



NURS11159 *Introduction to Nursing*

Term 1 - 2020

Profile information current as at 29/04/2024 01:14 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 introduces you to what it means to be a nurse in contemporary health care practice and facilitates the development of beginning insights into the profession and discipline of nursing. You will explore the diversity of nursing by considering the historical and contemporary contexts of care and how culture, politics and practice have shaped the profession. The unit also introduces the legislative, policy, and regulatory frameworks that underpin a career in the nursing profession and considers the knowledge, skills, and attributes that are required for professional practice as a registered nurse including the skills of critical self-reflection.

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 or CG41.

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 - 2020

- Bundaberg
- Online
- 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: 30%

2. **Online Quiz(zes)**

Weighting: 30%

3. **Reflective Practice Assignment**

Weighting: 40%

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 Unit evaluation

Feedback

Students felt that the ALC lectures should be recorded.

Recommendation

ALC is an integral component of the curriculum. Tutorials are live to enable student engagement. A request has been made for ALC to record lectures for term 2. All ALC lecture powerpoints are available for student access through NURS11159 and ALC moodle site. Unit coordinators need to continue to emphasise the importance of this learning for academic success.

Feedback from Unit evaluation

Feedback

Students would like more consistency in the feedback they receive from the markers.

Recommendation

Unit coordinators will develop a comprehensive and clear marking rubric to guide markers. A set of Feedback Studio Quick Mark comments will also be provided to markers to increase consistency in feedback.

Feedback from Unit evaluation

Feedback

Rockhampton students expressed that the teaching space influenced the student experience, especially for larger groups sizes.

Recommendation

Enrolment numbers for Rockhampton reviewed prior to timetabling.

Feedback from Unit evaluation

Feedback

Students commented that the large images which were available on the term on LMS were cumbersome.

Recommendation

The moodle site for this unit has undergone significant redesign since term1 to enhance the student experience. As well as changing the images the following changes have been made to term 2 NURS11159 moodle site: 1. Visually more appealing and with a cleaner approach to foster a positive attitude to study and streamline resources available to students. 2. A table containing all zoom links for each tutorial to improve efficiency around finding the link. 3. Weekly content revised and reduced to eliminate repetition. 4. Weekly reading resources categorised into "essential" reading and "supplemental" reading. This is to improve the student experience and reduce the feeling of being "overwhelmed" by 10-20 resources each week. 5. Weekly tabs identifying the week's content.

Unit Learning Outcomes

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

1. Explain the impact of historical, cultural and political factors on contemporary health care practice
2. Identify the legislative, policy, and regulatory frameworks that frame the discipline of nursing
3. Discuss the professional knowledge skills and attributes associated with the profession of nursing
4. Demonstrate the skills of critical self-reflection.

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 |
| 1 - Written Assessment - 30% | • | • | • | |
| 2 - Online Quiz(zes) - 30% | • | • | | |
| 3 - Reflective Practice Assignment - 40% | | | • | • |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | |
|---|-------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 - Communication | • | • | • | • |
| 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 - 30% | • | • | • | • | | • | • | • | | |
| 2 - Online Quiz(zes) - 30% | • | • | • | • | | • | | • | | |
| 3 - Reflective Practice Assignment - 40% | | • | | | | | • | • | | |

Textbooks and Resources

Textbooks

NURS11159

Supplementary

Contexts of nursing: An introduction. Elsevier Health Sciences.

Edition: 5th (2017)

Authors: Daly, J., Speedy, S., & Jackson, D.

Elsevier Health Sciences

Chatswood , NSW , Australia

ISBN: 9780729542463

Binding: eBook

Additional Textbook Information

Paper copies, if preferred, are available for purchase at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[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

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Schedule

Week 1 - 09 Mar 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Introduction.

Chapter 1: Daly, Speedy and Jackson, Contexts of Nursing (2017)

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. 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. Historical factors that have influenced the practice of nursing.

