



NURS11159 Introduction to Nursing

Term 2 - 2020

Profile information current as at 03/05/2024 12:48 am

All details in this unit profile for NURS11159 have been officially approved by CQU University 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.

Corrections

Unit Profile Correction added on 13-07-20

Assessment 3

HD 100 - 85%	D 84 - 75%	C 74 - 65%	P 64 - 50%	F <49%	Marks
Structure -10%					
Excellent presentation of assignment with inclusion of all correct components, well-structured, double line spaced, 12-point font, and page numbers included. Consistently accurate with spelling, grammar and paragraph structure. 5 - 4.3	Well-presented assignment, double line spaced, 12-point font, page numbers included, 1 or 2 errors in spelling, grammar or paragraph structure. 4.2 - 3.8	Well-presented assignment, double line spaced, 12-point font, page numbers included, or 4 consistent errors with spelling, grammar or paragraph structure. 3.7 - 3.3	Adequate assignment presentation, double line spaced with 12-point font. No page numbers included, 4 to 7 consistent errors with spelling, grammar or paragraph structure. 3.2 - 2.5	Poorly presented assignment. Double spacing not used, 12-point font not used. No page numbers included. Many inaccuracies in spelling, grammar or paragraph structure. 2.4 - 0.0	/5
Clear and succinct introduction that introduces the topic and outlines the direction of the paper. Clear and succinct conclusion that provides closure to the topic and outlines final direction of the paper. 5 - 4.3	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper. Clear and appropriate closure to the topic and outlines the final direction of the paper. 4.2 - 3.8	Appropriate introduction that introduces the topic and outlines the direction of the paper. Appropriate conclusion to the topic and somewhat outlines the final direction of the paper. 3.7 - 3.3	Introduction is apparent although consists only of a list of the contents of the paper. Topic not clearly introduced. Conclusion is apparent although consists only of a brief closure of the topic. Topic not clearly concluded. 3.2 - 2.5	No recognizable introduction— the topic is not introduced and/or there is no direction offered in respect of the paper. No recognizable conclusion or the conclusion content is not reflective of the discussion. 2.4 - 0.0	/5
Reflective Cycle Application (90%)					
Content provides a comprehensive and clear explanation of three inherent requirements you must meet to become a Registered Nurse. 30 - 25.5	Content provides a strong explanation of three inherent requirements you must meet to become a Registered Nurse. 25.4 - 22.5	Content provides an adequate explanation of two inherent requirements you must meet to become a Registered Nurse. 22.4 - 19.5	Content provides some explanation of one inherent requirements you must meet to become a Registered Nurse. 19.4 - 15.0	Content provides no explanation of any inherent requirements you must meet to become a Registered Nurse. 15.4 - 0.0	/30
Content provides a comprehensive and clear explanation of student's feelings and emotions after reading the inherent requirements. 15-12.7	Content provides a strong explanation of student's feelings and emotions after reading the inherent requirements. 12.6 - 11.2	Content provides an adequate explanation of student's feelings and emotions after reading the inherent requirements. 11.1 - 9.7	Content provides some explanation of student's feelings and emotions after reading the inherent requirements. 9.6 - 7.5	Content does not explain student's feelings and emotions after reading the inherent requirements. 7.4 - 0.0	/15
Content provides a comprehensive and clear explanation of student's personal challenges or enablers that are impacting or assisting you to become a Registered Nurse. Comprehensive reflection provided on personal qualities that you bring to nursing profession (based on your reflection on the inherent requirements). 15-12.7	Content provides a strong explanation of student's personal challenges or enablers that are impacting or assisting you to become a Registered Nurse. Strong reflection provided on personal qualities that you bring to nursing profession (based on your reflection on the inherent requirements). 12.6 - 11.2	Content provides an adequate explanation of student's personal challenges or enablers that are impacting or assisting you to become a Registered Nurse. Adequate reflection provided on personal qualities that you bring to nursing profession (based on your reflection on the inherent requirements). 11.1 - 9.7	Content provides some explanation of student's personal challenges or enablers that are impacting or assisting you to become a Registered Nurse. Some reflection provided on personal qualities that you bring to nursing profession (based on your reflection on the inherent requirements). 9.6 - 7.5	Content does not explain student's personal challenges or enablers that are impacting or assisting you to become a Registered Nurse. Minimal reflection provided on personal qualities that you bring to nursing profession (based on your reflection on the inherent requirements). 7.4 - 0.0	/15
Content provides a comprehensive analysis of your own personal situation related to your evaluation and your journey to become a registered nurse. 15-12.7	Content provides a strong analysis of your own personal situation related to your evaluation and your journey to become a registered nurse. 12.6 - 11.2	Content provides an adequate analysis of your own personal situation related to your evaluation and your journey to become a registered nurse. 11.1 - 9.7	Content provides some analysis of your own personal situation related to your evaluation and your journey to become a registered nurse. 9.6 - 7.5	Content does not provide analysis your own personal situation related to your evaluation and your journey to become a registered nurse. 7.4 - 0.0	/15
Student provides a comprehensive four-step strategy action plan to enable achievement of their goal to become a Registered Nurse. 15-12.7	Student provides a strong four-step strategy action plan to enable achievement of their goal to become a Registered Nurse. 12.6 - 11.2	Student provides an adequate four-step strategy action plan to enable achievement of their goal to become a Registered Nurse. 11.1 - 9.7	Student provides a three-step strategy action plan to enable achievement of their goal to become a Registered Nurse. 9.6 - 7.5	Student provides a two-step (or least) strategy action plan to enable achievement of their goal to become a Registered Nurse. 7.4 - 0.0	/15
Total Marks					/100

