Welcome

• Nursing assessments
  – Exemplar strengths and weaknesses
  – Your assignment draft(s)
  – Using the rubric and applying the academic skills we’ve covered in the ALL program

• Academic integrity

• Reflection on the program

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Dr Justine Maldon

SNM Librarian
Lisa Webb
Nursing assessments

MNP6101 Evidence-based Practice and Research Design
  – Online Quiz (open 21st – 28 August)
  – Critical appraisal
  – Research Proposal: Group work

NNI5101 Professional issues in Clinical nursing Assessment 2
  – Essay
## MNP6101 online quiz

### Assessment 1: Online quiz

<table>
<thead>
<tr>
<th>Weighting</th>
<th>30%</th>
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<tbody>
<tr>
<td>Format</td>
<td>Online quiz</td>
</tr>
<tr>
<td>Date/Week</td>
<td>Week 4/5- Opens Friday, 21/08/20 &amp; closes midnight Friday, 28/08/20</td>
</tr>
<tr>
<td>Submit</td>
<td>Via Blackboard</td>
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### Unit Learning Outcomes aligned with this assessment

1. Differentiate between a range of research traditions based on methodological and epistemological considerations.
2. Rationalise the standards for rigor and the application of a range of research approaches.

### Course Learning Outcomes aligned with this assessment

1. J88: Reflect critically on a complex body of contemporary health care system knowledge, research principles and methodologies of clinical nursing practice.
2. I52: Reflect critically on a complex body of specialist nursing knowledge, research principles and methodologies of clinical nursing practice in a chosen specialisation.
3. J46: Reflect critically on a complex body of specialist nursing knowledge, research principles and methodologies of clinical nursing practice.
4. L88: Reflect critically on a complex body of specialist nursing knowledge, research principles and methodologies of clinical nursing practice.
5. I33: Reflect critically on a complex body of nurse education knowledge, research principles and methodologies of nurse education practice.
The online quiz will test students’ knowledge of the research process, research paradigms, research methodology and design, and literature review.

- It will comprise 30 multiple choice questions.
- Quiz questions will be randomly generated from a bank of questions for each individual student.
- 1 mark per question.
- Students will access the quiz on Blackboard and will have one hour to complete it once it is accessed.

How will you prepare and revise for this kind of assessment?
MNP6101 Critical appraisal

Table of Contents

Introduction (150 words)

Critical appraisal of the strength and weakness of methods (350 words)

Critical appraisal of the strengths and weakness of results and discussion (800 words)

Ethical consideration (250 words)

Conclusion (150 words)

References

Appendix
Students are provided with the attached journal article of research that has been conducted with Aboriginal and Torres Strait Islander people as participants. Student requires to critique the journal article provided. This part of the essay should:

- Apply an appropriate critical appraisal tool to critique the strengths and weaknesses of the study and the researchers' application of the research process (completed checklist attached as an appendix);
- Discuss to what extent the author/s have considered the ethical principles and guidelines pertinent to conducting the research with Aboriginal and Torres Strait Islander people.

Refer to the attached marking rubric for further detail of marking criteria.

Within the University the preferred term to describe Australia's first people is Aboriginal and Torres Strait Islander people, not Indigenous. Use of the acronym ATSI may cause offense, however, this is permissible in assignments where Aboriginal and Torres Strait Islander people are the focus of the work and are referred to throughout the assignment.

References:

- You should use a minimum of 7 references of which at least 4 journals articles. You can also use Government and organisational reports but make sure the sources are credible and that you understand the statistical data that is presented. All resources are up to 7 years old.
- Wikipedia and Dictionary.com will not be accepted as a reference source!
# MNP6101 research proposal (group work)

**Assessment 3: Research Proposal**

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<tbody>
<tr>
<td>Format</td>
<td>Research proposal (2,300 words)</td>
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<tr>
<td>Date/Week</td>
<td>Week 13 - Friday 30/10/20 at 12 midnight</td>
</tr>
<tr>
<td>Submit</td>
<td>Via Turnitin</td>
</tr>
</tbody>
</table>

**Unit Learning Outcomes aligned with this assessment**

1. Differentiate between a range of research traditions based on methodological and epistemological consider.
2. Rationalise the standards for rigor and the application of a range of research approaches.
3. Critically analyse the components of research design including the research question, hypothesis, methods, outcomes relevant to the identified research problem.
4. Apply this accumulated knowledge and skills to the development of a research proposal.
5. Critically reflect on the ethical requirements within empirical research.

