



NURS11159 *Introduction to Nursing*

Term 1 - 2017

Profile information current as at 21/05/2024 03:57 pm

All details in this unit profile for NURS11159 have been officially approved by CQUUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit will expose you to the primary concepts surrounding the historical influence and evolving roles of contemporary nursing in Australia; including elements of professional governance, legal and ethical implications as well as communication principles.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

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

Offerings For Term 1 - 2017

- Bundaberg
- Distance
- Rockhampton

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

[Regional Campuses](#)

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

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 50%

2. **Written Assessment**

Weighting: 50%

Assessment Grading

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

CQUniversity Policies

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

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Student feedback

Feedback

Students requested the turnaround period between submitting assignments and return of assignments to students to be less than 4 weeks.

Recommendation

Get marked assessments back to students in a shorter timeframe (3 weeks).

Action

All assignments were returned to students within the three week turnaround.

Unit Learning Outcomes

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

1. Discuss historical and contemporary factors that have influenced the image, status and practice of nursing.
2. Examine the principles of communication theory and professional communication in various mediums to provide accurate and concise information.
3. Associate the role of professional governing bodies in relation to professional nursing practice, patient safety and governance.
4. Apply basic principles of numeracy and literacy as they relate to medication calculations and professional writing.
5. Explore the culture and diversity of nursing and respond appropriately to the opinions of others.

The Learning outcomes are linked to the Australian Nursing & Midwifery Accreditation Council (ANMAC) Standards for registered nurses and the Nursing and Midwifery Board of Australia (NMBA) registered nurse standards for practice.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 50%	•	•	•	•	•
2 - Written Assessment - 50%	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•	•	•	•

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

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 50%	•	•	•	•		•	•	•		
2 - Written Assessment - 50%	•	•	•	•		•		•		

Textbooks and Resources

Textbooks

NURS11159

Supplementary

A guide to Australian healthcare acronyms and abbreviations (AHAA) : to assist with interpreting clinical handover

(2014)

Authors: Irvine, JL

JLI Nurse Education Consultancy

North Fitzroy , ACT , Australia

Binding: Paperback

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Supplementary

Student nurse maths and medications survival guide

Edition: 1st edn (2009)

Authors: Reid-Searl, K, Dwyer, T, Moxham, L, Reid-Spears, J & Richards, A

Pearson UK

Harlow , Essex , UK

ISBN: 9780733986666

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

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

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Toni Hoffman Unit Coordinator

t.hoffman@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction: An overview of the unit, discussion of assessments and an introduction to academic writing A review of Plagiarism and how to avoid it in academic writing		Prepare for your studies by reading the unit profile and browsing through the Moodle site. Get to know each other by posting on the Moodle forum. Work through the weekly activities and post your learning tasks to the forum. Review Assessment tasks and plan accordingly.

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Professional nursing governing bodies: The role of professional nursing governing bodies including APRHA, NMBA and ANMAC		

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
History of nursing: Origins of the nursing profession		

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Literacy and referencing: Academic writing, using the library to find relevant information for your assessments and how to use the APA referencing system		

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Literacy: Guide for academic writing skills including how to write essays		

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Historical and contemporary factors that have influenced the nursing profession: The image, status and practice of nursing		Assessment item 1 The Guiding Documents from the NMBA and AHPRA Due: Week 6 Tuesday (18 Apr 2017) 11:45 pm AEST

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
The nursing student: Roles and responsibilities of the nursing student, including accountability, clinical placements and scope of practice		

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Culture and diversity: Nursing people from diverse cultures and backgrounds. Culture of nursing, horizontal violence and nurse resilience		

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Principles of communication: Communication theory, professional communication and reflective practice		

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Clinical communication: Nursing documentation, clinical handover, use of apps, social media, legal aspects of documentation

Written Assessment 2 Due: Week 10 Tuesday (16 May 2017) 11:45 pm AEST

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Numeracy: Basic principles of numeracy and how they relate to medication calculation		

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Revision: Bringing it all together		Complete the unit review: Big red button

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Assessment item 1 The Guiding Documents from the NMBA and AHPRA

Assessment Type

Written Assessment

Task Description

Assessment Item No. 1

Type Written

Word Limit approx. 1500 words (+/- 10%) **Percentage** 50%

Due Date Week 6: Tuesday 18th April 2017, 11:45 PM AEST

Objectives

This assessment item relates to Course Learning Outcomes1, 2, 3 4 & 5.

Content. The Nursing and Midwifery Board of Australia (NMBA) has developed several guiding documents to guide Australian Registered Nurses in their practice, which also apply to your practice as nursing students, particularly during your clinical placements.