Unit Profile Correction added on 13-07-20

Assessment Type

Reflective Practice Assignment

Task Descriptiontask.

This is an INDIVIDUAL assessment. Compose a 1500-word reflective essay (with 10% leeway over or under the specified word count). To complete this assessment, you must apply Gibbs' Reflective Cycle (1988) to the [inherent requirements](#) needed to complete the CQUniversity Bachelor of Nursing Course.

Background:

This assessment focuses on Standard 1 of The Registered nurse standards for practice (Nursing and Midwifery Board of Australia [NMBA], 2016, p. 3). This assessment will allow you to begin to develop the reflective skills necessary to meet this standard through reflecting on CQUniversity Inherent Requirements. To complete this assessment, apply Gibbs' Reflective Cycle (1988). Gibbs' Reflective Cycle is a model 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 you to think systematically about an experience and create an action plan from the experience. Please use the Cycle and questions below as a guide to complete this assessment. Answer the questions detailed below in Box 1 that correspond to each stage of the Cycle.



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 into daily life.

Planning:

Planning is crucial to writing effective academic essays. A reflective 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.

Paragraph 1: Introduction

Paragraph 2: Describe three inherent requirements you must meet to become a Registered Nurse.

Paragraph 3: Explain your feelings and emotions after reviewing the inherent requirements.

Paragraph 4: Evaluate your personal challenges or enablers that are impacting or assisting you to become a registered nurse. Reflect on your personal qualities which you bring to profession of nursing.

Paragraph 5: Analyse your own personal situation related to your evaluation and your journey to become a

registered nurse.

Paragraph 6: Develop an action plan consisting of four strategies to enable you to achieve your goal to become a registered nurse.

Paragraph 7: Conclusion

References

Assessment format:

- The whole document is double spaced in Times New Roman 12-point font.
- Written in the first person using the APA (7th edition) referencing style.
- Include an introduction (approx. 10% of total word count).
- Include a body (approx. 80% of the total word count).
- Include a conclusion (approx. 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.
- References are listed in alphabetical order according to the published authors' last names.
- * The word count is considered from the first word of the introduction to the last word of the conclusion and includes in-text references and direct quotations. Exclusions: the cover page and reference list.
- Use in-date and credible academic references to support your discussion. Use textbook sources published within ten years and journal sources published within five years.
- * Please save/upload your file in a Microsoft Word format (.doc or .docx).

Information relating to this essay is on the Moodle unit site in weeks 6 & 7.

Assessment Due Date

Week 11 Tuesday (29 Sep. 2020) 6:00 pm AEST

AEST

Return Date to Students

Exam Week Tuesday (20 Oct. 2020)

In accordance with policy: Any marks and/or grades for assessments released to students prior to Certification of Grades

are provisional and are subject to moderation and confirmation through the relevant Program and Divisional Assessment Committees.

Weighting

40%

Unit Profile Correction added on 13-07-20

Assessment 1 Marking Rubric

HD 100 - 85%	D 84 - 75%	C 74 - 65%	P 64 - 50%	F <49%	Marks
Structure -15% Excellent presentation of assignment with inclusion of all correct components, well-structured, double line spaced, 12-point font, and page numbers included. Consistently accurate with spelling, grammar and paragraph structure. 5 - 4.3	Well-presented assignment, double line spaced, 12-point font, page numbers included, 1 or 2 errors in spelling, grammar or paragraph structure. 4.2 - 3.8	Well-presented assignment, double line spaced, 12-point font, page numbers included, 3 or 4 consistent errors with spelling, grammar or paragraph structure. 3.7 - 3.3	Adequate assignment presentation, double line spaced with 12-point font. No page numbers included, 4 to 7 consistent errors with spelling, grammar or paragraph structure. 3.2 - 2.5	Poorly presented assignment. Double spacing not used, 12-point font not used. No page numbers included. Many inaccuracies in spelling, grammar or paragraph structure. 2.4 - 0.0	
Clear and succinct introduction that introduces the topic and outlines the direction of the paper. Clear and succinct conclusion that provides closure to the topic and outlines final direction of the paper. 5 - 4.3	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper. Clear and appropriate closure to the topic and outlines the final direction of the paper. 4.2 - 3.8	Appropriate introduction that introduces the topic and outlines the direction of the paper. Appropriate conclusion to the topic and somewhat outlines the final direction of the paper. 3.7 - 3.3	Introduction is apparent although consists only of a list of the contents of the paper. Topic not clearly introduced. Conclusion is apparent although consists of only a brief closure of the topic. Topic not clearly concluded. 3.2 - 2.5	No recognizable introduction—the topic is not introduced and/or there is no direction offered in respect of the paper. No recognizable conclusion or the conclusion content is not reflective of the discussion. 2.4 - 0.0	
Organisation and structure is clear and easy to follow. Discussion is exceptionally well linked to supporting literature. 5 - 4.3	Organisation and structure is clear. Supporting literature is used appropriately to support discussion. 4.2 - 3.8	Organisation and structure is appropriate. Minimal omissions in links to supporting literature. 3.7 - 3.3	Organisation and structure allows misinterpretation of the meaning of the content. Frequent omissions in links to supporting literature leaving the discussion unsupported. 3.2 - 2.5	Organisation and structure detract from the meaning of the content. There is a lack of cohesion. Little to no links to supporting literature. 2.4 - 0.0	
Approach and Argument (70%)					