Week 2 - 16 Mar 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--|---|
| Professional nursing governing bodies. | Chapters 4 & 9: Daly, Speedy and Jackson, Contexts of Nursing (2017) | The roles of professional nursing governing bodies including Australian Health Practitioners Regulatory Agency (AHPRA) and the Nursing and Midwifery Board of Australia (NMBA). |

Week 3 - 23 Mar 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|---|
| Origins of the nursing profession, Historical and contemporary factors that have influenced the nursing profession. | Chapter 2 , 3, 5& 11: Daly, Speedy and Jackson, Contexts of Nursing (2017) | Historical factors that have influenced the practice of nursing. The image, status and practice of nursing. |

Week 4 - 30 Mar 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Professional skills and attributes associated with nursing. | Chapter 5: Daly, Speedy and Jackson, Contexts of Nursing (2017) | Introduces nursing as an art and a science. Introduction to professional skills and attributes associated with nursing. |

Week 5 - 06 Apr 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------------|---------|---|
| Literacy and referencing. | | Run by the Academic Learning Center(ALC), these two weeks will introduce you to academic writing, referencing and using the library for research. |

Vacation Week - 13 Apr 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 6 - 20 Apr 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------------|---------|--|
| Guide for academic writing. | | <p>This module is taught by the ALC. In this module you will learn about assignment writing.</p> <p>Assessment item 1 Due: Week 6 Friday (24th April 2020) 1800 Hours AEST</p> <p>Written Assessment Due: Week 6 Friday (24 Apr 2020) 6:00 pm AEST</p> |

Week 7 - 27 Apr 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

| | | |
|---------------------------------------|--|--|
| Reflective practice. | Chapters 7: Daly, Speedy and Jackson, Contexts Of Nursing (2017). | Theories of reflection, what why and how. |
| Week 8 - 04 May 2020 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| The nursing student. | Chapters 6 & 10: Daly, Speedy and Jackson, Contexts Of Nursing (2017). | <p>Roles and responsibilities of the nursing student, including accountability, clinical placements and scope of practice.</p> <p>Assessment item 2 Online Quiz Due: Opens Monday (5th May 2020) at 0600 closes Friday (8th May 2020) at 2200 (Week 8) Hours AEST</p> <p>Online Quiz Due: Week 8 Friday (8 May 2020) 10:00 pm AEST</p> |
| Week 9 - 11 May 2020 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Principles of communication. | Chapters 7 & 21: Daly, Speedy and Jackson, Contexts of Nursing (2017) | Professional communication and reflective practice. |
| Week 10 - 18 May 2020 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Clinical communication. | Chapter 15: Daly, Speedy and Jackson, Contexts of Nursing (2017). | Nursing documentation, clinical handover, use of apps, social media and the legal aspects of documentation. |
| Week 11 - 25 May 2020 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Culture and diversity. | Chapter 20: Daly, Speedy and Jackson, Contexts of Nursing (2017) | <p>Nursing people from diverse cultures and backgrounds. The culture of nursing, improving workplace culture and nurse resilience.</p> <p>Assessment item 3 Due: Week 11 Friday (29th May 2020) 1800 Hours AEST</p> <p>WRITTEN ASSESSMENT Due: Week 11 Friday (29 May 2020) 6:00 pm AEST</p> |
| Week 12 - 01 Jun 2020 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Bringing it all together. | Chapter 22: Daly, Speedy and Jackson, Contexts of Nursing (2017) | Revision of unit: bringing it all together. Complete unit evaluation. |
| Review/Exam Week - 08 Jun 2020 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Exam Week - 15 Jun 2020 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |

Term Specific Information

The unit outline and assessments updated and changed so that each learning outcome is assessed at least once.

Assessment Tasks

1 Written Assessment

Assessment Type

Written Assessment

Task Description

TASK DESCRIPTION

Assessment Type: Written Assessment

Task Description

Weighting: 30%

Unit learning outcomes assessed: 1, 2 and 3.

1. Explain the impact of historical, cultural and political factors on contemporary health care practice.
2. Identify the legislative, policy, and regulatory frameworks that frame the discipline of nursing.
3. Discuss the professional knowledge, skills and attributes associated with the profession of nursing.

Word limit: 1200 words (with 10% leeway over or under the specified word count). The word count is considered from the first word of the first paragraph to the last word of the final paragraph. It excludes the cover page and reference list. It includes in-text references and direct quotations.

