NURS11159 *Introduction to Nursing*
Term 1 - 2018

Profile information current as at 07/05/2024 03:00 am

All details in this unit profile for NURS11159 have been officially approved by CQUniversity 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
Students must be enrolled in CQ23.
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 - 2018

- 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 Evaluations

Feedback
Zoom recordings of tutorials to be available to students

Recommendation
Zoom recordings will be made available to students after tutorials.

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

—	N/A Level	∘	Introductory Level	∘	Intermediate Level	●	Graduate Level	∘	Professional Level	∘	Advanced Level

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	∘	∘	∘	∘	∘
2 - Problem Solving		∘	∘	∘	∘
3 - Critical Thinking	∘	∘	∘	∘	∘

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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
NURS11159

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

Additional Textbook Information
The Maths and Medications survival guide is in the four book value pack for NURS11160. However, If you need to purchase it separately, see the Bookshop website here:
http://bookshop.cqu.edu.au/details.asp?ITEMNO=9780733986666

[View textbooks at the CQUniversity Bookshop](http://bookshop.cqu.edu.au)

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 - 05 Mar 2018

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. Read the readings and attend the tutorials and or zoom sessions. Review Assessment tasks and plan accordingly.

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Professional nursing governing bodies: The role of professional nursing governing bodies including Australian Health Practitioners Regulatory Agency(AHPRA), Nursing and Midwifery Board of Australia (NMBA) and The Australian Nursing and Midwifery Accreditation council (ANMAC)		

Week 3 - 19 Mar 2018

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

Week 4 - 26 Mar 2018

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		Run by the Academic Learning Centre, these two weeks will introduce you to academic writing, referencing and using the library for research.

Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Guide for Academic writing skills including how to write an academic essay		

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Historical and contemporary factors that have influenced the nursing profession: The image, status and practice of nursing		Written Assignment- 1750 words (+-10%) Percentage 50% Due Week six (April 20th 4pm)AEST **Assessment One** Due: Week 6 Friday (20 Apr 2018) 4:00 pm AEST

Week 7 - 23 Apr 2018

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 - 30 Apr 2018

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

Week 9 - 07 May 2018

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

Week 10 - 14 May 2018

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

Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Numeracy: Basic principles of numeracy and how they relate to medication calculation		Written Assessment 2000 words +-10% due 1600 hrs 25/5/18.AEST **Assessment Two** Due: Week 11 Friday (25 May 2018) 4:00 pm AEST

Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Revision: Bringing it all together		Complete Unit Evaluation.

Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 11 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Assessment One

Assessment Type
Written Assessment

Task Description

NURS11159 Introduction to Nursing
Assessment One, 1750 words +-10%

Background:

The Nursing and Midwifery Board of Australia (NMBA) has developed several documents to guide Australian Registered Nurses in their practice. These also apply to students of Nursing.

These Documents include

· The International Council of Nurses Code of Ethics (adopted by NMBA effective March 2018)

· The Code of Professional Conduct for Nurses in Australia(2008 rebranded), effective May 2013

· The Registered Nurse Standards for Practice (2016),

· The Nurses guide to Professional boundaries (2010)rebranded effective June2013 and

· The Social Media Policy (2014).Developed by AHPRA but adopted by the NMBA.

Assessment Question:

Using the above documents discuss how each document will influence your clinical practice. You do not have to differentiate between your practice as a student or an RN as we will assume for this assignment that this is the same. Some of the factors that you can discuss include:

Ethical behaviour

Scope of Practice and Competency.

Communication

Culture and Diversity

Justice

Legal issues

Advocacy

Accountability

Responsibilities in relation to the Social Media Policy.

You will need to use the existing literature to support your discussion. This means you will use the library facilities to search for credible academic research to support your argument or thesis. Remember the research can come from a journal or a textbook. The journal should be less than five years old and the textbook less than ten years. If you are referring to the Australian situation you should use an Australian reference.

Assessment format:

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 subject site in weeks 4 & 5.

Assessment Due Date

Week 6 Friday (20 Apr 2018) 4:00 pm AEST

AEST

Return Date to Students

Week 9 Friday (11 May 2018)

Marked Assessments will be returned three weeks from due date

Weighting

50%

Assessment Criteria

Assessment criteria

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F >50%	Marks
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 documents. 5	Clear and appropriate assignment that includes a introduction, a body and a conclusion, Body contains a comprehensive explanation of the topics. 4	Appropriate assignment that includes a introduction a body and a conclusion Body contains a reasonable explanation of the topics. 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 guiding documents will influence the students clinical practice. Clear, coherent and convincing critical thought displayed. 30-35	Extensively discusses how the guiding documents will guide practice during the students career Well-developed critical thought evident. 25-30	Generally includes a reasonable. discussion how the guiding documents will guide practice throughout the students career.Critical thought developed and presented. 20-25	Limited discussion of how the guiding documents will guide practice during the students career.Perceptible critical thought. 17.5-20	Not able to effectively discuss how the student student will utilise the guiding documents to guide them during their career.. >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 4up-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 3up-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

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
No submission method provided.

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 Assessment Two

Assessment Type
Written Assessment

Task Description

NURS11159 Assessment Two

Assessment No. 2
Type Written
CLO's 1, 2, 3, 4 & 5
Word Limit approx. 2000 words (+/- 10%)
Percentage 50%
Due Date Week 11 Friday 25th May 2018 4 PM AEST
Objectives

This assessment item relates to Course Learning Outcomes 1, 2, 3 4 &5.

The Task "As Deputy State Coroner for the past six years I have regrettably presided over

many inquests involving deaths in hospitals. In many of these cases one error or omission sometimes a serious one led to death, however, I have never seen a case such as Vanessa's in which almost every conceivable error or omission was detected and those errors continued to build one on top of the other" Magistrate Milanovich 24/1/2008. Westmead Coroners Court. NSW.

Standard 4 of the Registered Nurse standards for practice stipulates (the Nursing and Midwifery Board of Australia, 2016,p4)that "RNs will accurately conduct comprehensive and systematic assessments. They analyse information and data and communicate outcomes as the basis for practice." Discuss the case of Vanessa Anderson. Your essay should include discussion of the following points:

·Discuss the human factors focusing on communication that led to the adverse outcomes in this case. Discuss the importance of communication in hospitals and the consequences of poor communication as evidenced in this scenario.

· List the coroner's findings in relation to systems improvement and communication errors and how these errors became a catalyst for change. Discuss the changes that occurred in the Health system and the Royal North Shore Hospital following Vanessa's death

· Define the role of the RN in the detection and reporting of clinical deterioration.

·The contributing factors in Vanessa death, focusing on the Coroners findings and the recommendations that resulted from the Coroner's Inquest and the Garling report.

Support your discussion with particular focus on the academic literature surrounding the contributory factors of communication, patient safety, clinical handover and medication safety. This means that you would do your academic research on (for example) communication and then discuss it with the background of Vanessa's case, and then you would do the same for patient safety, clinical handover and medication safety as it relates to Vanessa's case,

Planning

An academic paper uses the following features: This paper requires you to read the associated literature surrounding Vanessa Anderson's 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 count)

·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 watch the videos associated with Vanessa's death.

·Identify the coroner's recommendations.

·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 Due Date
Week 11 Friday (25 May 2018) 4:00 pm AEST
AEST

Return Date to Students
Exam Week Monday (11 June 2018)
Marked Assessment will be returned to students three weeks from due date

Weighting
50%

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 literature17-20	Extensively justifies the .contributing 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

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
No submission method provided.

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