These Documents include

- The Code of Ethics For Nurses in Australia (2008),
- The Code of Professional Conduct for Nurses in Australia(2006),
- The Registered nurse standards for practice (effective date 1 June 2016),
- The Nurses guide to professional boundaries (2010) and
- The Social Media Policy (2008).

Task. This assessment requires you to choose two of these documents and present a formal essay that explains, in your own words, how these overarching documents will guide your clinical practice. You will need to use the existing literature to support your discussion and explain why you think how you do.

Your essay should be set out as follows:

Written in the third person using APA referencing style.

- All statements that are not your original thoughts must be referenced.
- Include an introduction (10% of total word count)
- Include a body (80% of total word count)
- Include a conclusion (10% of total word count)
- Use in date and credible academic references to support your discussion. Less than ten years old for a text book and five years old for a journal.

Information relating to Assignment writing is on the Moodle unit site.

Assessment criteria

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
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Structure -15%

Excellent presentation of assignment with inclusion of all correct components, double line spaced, 12 point font, page numbers, well-structured. Consistently accurate with spelling and grammar. **5**

Well-presented assignment, double line spaced, 12 point font, page numbers, 1 or 2 errors in spelling or grammar. **4**

Well-presented assignment, double line spaced, 12 point font, page numbers, 3 or 4 consistent errors with spelling or grammar. **3**

Adequate assignment presentation, double line spaced with 12 point font. No page numbers, 4 to 7 consistent errors with spelling or grammar. **2.5**

Poorly presented assignment. Double spacing not used and 12 point font not used. Many inaccuracies in spelling or grammar. **<2.5**

Clear and succinct assignment that includes an introduction a body and a conclusion. Body contains explanations of the chosen documents .and closely aligns these with all five learning outcomes. **5**

Clear and appropriate assignment that includes a introduction, a body and a conclusion, Body contains a comprehensive explanation of the chosen topics. And aligns these with all five learning outcomes. **4**

Appropriate assignment that includes a introduction a body and a conclusion Body contains a reasonable explanation of the chosen topics and aligns these with all five learning outcomes.. **3**

Content is apparent although consists only of a list of the contents of the Assignment. Topics not clearly described. **2.5**

No recognisable paragraph- no topic sentence or supporting sentences and/or there is no direction offered in respect of the assignment. **<2.5**

Organisation and structure is clear and easy to follow. Content is clearly relevant to the topic, the approach clearly and comprehensively addresses the topics and the argument proceeds logically. Well linked to supporting literature. **5**

Organisation and structure is clear. Content is relevant to the topics, the approach clearly addresses the topics and the argument proceeds logically. Supporting literature is used appropriately. **4**

Organisation and structure is appropriate. Content is appropriate and addresses the topics and the argument for the most part proceeds logically. Minimal omissions in links to supporting literature. **3**

Organisation and structure allows misinterpretation of the meaning of the content. Content addresses the topics the argument is at times repetitive or lacks cohesion. Frequent omissions in links to supporting literature. **2.5**

Organisation and structure detract from the meaning of the content. Content is irrelevant and or does not address the topics. There is a lack of cohesion. Little to no links to supporting literature. **<2.5**

Approach and Argument (70%)

Content is clearly relevant to the topic. The approach comprehensively answers the question and the argument proceeds logically. **30-35**

Content is relevant to the topic, the approach clearly answers the question and the argument proceeds logically. **25-30**

Content is appropriate and answers the question and the argument for the most part proceeds logically. **20-25**

Content answers the question although the argument is at times repetitive or lacks cohesion. **17.5-20**

Content does not address all aspects of the assessment task. Inadequate description of required content. Little or no discernible critical thought. **<17.5**

Comprehensively discusses how the two chosen guiding documents will influence the students clinical practice during placement and once graduated. Clear, coherent and convincing critical thought displayed. **30-35**

Extensively discusses how the two chosen guiding documents will guide practice as a student during clinical placement and once graduated Well-developed critical thought evident. **25-30**

Generally includes a reasonable. discussion how the two chosen guiding documents will guide practice as a student during clinical placement and once graduated Critical thought developed and presented. **20-25**

Limited discussion of how the two chosen guiding documents will guide practice as a student during clinical placement and once graduated Perceptible critical thought. **17.5-20**

Not able to effectively discuss how the guiding documents will guide practice as a student during clinical placement and once graduated. **<17**

Referencing- 15%

Consistently accurate with in-text referencing to support and reflect all ideas, factual information and quotations. 5	1 or 2 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. 4	3 or 4 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. 3	3 or 4 inconsistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. 2..5	Referencing is not consistent with APA style. Many inaccuracies with in-text referencing to support and reflect all ideas, factual information and quotations. <2..5
A minimum of 8 up-to-date references used including 4 up-to-date journal article as well as a relevant book and/or web site. 5	A minimum of 6 up-to-date references used including 3 up-to-date journal article as well as a relevant book and/or web site. 4	A minimum of A minimum of 4 up-to-date references used from a book and/or web site. 3	A minimum of 3 up-to-date references used from relevant web site. 2.5	Relevant references not used. Journal articles not sourced. Relevant web sites not used. <2..5
Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA style. 5	Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA style. 4	Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA style. 3	Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA style. 2.5	Reference list appears in no alphabetical order and does not adhere to reference list presentation guidelines APA style. <2..5
				Total Marks