Due date: Friday 24th April 2020, 1800 hours AEST Week 6

Feedback: Assignments with feedback and a grade will be returned to students 2 weeks after the assessment item due date.

Background: Understanding the history of nursing, the foundations for modern-day nursing, allows contemporary nurses to appreciate their identity and role.

The Nursing and Midwifery Board of Australia (NMBA) uses professional codes, guidelines and policies to guide Registered Nurses in their practice. These also apply to students of bachelor's in nursing.

The tasks: Your assessment will be presented as two separate tasks.

Task 1 - 400 words

Describe what nursing was like for Lucy Osburn and her colleagues at Sydney hospital. You may like to describe their role, the types of patients they were required to care for, their clothes, the physical environment of the hospital they were working in, as well as the equipment that was available. As you write this, consider the difficulties they would have experienced and what were the fundamental aspects of their role that are still present in the contemporary nursing role. Use the following reference to inform your description:

Godden, J. (2006). *Lucy Osburn, a lady displaced: Florence Nightingale's envoy to Australia*. Sydney University Press.

Task 2 - 800 words

1. Watch the two videos located on the NURS11159 Moodle site under tab Assessment 1 and read the **Registered nurse standards for practice (NMBA, 2016)**.
2. Identify 4 breaches of registered nurse standards for practice (NMBA, 2016) performed by the nurse in the first video. Describe why it is a breach and discuss the correct nursing practice/behaviour for each breach that you have identified. Video two will help you identify the right nursing practice. Support your discussion with references from the literature. Please discuss each breach in a separate paragraph (approx. 200 words per breach).

Due Date

24/04/2020 1800 pm AEST (Friday, Week 6)

Return Date

08/05/2019 (Friday, Week 8)

Return Description

Assignments with feedback and a grade will be returned to students 2 weeks after the assessment item due date.

Assessment format:

- Written in the third person using the APA 6th referencing style.
- The whole document is double spaced in Times New Roman 12-point font.
- All statements that are not your original thoughts must be referenced.
- Use a separate page labelled as References.
- References are double spaced with hanging indentations.
- References are listed in alphabetical order according to the published authors' last names.

Information relating to Assignment writing is on the Moodle subject site in weeks 4 & 5.

Assessment Due Date

Week 6 Friday (24 Apr 2020) 6:00 pm AEST

AEST

Return Date to Students

Week 8 Friday (8 May 2020)

Marked Assessments will be returned two weeks from the due date.