**Course Learning Outcomes aligned with this assessment**

1. Apply and model communication and collaboration skills to design innovative contributions to professional development.
2. Apply and model communication and collaboration skills to design innovative contributions to professional development.
3. Apply and model communication and collaboration skills to design innovative contributions to professional development.
4. Apply and model communication and collaboration skills to design innovative contributions to professional development.
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14. Apply and model communication and collaboration skills to design innovative contributions to professional development.
15. Apply and model communication and collaboration skills to design innovative contributions to professional development.
16. Apply and model communication and collaboration skills to design innovative contributions to professional development.
17. Apply and model communication and collaboration skills to design innovative contributions to professional development.
MNP6101 research proposal (group work)

Students are required to develop a research proposal in preparation for undertaking the project in a subsequent unit of study.

**J88 & J46**- Students will be allocated to a group, provided with a project topic, and supported by an academic mentor. The group proposal will be awarded a mark which will be allocated to all students in the group. In addition, a small portion of marks will be allocated individually based on the individual students’ demonstrated ability to work in a group (mentor assessed). The Final work must be based on consensus and each member of the group must be aware of and agree to submit the final version. The final version will not be assessed unless all members of the group agree to the marking. Please ensure that one student from the group should submit the final version.

**I52 & I33**- Students have an option to undertake an individual research proposal or join the group proposal.

**L88**- It is a course requirement for students to undertake an individual research proposal.

The proposal should:

- Present and discuss the background to your proposed research area/topic;
- Critically appraise the published literature on the topic;
- Build a convincing argument to identify the significance of your research to the existing empirical knowledge in the area;
- Present and rationalise the proposed research methodology;
- Detail the proposed data collection processes;
- Detail the proposed data analysis approach and processes;
- Discuss the ethical considerations of the project;
- Discuss the rigour of your proposed study.
Group work

J88 & J46- Students will be allocated to a group, provided with a project topic, and supported by an academic mentor. The group proposal will be awarded a mark which will be allocated to all students in the group. In addition, a small portion of marks will be allocated individually based on the individual students’ demonstrated ability to work in a group (mentor assessed). The Final work must be based on consensus and each member of the group must be aware of and agree to submit the final version. The final version will not be assessed unless all members of the group agree to the marking. Please ensure that one student from the group should submit the final version.

Remember:

- Participation mark
- Engage with your group – equal contribution and engagement expected
- Transparency about any issues or challenges is important
# Assessment 2: Essay

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<tr>
<th>Assessment Description</th>
<th>Essay</th>
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<tr>
<td>Value</td>
<td>40%</td>
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<tr>
<td>Team or Individual</td>
<td>Individual</td>
</tr>
<tr>
<td>Format</td>
<td>Length: 3000 words (plus or minus 10%). Word (or similar) digital document. The document should be formatted with 0.2 line spacing.</td>
</tr>
<tr>
<td>Due Date and time</td>
<td>Week 10, refer to the Key Dates section of this document.</td>
</tr>
<tr>
<td>How to Submit</td>
<td>Electronically via Blackboard &gt; Assessment 2 folder</td>
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<tr>
<td>Learning Outcomes</td>
<td>LO1, LO2, LO3, LO4, LO5</td>
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<tr>
<td>Marking Criteria</td>
<td>Please refer to Blackboard &gt; Assessment &gt; Assessment 2 Marking Guidelines/Rubric</td>
</tr>
<tr>
<td>Feedback</td>
<td>Feedback will be available via Blackboard &gt; My Grades.</td>
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</table>
Building on your work already undertaken in Assessment 1, synthesizing the essence of the four articles and discussing their application in advanced practice in nursing, for Assessment 2 you are required to write an academic essay:

- Critically examine the role of advanced practice within the context of different healthcare systems.
- Explore the origins of advanced practice and the implications for the profession, and for the practice of nursing.
- Consider the historical and political influences on the development of advanced practice in nursing as well as the ethical considerations for nurses who are advancing their practice.
- This is a Turnitin assignment and should be submitted through the link available on the Blackboard site of the unit (assessment 2 folder).
- Support your essay with a range of quality relevant references
- Refer to SNM Guide to Assignment Presentation and Submission to finalise your paper (available in the Postgraduate Blackboard Community site).
- This assessment will be graded against the SNM assessment Rubric.
• You can use the following subheading to structure your assignment:
  ○ Title page
  ○ Table of contents
  ○ Introduction
  ○ **Background** *(background information – definitions, origins of advanced practice, roles)*
  ○ **Development of advanced practice** *(Factors influencing the development of advanced practice in nursing - historical and political influences - provide examples from different health care systems)*
  ○ **Implications** *(the implications for the profession, and for the practice of nursing – provide examples from different health care systems. Consider ethics aspects)*
  ○ conclusion
  ○ References
Look for strengths and weaknesses in terms of:

- Paragraph structure
  - TEEL
  - Introduction, body, conclusion
- Paraphrasing (synthesising information to support points)
- Transitional words and phrases
- Sentence structure
- Grammar, spelling, punctuation use
- Editing and proofreading
- Referencing
Table of content

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2. Advanced Nursing Practice............................................. 4
3. Origins of ANP........................................................... 6
4. Historical and political influences on development............ 8
5. Implication for practice and profession............................ 10
6. Ethical consideration.................................................... 11
7. Conclusion .................................................................... 12
8. References................................................................... 14
Advanced practice roles are expanding and developing internationally (Bryant-Lukosius, 2014). At present, there has been growing in many nurses who are holding Advanced Practitioner Nursing (APN) positions in the world it is assessed that at least 70 countries considering in introducing such roles (International Council of Nurses ICN Nurse Practitioner/Advanced Practice Nursing Network, 2016). Advanced practice nurses gained advanced degrees that give them more knowledge to make changes to the profession (Jokiniemi, Haatainen, & Pietila, 2015). As a result, they perform an important role in caring for the patients. Therefore, this is a positive impact on advancing the nursing career (Jokiniemi et al., 2015).
Many reasons influenced the introduction of APN role globally, shortage of doctors, the need for increasing primary care for patients, government rules, nurse education are some of the positive appraisals of the role. (King, Tod, & Sanders, 2017). Also, there has been a trend in the development of APN roles globally increased of skilful nurses and continues the expansion of the technology (Heale, & Rieck Buckley, 2015). Further, that advanced nurse practitioners took complex roles, but they also bridge the gaps in health systems with human health resource challenge (Heale, & Rieck Buckley, 2015). However advanced nurse practitioners faced a lot of different problems when practising APN across the world (Heale, & Rieck Buckley, 2015).
Consequently, this assignment is going to discuss the role of the advanced nursing practitioner, and barriers which are faced during the development of the role. Moreover, assignment describes role advance nursing different health care settings, origins of ANP, historical political influences, implications towards profession and practice. Further, discuss the ethical consideration and how professional bodies applied code of ethics to protect the role.
Advanced Practice Nursing

Advanced practice roles have been initiated differently across the world (Heale, & Rieck Buckley, 2015). Due to the need for proficient nursing care at an advanced level of practice, advanced practice nursing is expanding globally (Andrew Scanlon et al., 2014). Heale, & Rieck Buckley (2015) together with Andrew Scanlon et al (2014), both concluded that different countries have the same role with different names including certified nurse-midwife, certified registered nurse anaesthetist, Clinical Nurse Specialist (CNS), Nurse Specialist (NS), Nurse Practitioner (NP), APN and more. Bryant-Lukosius (2014) states that the two most common types are CNS and the NP.
There are boundaries to capturing a definition that reveals a common understanding of the APN (Heale, & Rieck Buckley, 2015). The International Council of Nurses (ICN) defined a Nurse Practitioner (NP), APN as a “registered nurse who has acquired the expert knowledge base, complex decision making skills and clinical competencies for expanded practice, the characteristics of which are shaped by the context and/or country in which s/he is credentialed to practice. A master’s degree is recommended for entry-level” (ICN/ICN NP/Advanced Practice Nursing Network, 2016). Despite in some countries such as Unites
States (US) is being recommended clinical practice doctorate for Advanced practitioner nurses [APNs] (Andrew Scanlon et al., 2014).