Assessment Due Date

Week 6 Tuesday (18 Apr 2017) 11:45 pm AEST

Assignment One due Week Six. Tuesday 18th April at 2345

Return Date to Students

Week 9 Friday (12 May 2017)

Assignments with feedback will be returned to students within 4 weeks of due date.

Weighting

50%

Assessment Criteria

As above

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Submit online through NURS11159 Moodle site

Learning Outcomes Assessed

- Discuss historical and contemporary factors that have influenced the image, status and practice of nursing.
- Examine the principles of communication theory and professional communication in various mediums to provide accurate and concise information.
- Associate the role of professional governing bodies in relation to professional nursing practice, patient safety and governance.
- Apply basic principles of numeracy and literacy as they relate to medication calculations and professional writing.
- Explore the culture and diversity of nursing and respond appropriately to the opinions of others.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Written Assessment 2

Assessment Type

Written Assessment

Task Description

Assess. No.	Two
Type	Written
CLO's	1, 2, 3, 4 & 5
Word Limit	2000 words (+/- 10%)
Percentage	50%
Due Date	Week 10 Tuesday 16th May, 2017, 11:45 PM AEST

Objectives

This assessment item relates to course learning outcomes 1, 2, 3, 4 & 5

The Scenario. The following scenario is a real life story, which may be distressing to some students. Please discuss this with your lecturer and remember that student counselling services are available if required.

ssc@cqu.edu.au

Ryan Saunders was a two year old boy who died in Rockhampton hospital in 2007 from a misdiagnosed infection which had culminated in toxic shock. The circumstances surrounding Ryan's death prompted many changes within Queensland Health

The Task. Discuss the case of Ryan Saunders. Your essay should include discussion of the following points:

- The human factors focusing on communication that led to the adverse outcomes in this case.
- The coroner's findings in relation to systems improvement and communication errors and how these errors became a catalyst for change.
- The role of the RN in the detection and reporting of clinical deterioration.
- The contributing factors in Ryan's death, focusing on the Coroner's findings and the recommendations that resulted from the Coroner's Inquest and the subsequent reports.

Support your discussion with particular focus on the academic literature surrounding the contributory factors of communication, patient safety, clinical handover and medication safety. You are not required to critique the medical care given but to focus on the contributing factors surrounding Ryan's death. Incorporate the Registered Nurse standards for practice in your discussion.

Planning

An academic paper uses the following features: This paper requires you to read the associated literature surrounding Ryan Saunders death, identify key contributing factors as highlighted by the coroner and support your findings with information from the academic literature in relation to these findings.

- An introduction (approximately 10% of the suggested word
- A body (approximately 80% of the suggested word count)
- A conclusion (approximately 10%of the suggested word count)
- Read the question carefully and identify the main areas that you will be required to research.
- Read the reports and associative literature regarding the circumstances surrounding Ryan's Death.
- Identify the coroner's recommendations. Identify the recommendations from the HQCC(Health Quality and Complaints Commission)
- Research the areas the coroner highlighted and base your academic research on these areas.

Writing your paper.

Once you have completed your assignment plan, use it to write your assignment. The plan should include citation details for each key point. Your final assignment should contain grammatically correct sentence structure, paraphrasing and in-text citations. A reference list should be included at the end of your paragraph using APA referencing style. Your assignment should include at least ten references from quality sources. Note: APA guidelines require reference lists to be on a separate page; See the APA reference guide for more details.