Weighting

30%

Assessment Criteria

ASSESSMENT CRITERIA

NURS11159 Assessment 1 marking criteria (30%) 2020

| HD 85-100% | D 75-84% | C 65-74% | P 50-64% | F <50% | Marks |
|---|--|---|--|--|-------|
| Structure -10% | | | | | |
| Excellent presentation of assignment with the inclusion of all correct components, well-structured, double line spaced, (Twelve)12-point font, and page numbers included. Consistently accurate with spelling, grammar and paragraph structure. 4.3-5 | Well-presented assignment, double line spaced, (Twelve)12-point font, page numbers included, 1 or 2 errors in spelling, grammar or paragraph structure. 3.8-4.2 | Well-presented assignment, double line spaced, (Twelve)12-point font, page numbers included, 3 or 4 consistent errors with spelling, grammar or paragraph structure. 3.3-3.7 | Adequate assignment presentation, double line spaced with (Twelve)12-point font. No page numbers included, 4 to 7 consistent errors with spelling, grammar or paragraph structure. 2.5-3.2 | Poorly presented assignment. Double spacing not used, (Twelve)12-point font not used. No page numbers included. Many inaccuracies in spelling, grammar or paragraph structure. 0-2.5 | /5 |
| A clear and succinct assignment that includes an introduction, a body and a conclusion. The body contains an in-depth discussion of the required components mentioned in the planning segment. 4.2-5 | A clear and appropriate assignment that includes an introduction, a body and a conclusion, Body contains discussion of the required components mentioned in the planning segment. 3.7-4.2 | An appropriate assignment that includes an introduction, a body and a conclusion. The body contains a reasonable discussion of the required components mentioned in the planning segment. 3.2-3.7 | An assignment that includes an introduction, a body and a conclusion. The body contains no clear discussion of the required components mentioned in the planning segment. 2.5-3.2 | No recognisable paragraph- no topic sentence or supporting sentences and/or there is no direction offered in respect of the assignment. 0-2.5 | /10 |
| Task 1 (30%) | | | | | |
| Content provides a comprehensive and clear explanation of what nursing was like for Lucy Osburn and accompanying nurses in Sydney hospital. 25.4-30 | Content provides a strong explanation of what nursing was like for Lucy Osburn and accompanying nurses in Sydney hospital. 22.4-25.3 | Content provides an adequate explanation of what nursing was like for Lucy Osburn and accompanying nurses in Sydney hospital. 19.4-22.3 | Content provides some explanation of what nursing was like for Lucy Osburn and accompanying nurses in Sydney hospital. 14.9-19.3 | Content does not explain what nursing was like for Lucy Osburn and accompanying nurses in Sydney hospital. 0-14.8 | /30 |
| Task 2 (40%) | | | | | |
| Identifies nursing practice breach no:1 performed by the nurse in video one in relation to the Registered nurse standards for practice. Content provides a comprehensive and clear discussion of correct nursing practice/behaviour. 8.5-10 | Identifies nursing practice breach no:1 performed by the nurse in video one in relation to the Registered nurse standards for practice. Content provides a strong discussion of correct nursing practice/behaviour. 7.5-8.4 | Identifies nursing practice breach no:1 performed by the nurse in video one in relation to the Registered nurse standards for practice. Content provides an adequate discussion of correct nursing practice/behaviour. 6.5-7.4 | Identifies nursing practice breach no:1 performed by the nurse in video one in relation to the Registered nurse standards for practice. Content provides some discussion of correct nursing practice/behaviour. 5-6.4 | Does not Identify nursing practice breach. No or minimal discussion of correct nursing practice/behaviour. 0-5 | /10 |
| Identifies nursing practice breach no:2 performed by the nurse in video one in relation to the Registered nurse standards for practice. Content provides a comprehensive and clear discussion of correct nursing practice/behaviour. 8.5-10 | Identifies nursing practice breach no:2 performed by the nurse in video one in relation to the Registered nurse standards for practice. Content provides a strong discussion of correct nursing practice/behaviour. 7.5-8.4 | Identifies nursing practice breach no:2 performed by the nurse in video one in relation to the Registered nurse standards for practice. Content provides an adequate discussion of correct nursing practice/behaviour. 6.5-7.4 | Identifies nursing practice breach no:2 performed by the nurse in video one in relation to the Registered nurse standards for practice. Content provides some discussion of correct nursing practice/behaviour. 5-6.4 | Does not Identify nursing practice breach. No or minimal discussion of correct nursing practice/behaviour. 0-5 | /10 |
| Identifies nursing practice breach no:3 performed by the nurse in video one in relation to the Registered nurse standards for practice. Content provides a comprehensive and clear discussion of correct nursing practice/behaviour. 8.5-10 | Identifies nursing practice breach no:3 performed by the nurse in video one in relation to the Registered nurse standards for practice. Content provides a strong discussion of correct nursing practice/behaviour. 7.5-8.4 | Identifies nursing practice breach no:3 performed by the nurse in video one in relation to the Registered nurse standards for practice. Content provides an adequate discussion of correct nursing practice/behaviour. 6.5-7.4 | Identifies nursing practice breach no:3 performed by the nurse in video one in relation to the Registered nurse standards for practice. Content provides some discussion of correct nursing practice/behaviour. 5-6.4 | Does not Identify nursing practice breach. No or minimal discussion of correct nursing practice/behaviour. 0-5 | /10 |
| Identifies nursing practice breach no:4 performed by the nurse in video one in relation to the Registered nurse standards for practice. Content provides a comprehensive and clear discussion of correct nursing practice/behaviour. 8.5-10 | Identifies nursing practice breach no:4 performed by the nurse in video one in relation to the Registered nurse standards for practice. Content provides a strong discussion of correct nursing practice/behaviour. 7.5-8.4 | Identifies nursing practice breach no:4 performed by the nurse in video one in relation to the Registered nurse standards for practice. Content provides an adequate discussion of correct nursing practice/behaviour. 6.5-7.4 | Identifies nursing practice breach no:4 performed by the nurse in video one in relation to the Registered nurse standards for practice. Content provides some discussion of correct nursing practice/behaviour. 5-6.4 | Does not Identify nursing practice breach. No or minimal discussion of correct nursing practice/behaviour. 0-5 | /10 |
| Referencing - 15% | | | | | |
| Consistently accurate with in-text referencing to support and reflect all ideas, information and quotations. 8.5-10 | 1 or 2 consistent in-text referencing errors identified to support and reflect all ideas, information and quotations. 7.5-8.4 | 3 or 4 consistent in-text referencing errors identified to support and reflect all ideas, information and quotations. 6.5-7.4 | 3 or 4 inconsistent in-text referencing errors identified to support and reflect all ideas, 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, information and quotations. 0-5 | /10 |

The reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA 6th style. 4.2-5

The reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA 6th style. 3.7-4.2

The reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA 6th style. 3.2-3.7

The reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA 6th style. 2.5-3.2

The reference list appears in no alphabetical order and does not adhere to reference list presentation guidelines APA 6th style. 0-2.5 /5

Total Marks /100

Referencing Style

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

Submission

Online

Submission Instructions

Information relating to Assignment writing is on the Moodle subject site in weeks 3 & 4. Submission is online through Moodle, the session on navigation and submission of assignments in Moodle will be covered in week 1 lectures.

Learning Outcomes Assessed

- Explain the impact of historical, cultural and political factors on contemporary health care practice
- Identify the legislative, policy, and regulatory frameworks that frame the discipline of nursing
- Discuss the professional knowledge skills and attributes associated with the profession of nursing

Graduate Attributes

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

2 Online Quiz

Assessment Type

Online Quiz(zes)

Task Description

Due date: Monday 05/05/20 to Friday 08/05/20 (Week 8) 6am(Monday) - 10pm (Friday)

Weighting: 30%

Length and/or format: Online in Moodle Nurs11159 (Assessments 2 tile) 30 questions/60 minutes time allowed. 1 mark allotted per question.

Purpose: To assess understanding of contents covered in Weeks 1-8.

Learning outcomes assessed:

1. Explain the impact of historical, cultural and political factors on contemporary health care practice.
2. Identify the legislative, policy, and regulatory frameworks that frame the discipline of nursing.

How to complete the quiz: The quiz to be completed online will be available in the NURS11159 Moodle Assessments 2 tile. The quiz will be open from 6am on Monday week 8 until 10pm Friday week 8. (Students will not be able to see the quiz until the due date/time. Online Quiz resource/instructions are available on Moodle in the Assessments tile. Any technical issue contact TASAC at tasac@cqu.edu.au or phone toll free 1300 666620.

Return of assignment: You will be able to review your results for each question in Moodle after the release of results. Final marks will appear in your Moodle gradebook.

Assessment criteria: Each of the questions will have only one correct answer and the quiz will be graded automatically in Moodle.

Instructions: Planning is essential to complete the quiz within the time frame. You can only attempt it once. Once logged in, you cannot log out. Make sure the internet supply is continuous, and do not refresh or reload you screen; this could impact on the successful completion of the quiz. For any technical issues please contact TASAC at tasac@cqu.edu.au or phone toll free 1300 666620.

Number of Quizzes

1

Frequency of Quizzes

Assessment Due Date

Week 8 Friday (8 May 2020) 10:00 pm AEST

Opens at 0600 Am Monday 05/05/20 (week 8) and Closes by 1000 Pm on Friday 08/05/20 (Week 8)

Return Date to Students

Week 10 Friday (22 May 2020)

You will be able to review your results for each question in Moodle after the release of results. Final marks will appear in your Moodle gradebook.

Weighting

30%

Assessment Criteria

Each of the questions will have only one correct answer and the quiz will be graded automatically in Moodle.