Although NPs and APNs required a master’s level of education to practise advanced nursing, not all countries reached this level of goal (Pulcini, Jelic, Gul, & Loke, 2010). Such as Canada, Pakistan, Hong Kong and the Netherland offer a master’s level program (Pulcini et al., 2010). In the United Kingdom (UK) developed a master’s curriculum for NPs and Australia required a master’s degree with a minimum of 5 years of clinical experience (Pulcini et al., 2010).
According to the Nursing and Midwifery Board of Australia (2016) advanced practise nursing can be defined from other areas of nursing practice by the further legislative functions and regulatory requirements of the NP certification. These requirements consist of approved educational level, a specified advanced nursing practice experience and continuing professional development (N MBA, 2016). APN practice includes some components such as the ability to diagnose, prescribe medication, prescribe treatments, and perform and interpret diagnostic testing (Andrew Scanlon et al., 2014).

APNs are doing difficult and complex roles to fill gaps in health systems (Heale & Rieck Buckley, 2015). However, the development of advanced practice roles and the challenges faced by these nurses are different across the world (Heale & Rieck Buckley, 2015).
Origins of ANP

Pulcini, Jelic, Gul, and Loke, (2010) found that APN role was originated from more developed countries such as the United Kingdom (UK), United States (US), Canada and Australia. NP role was first originated in the United States of America (USA) and Canada in the mid1960s, then in New Zealand and Australia in the 1990s (Hill, 2017; King, Tod, & Sanders, 2017). Since 1970s UK was attempted to develop nurses APN skills and in the late 1980s using fundamental nursing skills, history taking and physical examination the UK introduced Community clinical nurse practitioner role (Hill et al., 2017).

Historically, many issues addressed to the introduction of the APN role in the world (King et al., 2017). Shortage of doctors need to improve access to primary care, to improve the care of the patient groups, government policy and interprofessional collaboration, nurse education and positive evaluations of the role are some common issues to start up this ANP role (King
Implications for practice and profession

Internationally, there is a variation in APN role occurs with the scope of practice, requirements for prescribing rights, oversight, physician supervision and collaborative agreements (Bryant-Lukosius, 2014). Further Bryant-Lukosius (2014) states that there were some challenges in implicating APN role for practice and need to address them on a global level. Bryant-Lukosius (2014) mentioned that unchanging scope of practice, country-specific regulations, inflexible authority recognition, identical educational requirements, supervision requirements, role recognition, autonomous practice authority and certification requirements were the major challenges when implicating APN role of practice.

However, when considering implications of the APN practice for the patient care the assessment accepted by advanced nurse practitioners and their capability to understand the patient perception from admission to discharge and reassuring was extremely appreciated.
Ethical consideration

In APN ethical decision making is important to understanding abilities and to protect their moral integrity to solve out complex ethical problems when collaborating with other professionals (Pariseau-Legault, & Lallier, 2016). Over the past period, nursing disciplines has rapidly changed and leading to a noticeable improvement in the autonomy of everyday practice (Pariseau-Legault, & Lallier, 2016). In the UK the ANP role includes autonomous practice such as patient history taking, using advanced clinical skills, prescribing medicines and decide the most suitable management for the patient (King et al., 2017).

Nurses have a code of ethics that can be used to practice effectively, and encourage professionalism and trust (Terry, Carr & Halpin, 2017). Additionally, this ethics describes how to prioritise patient with kind attitudes, preventing discrimination, practising safety by providing a safer environment within the patient and other nurses’ capability level (Terry et al., 2017). According to the Nursing and Midwifery Board of Australia (2019) has established


References


Your assignment draft(s)
Check it before you submit it.
YOUR STEPS - Before Submission

1. Learn about Academic Integrity
2. Seek advice from Lecturers or Learning Advisers
3. Are you ready to submit? Is it all your work? Did you check all of the assignment requirements?
4. Pressing this button in Blackboard... means you understand the rules and agree that you have followed them
OUR STEPS - After Submission

1. Assignment received
2. Academic integrity checks completed
   - Plagiarism check
   - Collusion check
   - Contract cheating check

OR

- Misconduct identified
- Investigation commences

- No issues
- Assignment marked
Check it before you submit it.
"I lost marks because I copied text from a website without referencing."

Past student experience
Plagiarism =

- Losing marks for an assignment
- Receiving zero for an assignment
- Failing a unit

Other penalties may apply.
“I received a zero because my friend and I submitted the same work for an individual assignment.”

