links between paragraphs. Transition sentences frequently used well.</p> <p><input type="checkbox"/> Arguments are adequately supported by evidence</p> <p><input type="checkbox"/> A succinct conclusion is present</p> <p>15-17 Marks</p> | <p><input type="checkbox"/> Assignment conforms overall to the prescribed structure</p> <p><input type="checkbox"/> Assignment mostly organised into paragraphs</p> <p><input type="checkbox"/> Arguments are mostly accurate. Topic sentences used at start of many paragraphs</p> <p><input type="checkbox"/> Arguments do not always flow logically between paragraphs. Transition sentences attempted.</p> <p><input type="checkbox"/> Arguments are sometimes supported with little or unreliable evidence</p> <p><input type="checkbox"/> Conclusion present but overly long or confusing</p> <p>12-14 Marks</p> | <p><input type="checkbox"/> Assignment does not clearly conform to the prescribed structure</p> <p><input type="checkbox"/> Assignment not clearly organised into paragraphs</p> <p><input type="checkbox"/> Arguments are mostly illogical. Topic sentences rarely used at start of paragraphs</p> <p><input type="checkbox"/> Arguments are largely unsubstantiated. Transition sentences unclear or illogical.</p> <p><input type="checkbox"/> Conclusion present but unclear</p> <p>10-11 Marks</p> | <p><input type="checkbox"/> Assignment does not conform to the prescribed structure</p> <p><input type="checkbox"/> Assignment lacks introductory, body, and/or concluding paragraphs</p> <p><input type="checkbox"/> Arguments are illogical. Topic sentences not used at start of paragraphs</p> <p><input type="checkbox"/> Arguments are lack evidence. Transition sentences not used.</p> <p><input type="checkbox"/> No concluding statement</p> <p>0-9 Marks</p> |
| <p>7. Students communicate knowledge with ethical, social and cultural awareness.</p> <p>Academic writing style</p> | <p>Appropriate use of discipline specific academic language; accurate spelling, grammar, punctuation and professional presentation</p> <p>Total: 10 marks</p> | <p><input type="checkbox"/> A range of discipline-specific language used throughout</p> <p><input type="checkbox"/> Academic tone correctly demonstrated and consistent</p> <p><input type="checkbox"/> No errors in spelling, grammar or punctuation</p> <p>9-10 Marks</p> | <p><input type="checkbox"/> Discipline-specific language used</p> <p><input type="checkbox"/> Academic tone mostly correctly demonstrated</p> <p><input type="checkbox"/> No errors in spelling, grammar or punctuation</p> <p>7-8 Marks</p> | <p><input type="checkbox"/> Mainly discipline-specific language used</p> <p><input type="checkbox"/> Academic tone demonstrated, but inconsistent</p> <p><input type="checkbox"/> Few errors in spelling, grammar or punctuation</p> <p>6-7 Marks</p> | <p><input type="checkbox"/> Mostly lay language used</p> <p><input type="checkbox"/> Attempted use of academic tone</p> <p><input type="checkbox"/> Several errors in spelling, grammar or punctuation</p> <p>5 Marks</p> | <p><input type="checkbox"/> Lay language used</p> <p><input type="checkbox"/> Academic tone not demonstrated</p> <p><input type="checkbox"/> Substantial errors in spelling, grammar or punctuation</p> <p>0-4 Marks</p> |

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| Attribute | Task | High Distinction | Distinction | Credit | Pass | Fail |
|---|---|---|---|---|--|---|
| 8. Students acknowledge sources appropriately <div> Check your referencing </div> | Correct acknowledgement of articles referenced, in-text citations and reference list using APA 7th style. Total: 10 marks | <input type="checkbox"/> All sources are acknowledged <input type="checkbox"/> Correct use of APA 7th referencing 9-10 Marks | <input type="checkbox"/> All sources are acknowledged <input type="checkbox"/> Mostly Correct use of APA 7th referencing 7-8 Marks | <input type="checkbox"/> All sources are acknowledged <input type="checkbox"/> Some correct use of APA 7th referencing 6-7 Marks | <input type="checkbox"/> Partial acknowledgement of sources <input type="checkbox"/> Attempted use of APA 7th referencing 5 Marks | <input type="checkbox"/> Incorrect acknowledgement of sources <input type="checkbox"/> Referencing does not conform to APA 7th referencing 0-4 Marks |