The learning outcomes assessed are

1. Explain the impact of historical, cultural and political factors on contemporary health care practice.
2. Identify the legislative, policy, and regulatory frameworks that frame the discipline of nursing.

Referencing Style

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

Submission

Online

Submission Instructions

Planning is essential to complete the quiz on time. You can only attempt it once. Once logged in it cannot be logged out. Make sure the internet supply is continuous, and there is no refresh or reloading of the screen is done in between, which could impact the successful completion of the quiz. Any technical issue contact TASAC at tasac@cqu.edu.au or phone toll free 1300 666620.

Learning Outcomes Assessed

- Explain the impact of historical, cultural and political factors on contemporary health care practice
- Identify the legislative, policy, and regulatory frameworks that frame the discipline of nursing

Graduate Attributes

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

3 WRITTEN ASSESSMENT

Assessment Type

Reflective Practice Assignment

Task Description**NURS11159 Assessment 3:**

TASK DESCRIPTION

Type: Reflective Practice Assignment

Weighting: 40%

Referencing Style: [American Psychological Association \(APA\)](#) 6th.

Unit learning outcomes assessed: 3 and 4.

3. Discuss the professional knowledge, skills and attributes associated with the profession of nursing.
4. Demonstrate the skills of critical self-reflection.

Word limit: 1800 words (with 10% leeway over or under the specified word count). The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page and reference list. It includes in-text references and direct quotations.

Submission Instructions: Assignment is to be submitted in the Assessment block in the NURS11159 Moodle site

Due Date Information

Due Date 29/05/2020 1800 Hours (Friday, Week 11)

Due Description AEST

Return to Students Information

Return Date: 12/06/2020

Return Description

Assignments with feedback and a grade will be returned to students two weeks after the assessment item due date.

Background: Standard 1 of The Registered nurse standards for practice states: The registered nurse 'develops practice through reflection on experiences, knowledge, actions, feelings and beliefs to identify how these shape practice. (NMBA, 2016). This assessment will allow you to begin to develop the reflective skills necessary to meet this standard through reflecting on a past experience. This past experience may have been something that happened to you or someone else significant to you and either influenced your decision to become a nurse or made a difference in your attitudes towards an aspect of health care.

The task: You are required to write an 1800-word reflective practice essay (+/- 10%) that includes an introduction, six paragraphs (that constitute the body of the assessment) and a conclusion.

To complete this assessment, apply Gibbs' Reflective Cycle (1988).

Gibbs' Reflective Cycle: Gibbs' Reflective Cycle is a model that is often used to structure reflections on experiences. The Cycle was first published in 1988 in the text 'Learning by Doing' (see below for details on how to access the book if interested).

The model includes six stages of reflection, detailed below. The Cycle is designed to encourage users to think systematically about an experience to create an action plan from the experiences.

Please use the Cycle and the below-given questions as a guide to complete this assessment. Answer the questions detailed below in Box 1 that correspond to each stage of the Cycle. The questions are there to guide your completion of the assignment.



Figure 1. Gibbs' Reflective Cycle from Gibbs, G. (1988). *Learning by Doing*. Retrieved from <http://gdn.glos.ac.uk/gibbs/index.htm>

Box 1. Description of Gibbs' Reflective Cycle from Gibbs, G. (1988). *Learning by Doing*. Retrieved from <http://gdn.glos.ac.uk/gibbs/index.htm>

Description: What happened? Do not make judgements yet or try to draw conclusions; simply describe.

Feelings: What were your reactions and feelings? Again, do not move on to analysing these yet.

Evaluation: What was good or bad about the experience? What were your personal challenges and enablers, which assisted or otherwise impacted how you responded to this incident? Make value judgements.

Analysis: What sense can you make of the situation? Bring in ideas from outside the experience to help you. Explain the learning occurred associated with the incident.

Conclusions

(general): What can be concluded, in a general sense, from these experiences and the analyses you have undertaken?

(specific): What can be concluded about your own specific, unique, personal; situation or way of working? Explain how the situation impacted your decision to become a nurse or impacted upon you in another way.

Personal action plans: By utilising the learning occurred through practicing reflection, how will you

incorporate reflection in to daily life.

