

Assessment item 3 - Research Critique

Value: 60%

Due Date: 24-Sep-2025

Return Date: 17-Oct-2025

Length: 2100 words

Group Assessment: No

Submission method options: Brightspace Assignment

7-Day Automatic Extension availability: Yes

Hurdle Assessment: No

TASK

For this task, you are required to review one (1) of the two (2) research articles that will be provided on the subject site. There are **TWO (2) parts to this task** – Part A and Part B. Both parts must be submitted. **You must use the same article for both Parts A & B.** A template for the table will be provided on the subject site.

Part A

Complete the appraisal table for all eleven (11) components of the journal article.

1. In the second column, you will **describe** the purpose of each component, with citations from scholarly literature.
2. In the third column, you will **discuss** how well your chosen article achieves the purpose *as stated in the second column* and whether the methods used are appropriate for the aim and methodology. You should include both strengths and weaknesses here (as appropriate).

A template for the table will be provided on the subject site. Please copy & paste this table into a Word document to complete the rest of the assessment. This table will support you with your article appraisal in Part B. We will begin working on this table in your weekly tutorials.

Part A uses a table format and thus should be brief and easy to read. Bullet-points **must** be used in the table. Do not use full sentences as this will exhaust your word/space count and makes it difficult for your marker to read.

Part B

Write an essay addressing the following:

- i. **Discuss** by expanding on up to three (3) examples from your table in part A, strengths and/or weaknesses in the research methods. Use peer-reviewed literature to support your discussion.

- ii. **Discuss** the rigour and practicality, and whether the research findings are ready to be implemented into practice. **Outline** any additional steps that need to occur to ensure a smooth translation into practice: if ready for practice, what needs to happen to implement these findings? If not, what must be done to make the research ready for implementation? Use peer-reviewed literature to support your discussion.
- iii. **Give an example** of how the research findings could be implemented into your clinical practice. With reference to one (1) of the policies/guidelines provided on the subject site, **discuss** how the findings of the research could be translated into the policy/guideline, or, if already included in the policy/guideline, how the findings strengthen the evidence-base for the policy/guideline.

Prescribed research articles, policies/guidelines, and the template for the table for Part A will be provided on the subject site in Module 3 (in the section called "Support and Resources for AT3 - Research Critique") from week one of session. You must choose your research article and policy/guideline from those provided on Brightspace.

Guide (please set out your paper in the order below):

Part A – Table from template.

Part B – Please use the essay format as below. Subheadings (examples suggested below) may be used. **No bullet points in Part B.** Word counts are a guide only - can be flexible.

1. Introduction **(100 words)**
2. Critique **(300 words)**.
3. Readiness for implementation into practice **(300 words)**
4. Translation into practice **(500 words)**
5. Conclusion **(100 words)**
6. References **(not included in word count- should include all references from both Part A and Part B)**

Please see "Presentation" requirements below (after the marking rubric) for a presentation guide and formatting requirements.

GENERATIVE AI

Use of Generative AI NOT permitted.

RATIONALE

SUBJECT LEARNING OUTCOMES

This assessment task will assess the following learning outcome/s:

- appraise research for application in health contexts.
- apply evidence-based practice to nursing practice in accordance with organisational policies and guidelines.

GRADUATE LEARNING OUTCOMES

This task also contributes to the assessment of the following [Charles Sturt Graduate Learning](#)

Outcome/s (<https://www.csu.edu.au/current-students/studying/subject-enrolment/graduate-learning-outcomes>):

- Academic Literacy and Numeracy (Application) - Charles Sturt Graduates consider the context, purpose, and audience when gathering, interpreting, constructing, and presenting information.
- Information and Research Literacies (Skill) - Charles Sturt Graduates demonstrate the skills required to locate, access and critically evaluate existing information and data.
- Ethics (Knowledge) - Charles Sturt Graduates understand ethical approaches such as rights, utilitarianism and virtue ethics and the need for moral awareness and reflection on moral values.

MARKING CRITERIA AND STANDARDS

Criteria	High Distinction (85-100%)	Distinction (75-84.5%)	Credit (65-74.5%)	Pass (50-64.5%)	Fail (0-49.5%)	Mark
<u>Part A:</u> Complete the appraisal table for all eleven (11) components of the journal article: - In the second column, describe the purpose of each component with citations from the peer-reviewed literature. - In the third column, discuss how	You have completed the appraisal table for all eleven (11) components of the journal article. You have accurately analysed the purpose of each component, with evidence from scholarly literature. You have accurately evaluated how well the chosen article achieves the purpose for each component and whether the methods are appropriate. Discussion is accurate and consistent. 13-15 marks	You have completed the appraisal table for all eleven (11) components of the journal article. You have analysed the purpose of each component, with evidence from scholarly literature. You have evaluated how well the chosen article achieves the purpose for each component and whether the methods are appropriate. There are some very minor inaccuracies or inconsistencies that do not	You have completed the appraisal table for all eleven (11) components of the journal article. You have explained the purpose of each component, with evidence from scholarly literature. You have assessed how well the chosen article achieves the purpose for each component and whether the methods are appropriate. There are some	You have completed the appraisal table for all eleven (11) components of the journal article. You have described the purpose of each component, with evidence from scholarly literature. You have discussed how well the chosen article achieves the purpose for each component and whether the methods are appropriate. There are frequent	You have not completed the appraisal table for all eleven (11) components. You have not described the purpose of each component, and/or have not provided evidence from the literature as support (column 2). You have not discussed how well the chosen article achieves the purpose for each component or whether the methods are appropriate	/15