Assessment criteria

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
Structure -30%					

Excellent presentation of assignment with inclusion of all correct components, double line spaced, 12 point font, page numbers, well-structured. Consistently accurate with spelling and grammar. 8.5-10	Well-presented assignment, double line spaced, 12 point font, page numbers, 1 or 2 errors in spelling or grammar. 7.5-8.4	Well-presented assignment, double line spaced, 12 point font, page numbers, 3 or 4 consistent errors with spelling or grammar. 6.5-7.4	Adequate assignment presentation, double line spaced with 12 point font. No page numbers, 4 to 7 consistent errors with spelling or grammar. 5-6.4	Poorly presented assignment. Double spacing not used and 12 point font not used. Many inaccuracies in spelling or grammar. 4.9-0	
Clear and succinct assignment that includes an introduction, a body and a conclusion. Strong supporting references. 8.5-10	Clear and appropriate assignment that includes an introduction, a body and a conclusion. 7.5-8.4	Appropriate assignment that includes an introduction a body and a conclusion. 6.5-7.4	Structure consists only of a list of the contents of the assignment. Topic not clearly described. 5-6.4	No recognisable assignment- no introduction, body or conclusion. 4.9-0	
Organisation and structure is clear and easy to follow. Content is clearly relevant to the topic, the approach clearly and comprehensively addresses the topic and the argument proceeds logically. Well linked to supporting literature. 8.5-10	Organisation and structure is clear. Content is relevant to the topic, the approach clearly addresses the topic and the argument proceeds logically. Supporting literature is used appropriately. 7.5-8.4	Organisation and structure is appropriate. Content is appropriate and addresses the topic and the argument for the most part proceeds logically. Minimal omissions in links to supporting literature. 6.5-7.4	Organisation and structure allows misinterpretation of the meaning of the content. Content addresses the topic the argument is at times repetitive or lacks cohesion. Frequent omissions in links to supporting literature. 5-6.4	Organisation and structure detract from the meaning of the content. Content is irrelevant and or does not address the topic. There is a lack of cohesion. Little to no links to supporting literature. 4.9-0	
Approach and Argument (40%)					
Content is clearly relevant to the topic. The approach comprehensively answers the question and the argument proceeds logically. Contributing factors identified and extensively supported by the literature 17-20	Content is relevant to the topic, the approach clearly answers the question and the argument proceeds logically. Contributing factors identified and comprehensively supported by the literature 15-16.8	Content is appropriate and answers the question and the argument for the most part proceeds logically. Contributing factors identified and supported by the literature 13-14.8	Content answers the question although the argument is at times repetitive or lacks cohesion. Contributing factors identified with a cursory examination. 10-12.8	Content does not address all aspects of the assessment task. Inadequate description of required content. Little or no discernible critical thought. Contributing factors not identified. 9-0	
Comprehensively discusses the contributing factors of poor communication, clinical handover, medication safety and clinical assessment. Strong links to academic literature 17-20	Extensively justifies the .contributing factors of poor communication, clinical handover, medication safety and clinical assessment. Good links to academic literature. 15-16.8	Generally identifies the contributing factors of poor communication, clinical handover, medication safety and clinical assessment. Satisfactory links to academic literature 13-14.8	Limited identification of the contributory factors of poor communication, clinical handover, medication safety and clinical assessment.. Perceptible critical thought. 10-12.8	Not able to identify the contributory factors leading to the adverse event. No links to academic literature.. 9-0	
Referencing- 30%					

Consistently accurate with in-text referencing to support and reflect all ideas, factual information and quotations. 8.5-10	1 or 2 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. 7.5-8.4	3 or 4 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. 6.5-7.4	3 or 4 inconsistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. 5-6.4	Referencing is not consistent with APA style. Many inaccuracies with in-text referencing to support and reflect all ideas, factual information and quotations. 4.9-0
A minimum of 10 up-to-date references used including 1 up-to-date journal article as well as a relevant book and/or web site. 8.5-10	A minimum of 8 references used including 1 journal article as well as a relevant book and/or web site. 7.5-8.4	A minimum of 6 references used including 1 journal article as well as a book and/or web site. 6.5-7.4	A minimum of 4 up-to-date references used from relevant web site. 5-6.4	Relevant references not used. Journal articles not sourced. Relevant web sites not used. 4.9-0
Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA style. 8.5-10	Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA style. 7.5-8.4	Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA style. 6.5-7.4	Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA style. 5-6.4	Reference list appears in no alphabetical order and does not adhere to reference list presentation guidelines APA style. 4.9-0

Assessment Due Date

Week 10 Tuesday (16 May 2017) 11:45 pm AEST

Week Ten Tuesday 16th May 2017 at 2345

Return Date to Students

Exam Week Friday (16 June 2017)

Assignments with feedback and a grade will be returned to students within 4 weeks of the assessment item due date.

Weighting

50%

Assessment Criteria

As above

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Submit online through NURS11159 Moodle site

Learning Outcomes Assessed

- Discuss historical and contemporary factors that have influenced the image, status and practice of nursing.
- Examine the principles of communication theory and professional communication in various mediums to provide accurate and concise information.
- Associate the role of professional governing bodies in relation to professional nursing practice, patient safety and governance.
- Apply basic principles of numeracy and literacy as they relate to medication calculations and professional writing.
- Explore the culture and diversity of nursing and respond appropriately to the opinions of others.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Ethical practice

Academic Integrity Statement

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

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

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

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

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

What is a breach of academic integrity?

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

Why is academic integrity important?

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

Where can I get assistance?

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

What can you do to act with integrity?



Be Honest

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



Seek Help

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



Produce Original Work

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