Planning: Planning is crucial to writing effective academic essays. An essay plan/layout has been created for you (below) to illustrate how to plan. You may wish to use the suggested format below to assist you in writing your assignment

- **Introduction:** (approx. 225 words).
- **Paragraph 1:** Explain the incident (approx. 225 words).
- **Paragraph 2:** Explain the feelings and emotions associated with the incident (approx. 225 words).
- **Paragraph 3:** Explain the positives and negatives of the incident, what were your personal challenges and enablers, which assisted or otherwise impacted how you responded to this incident (approx. 225 words).
- **Paragraph 4:** Explain the learning occurred associated with the incident (approx. 225 words)
- **Paragraph 5:** Explain how it impacted your decision to become a nurse or impacted upon you in another way (approx. 225 words).
- **Paragraph 6:** Explain your personal action plan which you are going to do differently applying the learning occurred from this reflection if exposed in a similar situation next time OR the steps you planned to undertake from this experience. (approx. 225 words).
- **Conclusion:** (approx. 225 words).

A reflective assignment is written in the first-person person. If you use references, you must use the APA referencing style.

Assessment format:

- Written in the first person and uses APA 6th referencing style.
- The whole document is double spaced in Times New Roman 12-point font.
- All statements that are not your original thoughts must be referenced.
- Include an introduction (10% of total word count).
- Include a body (80% of the total word count).
- Include a conclusion (10% of total word count).
- Use a separate page labelled as References, not bolded, centred on the first line.
- References are double spaced with hanging indentations (if used).
- References are listed in alphabetical order according to the published authors' last names (if used).

Information relating to Assignment writing is on the Moodle subject site in weeks 9 & 10.

Assessment Due Date

Week 11 Friday (29 May 2020) 6:00 pm AEST
AEST

Return Date to Students

Review/Exam Week Friday (12 June 2020)
Marked Assessments will be returned two weeks from the due date

Weighting

40%

Assessment Criteria

NURS11159 Assessment 3 marking criteria (40%) 2020 Term 1

| HD 85-100% | D 75-84% | C 65-74% | P 50-64% | F <50% | Marks |
|---|---|--|---|---|-------|
| Structure -15% | | | | | |
| Excellent presentation of assignment with the inclusion of all correct components, well- structured, double line spaced, (Twelve)12-point font, and page numbers included. Consistently accurate with spelling, grammar and paragraph structure. 4.2-5 | Well-presented assignment, double line spaced, (Twelve)12-point font, page numbers included, 1 or 2 errors in spelling, grammar or paragraph structure. 3.7-4.2 | Well-presented assignment, double line spaced, (Twelve)12-point font, page numbers included, 3 or 4 consistent errors with spelling, grammar or paragraph structure. 3.2-3.7 | Adequate assignment presentation, double line spaced with (Twelve)12-point font. No page numbers included, 4 to 7 consistent errors with spelling, grammar or paragraph structure. 2.5-3.2 | Poorly presented assignment. Double spacing not used. Twelve (12) point font not used. No page numbers included. Many inaccuracies in spelling, grammar or paragraph structure. 0-2.5 | /5 |
| Organisation and structure are clear and easy to follow. A clear and succinct assignment that includes an introduction a body and a conclusion. 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. 4.2-5 | Organisation and structure are clear. A clear and appropriate assignment that includes an introduction, a body and a conclusion. Content is relevant to the topic; the approach clearly addresses the topic and the argument proceeds logically. Supporting literature is used appropriately. 3.7-4.2 | Organisation and structure are appropriate. Includes an introduction a body and a conclusion. Content is appropriate and addresses the topic and the argument for the most part proceeds logically. Minimal omissions in links to supporting literature. 3.2-3.7 | Organisation and structure allow misinterpretation of the meaning of the content. No paragraph structure followed. Content addresses the topic argument at times, repetitive or lacks cohesion. Frequent omissions in links to supporting literature. 2.5-3.2 | Organisation and structure detract from the meaning of the content. No recognisable paragraph. Content is irrelevant and or does not address the topic. There is a lack of cohesion. Little to no links to supporting literature. 0-2.5 | /5 |
| Approach and Argument (75%) | | | | | |