Past student experience
Collusion =

- Losing marks for an assignment
- Receiving zero for an assignment
- Failing a unit

Other penalties may apply.
“I got some of my calculation solutions from a website and then failed my unit for cheating.”

Past student experience
Contract Cheating =

0% Receiving zero for an assignment

FAIL Failing a unit

Being excluded from ECU

Other penalties may apply.
Postgraduate by Coursework English Language Workshops for International Students

- Follow-on series of four one-hour workshops to develop your English language and academic writing skills.
- **Online and on campus** sessions available, and repeat sessions will run during Mid Semester break.
- You don’t need to book; just come along to the Joondalup sessions and for Blackboard Collaborate workshops, using *Google Chrome* or *Firefox*, join online [here](#) and click on ‘Postgraduate by Coursework English Language Workshops’ to join the session.
  - Please note: You may need to go to page 2 to find the workshop link.
Blackboard Collaborate Ultra

Sessions

Academic Skills Centre - Course Room
Locked

Create Session

Filter by  All Upcoming Sessions

- **SED Drop-in sessions**
  - 9/08/2020 1:00 am (available)

- **SMHS Numeracy Workshops**
  - 20/08/2020 12:00 pm (no end date, not yet started)

- **UniPrep Workshops**
  - 25/08/2020 3:00 pm - 4/1/2020 3:00 pm (not yet started)

- **Postgraduate by Coursework English Language Workshops for International Students**
  - 30/08/2020 8:47 am (no end date, not yet started)

- **Orientation 2020 Academic Skills and Academic Writing**
Postgraduate by Coursework English Language Workshops for International Students

**Session 1:** Reviewing grammar, building vocabulary and developing academic style

**Session 2:** Developing academic paragraphs and paraphrasing the ideas of others

**Session 3:** Writing academic sentences and making your writing flow

**Session 4:** Perfecting your punctuation and developing strategies for reviewing and editing your work

*There is a workshop booklet for each module. Download this before commencing each session.*
### Reflection on the program

| Workshop 1: | Introduction, skills audit, expectations, managing my study, reading and notetaking, finding information and library searching |
| Workshop 2: | Structuring your writing, paraphrasing and synthesis, APA referencing workshop |
| Workshop 3: | Nursing assessments and academic style, managing information, introduction to Endnote |
| Workshop 4: | Nursing assessments, academic integrity, reflection on the program |

Workshop recordings can be accessed from [https://ecu.au.libguides.com/nursing/Post-Graduate-Nursing](https://ecu.au.libguides.com/nursing/Post-Graduate-Nursing)
Nursing assessments and academic style

By now, you should have a good idea how you will …

- Plan
- Research
- Read and note-take
- Write your first, second, third draft
- Reference

Consider strengths and weaknesses:
- Academic style
- Paragraph structure (TEEL)
- Transitional words and phrases
- Paraphrasing
- Referencing
## PG Preparation: Skills Audit

### Research Skills

<table>
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<th>SKILLS AREA</th>
<th>First Day</th>
<th>End of Prep Course</th>
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<tbody>
<tr>
<td>I can’t do this</td>
<td>I’m ok but more practice would help</td>
<td>I feel confident I can do this well</td>
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<tr>
<td>RESEARCH SKILLS</td>
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<tr>
<td>I am able to use a variety of different genres in my research</td>
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<tr>
<td>I am able to access and use electronic resources (on-line databases)</td>
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<tr>
<td>I use the WWW and search engines effectively for research</td>
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<tr>
<td>I am able to evaluate the sources I use</td>
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<tr>
<td>NOTE-TAKING</td>
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<td>---------------------------------------------------------------------------</td>
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<tr>
<td>I take effective notes in lectures or listening arenas</td>
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<td>I take effective notes when reading for research</td>
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<tr>
<td>My notes are able to be used effectively for exam study</td>
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<tr>
<td>I use a system to record where I find information (title, author, date,</td>
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<td>page numbers etc)</td>
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**PG Skills Audit**
### LITERACY SKILLS

| I can breakdown questions so I know what is expected of me |
| I utilised the required assessment format correctly |
| I can write using correct and effective paragraph structure |
| I can support my opinion with valid references |
| I can paraphrase and synthesise ideas to avoid plagiarism |
| I use correct academic style to meet required purposes |
| I draft my work effectively |
| I edit my work effectively |
| I understand and can use correct referencing |
Thank you and good luck with your studies