well the chosen article achieves this purpose and whether the methods are appropriate.		significantly affect demonstration of competence. 11.5-12.5 marks	minor inaccuracies or inconsistencies that indicate competence is still developing. 10-11 marks	inaccuracies or inconsistencies that indicate competence is still developing. 7.5-9.5 marks	(column 3). You have not referred to one of the two provided articles for this task. There are inconsistencies and/or inaccuracies that significantly affect demonstration of competence. 0-7 marks	
<u>Part B (i)</u> Discuss, by expanding on up to three (3) examples from your table in part A, strengths and/or weaknesses in the research methods. Use peer-reviewed literature to support your discussion.	You have critically examined the strengths and/or weaknesses in the research methods with at least three (3) detailed examples from your table in Part A. 17-20 marks	You have examined the strengths and/or weaknesses in the research methods with at least three (3) examples from your table in Part A. 15-16.5 marks	You have explained the strengths and/or weaknesses in the research methods with at least two (2) examples from your table in Part A. 13-14.5 marks	You have discussed the strengths and/or weaknesses in the research methods with at least one (1) example from your table in Part A. 10-12.5 marks	You have not discussed the strengths and/or weaknesses in the research methods with at least one (1) example from your table in Part A. Discussion is inaccurate, irrelevant, and/or inconsistent.	/20

					No peer reviewed literature is cited in-text to support your discussion. 0-9.5 marks	
<u>Part B(ii)</u> Discuss, with reference to rigour and practical applicability, whether the research findings are ready to be implemented into practice. Outline any additional steps that need to occur to ensure a smooth translation into practice. Use peer-reviewed literature to support your discussion.	You have critically examined, with reference to rigour AND practicality, whether the research findings are ready to be implemented into practice. You have explained and justified any additional steps that need to occur to ensure a smooth translation into practice. 17-20 marks	You have examined, with reference to rigour AND practicality, whether the research findings are ready to be implemented into practice. You have discussed any additional steps that need to occur to ensure a smooth translation into practice. 15-16.5 marks	You have explained, with reference to rigour and/or practicality, whether the research findings are ready to be implemented into practice. You have described any additional steps that need to occur to ensure a smooth translation into practice. 13-14.5 marks	You have discussed, with reference to rigour and/or practicality, whether the research findings are ready to be implemented into practice. You have outlined any additional steps that need to occur to ensure a smooth translation into practice. 10-12.5 marks	You have not discussed, with reference to rigour and/or practicality, whether the research findings are ready to be implemented into practice. You have not outlined any additional steps that need to occur to ensure a smooth translation into practice. No peer reviewed literature is cited in-text to support your discussion. Discussion is	/20

					inaccurate, irrelevant, and/or inconsistent. 0-9.5 marks	
<u>Part B(iii)</u> Give an example of how the research findings could be implemented into your clinical practice. With reference to one (1) of the policies/guidelines provided on the Brightspace site, outline how the findings of the research could be translated into the policy/guideline, or, if already included in the policy/guideline, how the findings strengthen the evidence-base for the policy/	You have explained and analysed an example of how the findings from the research can be applied to your clinical practice. You have explained how the findings of the research could be translated into the policy/guideline. 21.5 -25 marks	You have explained an example of how the findings from the research can be applied to your clinical practice. You have discussed how the findings of the research could be translated into the policy/guideline. 19-21 marks	You have discussed an example of how the findings from the research can be applied to your clinical practice. You have described how the findings of the research could be translated into the policy/guideline. 16.5 – 18.5 marks	You have described an example of how the findings from the research can be applied to your clinical practice. You have outlined how the findings of the research could be translated into the policy/guideline. 12.5-16 marks	You have not described an example of how the findings from the research can be applied to clinical practice, or the example provided is irrelevant. You have not selected an appropriate policy from the examples provided on the Brightspace site. You have not discussed how the findings of the research could be translated into the policy/guideline. Discussion is	/25