| | | | | | |
|--|---|---|---|---|------|
| Content provides a comprehensive and clear explanation of the health care incident, which either influenced the student's decision to become a nurse or impacted in another way. 12.7-15 | Content provides a strong explanation of the health care incident, which either influenced the student's decision to become a nurse or impacted in another way. 11.2-12.7 | Content provides an adequate explanation of the health care incident, which either influenced the student's decision to become a nurse or impacted in another way. 9.7-11.2 | Content provides some explanation of the health care incident, which either influenced the student's decision to become a nurse or impacted in another way. 7.4-9.7 | Content provides no discussion of explanation of the health care incident, which either influenced the student's decision to become a nurse or impacted in another way. 0-7.4 | /15 |
| Content provides a comprehensive and clear explanation of the feelings and emotions associated with the incident. 12.7-15 | Content provides a strong explanation of the feelings and emotions associated with the incident. 11.2-12.7 | Content provides an adequate explanation of the feelings and emotions associated with the incident. 9.7-11.2 | Content provides some explanation of the feelings and emotions associated with the incident. 7.4-9.7 | Content does not explain the feelings and emotions associated with the incident. 0-7.4 | /15 |
| Content provides a comprehensive and clear explanation of the positives and negatives of the incident and the personal challenges and enablers, which assisted or otherwise impacted the student's response to the incident. 12.7-15 | Content provides a strong explanation of the positives and negatives of the incident and the personal challenges and enablers, which assisted or otherwise impacted the student's response to the incident. 11.2-12.7 | Content provides an adequate explanation of the positives and negatives of the incident and the personal challenges and enablers, which assisted or otherwise impacted the student's response to the incident. 9.7-11.2 | Content provides some explanation of the positives and negatives of the incident and the personal challenges and enablers, which assisted or otherwise impacted the student's response to the incident. 7.4-9.7 | Content does not explain the positives and negatives of the incident and the personal challenges and enablers, which assisted or otherwise impacted the student's response to the incident. 0-7.4 | /15 |
| Content provides a comprehensive and clear explanation of the learning occurred associated with the incident. 12.7-15 | Content provides a strong explanation of the learning occurred associated with the incident. 11.2-12.7 | Content provides an adequate explanation of the learning occurred associated with the incident. 9.7-11.2 | Content provides some explanation of the learning occurred associated with the incident. 7.4-9.7 | Content does not explain the learning occurred associated with the incident. 0-7.4 | /15 |
| Content provides a comprehensive and clear explanation of how the incident impacted the student's decision to become a nurse or impacted in another way. 12.7-15 | Content provides a strong explanation of how the incident impacted the student's decision to become a nurse or impacted in another way. 11.2-12.7 | Content provides an adequate explanation of how the incident impacted the student's decision to become a nurse or impacted in another way. 9.7-11.2 | Content provides some explanation of how the incident impacted the student's decision to become a nurse or impacted in another way. 7.4-9.7 | Content does not explain how the incident impacted the student's decision to become a nurse or impacted in another way. 0-7.4 | /15 |
| Content provides a comprehensive and clear explanation of how reflection and the learning occurred through reflection will be incorporated to everyday life. 12.7-15 | Content provides a strong explanation of how reflection and the learning occurred through reflection will be incorporated to everyday life. 11.2-12.7 | Content provides an adequate explanation of how reflection and the learning occurred through reflection will be incorporated to everyday life. 9.7-11.2 | Content provides some explanation of how reflection and the learning occurred through reflection will be incorporated to everyday life. 7.4-9.7 | Content provides no explanation of how reflection and the learning occurred through reflection will be incorporated to everyday life. 0-7.4 | /15 |
| Total marks | | | | | /100 |

Referencing Style

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

Submission

Online

Submission Instructions

Information relating to Assignment writing is on the Moodle subject site in weeks 9 and 10. Assignment is to be submitted online via the NURS11159 Moodle site

Learning Outcomes Assessed

- Discuss the professional knowledge skills and attributes associated with the profession of nursing
- Demonstrate the skills of critical self-reflection.

Graduate Attributes

- Problem Solving
- Cross Cultural 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