guideline.					inaccurate, irrelevant, and/or inconsistent. 0-12 marks	
Communicates Professionally (Academic writing and presentation).	Language features and structures are used to convey meaning effectively, clearly, unambiguously, concisely, and in a formal academic style, with few spelling, grammatical, or punctuation errors. Presentation guidelines have been followed. 8.5 – 10 marks	Language features and structures are used to convey meaning effectively, clearly, unambiguously, and in a formal academic style, with occasional minor spelling, grammatical, or punctuation errors. Presentation guidelines have been followed. 7.5 – 8 marks	The meaning is apparent to the reader, although text contains minor errors in spelling, grammar, word choice, and/or structure, and lacks clarity occasionally. Presentation guidelines have been followed. 6.5 – 7 marks	The meaning is apparent to the reader, although text contains many errors in spelling, grammar, word choice, and/or structure, and lacks clarity occasionally. Presentation guidelines have been followed. 5-6 marks	Presentation guidelines have not been followed with multiple errors. Frequent, intrusive errors in spelling, grammar, punctuation, word choice and/or structure prevent the meaning from being apparent to the reader. 0 – 4.5 marks	/10
Uses evidence to support and build knowledge in practice (Academic referencing).	The assessment has used evidence to support and build knowledge in practice. The assessment is	The assessment has used evidence to support and build knowledge in practice. The assessment is	The assessment has used evidence to support and build knowledge in practice. The assessment is	The assessment has used evidence to support and build knowledge in practice. The assessment is	The assessment has not used evidence to support and build knowledge in practice.	/10

	consistently and comprehensively supported by current, reliable and purposeful peer reviewed and/or academic sources of information from journal articles, module readings, textbooks, and professional manuals. Referencing is comprehensive, demonstrates academic integrity, and is error free for the APA 7th ed. style conventions. 8.5 – 10 marks	consistently and effectively supported by current, reliable and purposeful peer reviewed and/or academic sources of information from journal articles, module readings, textbooks, and professional manuals. There are 2-3 instances where the source selection or integration of evidence could be improved. Referencing is comprehensive, demonstrates academic integrity, and conforms to APA 7th ed. style conventions, with one or two errors. 7.5 – 8 marks	effectively supported by current, reliable and purposeful peer reviewed and/or academic sources of information from journal articles, module readings, textbooks, and professional manuals. The approach requires further consistency. Referencing is comprehensive and mostly accurate according to APA 7th ed. style conventions. There are minor errors or omissions in style and formatting choices have no impact on the transparency and traceability of	adequately supported by current, reliable and purposeful peer reviewed and/or academic sources of information from journal articles, module readings, textbooks, and professional manuals, although further integration of evidence to support the assessment is required, or selection of sources could be improved. Referencing is comprehensive and mostly accurate according to APA 7th ed. style conventions with few minor errors. There are errors or	The assessment is not adequately supported by current, reliable and purposeful peer reviewed and/or academic sources of information from journal articles, module readings, textbooks, and professional manuals, or the content of the assessment does not reflect the information provided in the referenced source. Referencing is not accurate according to APA 7th ed. style conventions. Errors or omissions in style and formatting choices have an impact on the transparency	
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			the source, or the demonstration of academic integrity. 6.5 – 7 marks	omissions in style and formatting choices that have no impact on the transparency and traceability of the source, or the demonstration of academic integrity. 5 – 6 marks	and traceability of the source, or the demonstration of academic integrity. 0 - 4.5 marks	
Total						/100

PRESENTATION

Formatting requirements for table (Part A):

- Bullet points only; avoid full sentences please
- Formal, academic tone and scholarly language/terminology
- **Approximately** 800 words or 3-pages (max).
- Left-aligned,
- Size 11 or 12 font
- Font should be Calibri, Times New Roman, Arial or similar basic font.
- Single-spacing
- Australian spelling conventions
- Scholarly, credible sources to support assertions – especially in column 2.

Formatting requirements for Part B:

- Essay with introduction, body, and conclusion
- Subheadings permitted (don't just use the criteria/question – pick a suitable heading, such as the ones above)
- Full sentences; NO bullet-points
- Formal, academic writing style and tone
- Third-person point of view is required – no “I”, “we”, “you” etc. Assistance with this can be found at this link: [First vs Third person \(https://www.grammarly.com/blog/grammar/first-second-and-third-person/\)](https://www.grammarly.com/blog/grammar/first-second-and-third-person/)
- Size 11 or 12 font
- Font should be Calibri, Times New Roman, Arial or similar basic font.
- 1.5 or double spacing
- Left aligned with first line indent
- Australian spelling conventions
- Scholarly, peer-reviewed sources to support all assertions
- Make sure you include the citation for the policy/guideline in Part B.iii. in your reference list.

REQUIREMENTS

Referencing

Correct and consistent referencing is an important component of producing professional and credible academic work.

Please refer to the following text for information on how to reference your paper:

American Psychological Association (APA). (2020). *Publication Manual of the American Psychological Association* (7th ed.). Washington DC: APA.

You may also access CSU's Academic Referencing Tool (ART) which provides detailed referencing examples for the referencing style - APA 7. This resource can be accessed at