Comprehensively compares Florence Nightingale "Notes on Nursing" to today's Nursing and Midwifery Board of Australia (NMBA) professional codes, ethics and standards for registered nurses. 20 - 17.0	Extensively compares Florence Nightingale "Notes on Nursing" to today's Nursing and Midwifery Board of Australia (NMBA) professional codes, ethics and standards for registered nurses. 16.9 - 15	Demonstrates a limited comparison between Florence Nightingale "Notes on Nursing" to today's Nursing and Midwifery Board of Australia (NMBA) professional codes, ethics and standards for registered nurses. 14.9 - 13.0	Content attempts to provide a comparison between Florence Nightingale "Notes on Nursing" to today's Nursing and Midwifery Board of Australia (NMBA) professional codes, ethics and standards for registered nurses. 12.9 - 10.0	Not able to provide a comparison between Florence Nightingale "Notes on Nursing" to today's Nursing and Midwifery Board of Australia (NMBA) professional codes, ethics and standards for registered nurses. 9.9 - 0.0	/20
Content provides a comprehensive and clear discussion on Florence Nightingale's contribution with today's professional knowledge, skills and attributes associated with nursing. 50 - 42.5	Content provides a strong discussion on Florence Nightingale's contribution with today's professional knowledge, skills and attributes associated with nursing. 42.4 - 37.1	Content provides an adequate discussion on Florence Nightingale's contribution with today's professional knowledge, skills and attributes associated with nursing. 37 - 32.5	Content provides some discussion on Florence Nightingale's contribution with today's professional knowledge, skills and attributes associated with nursing. 32.4 - 25.0	No or minimal discussion on Florence Nightingale's contribution with today's professional knowledge, skills and attributes associated with nursing. 24.9 - 0.0	/50
Referencing - 15%					
Consistently accurate with in-text referencing to support and reflect all ideas, information and quotations. 5 - 4.3	1 or 2 consistent in-text referencing errors identified to support and reflect all ideas, information and quotations. 4.2 - 3.8	3 or 4 consistent in-text referencing errors identified to support and reflect all ideas, information and quotations. 3.7 - 3.3	3 or 4 inconsistent in-text referencing errors identified to support and reflect all ideas, information and quotations. 3.2 - 2.5	Referencing is not consistent with APA style. Many inaccuracies with in-text referencing to support and reflect all ideas, information and quotations. 2.4 - 0.0	/5
A minimum of 8 references used including Nursing and Midwifery Board of Australia (NMBA) professional codes, ethics and standards for registered nurses (NMBA, 2018). Including 4 journal articles or relevant books to justify your arguments. 5 - 4.3	A minimum of 7 references used including Nursing and Midwifery Board of Australia (NMBA) professional codes, ethics and standards for registered nurses (NMBA, 2018). Including 3 journal articles or relevant books to justify your arguments. 4.2 - 3.8	A minimum of 6 references used including Nursing and Midwifery Board of Australia (NMBA) professional codes, ethics and standards for registered nurses (NMBA, 2018). Including 2 journal articles or relevant books to justify your arguments. 3.7 - 3.3	A minimum of 5 references used including Nursing and Midwifery Board of Australia (NMBA) professional codes, ethics and standards for registered nurses (NMBA, 2018). Including 1 journal articles or relevant books to justify your arguments. 3.2 - 2.5	Four or less references used including Nursing and Midwifery Board of Australia (NMBA) professional codes, ethics and standards for registered nurses (NMBA, 2018). Journal articles not sourced. 2.4 - 0.0	/5
The reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA style. 5 - 4.3	The reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA style. 4.2 - 3.8	The reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA style. 3.7 - 3.3	The reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA style. 3.2 - 2.5	The reference list appears in no alphabetical order and does not adhere to reference list presentation guidelines APA style. 2.4 - 0.0	/5
Total Marks					/100

Unit Profile Correction added on 13-07-20

1 Essay

Assessment Type

Written Assessment

Task Description

Even though Florence Nightingale wrote her "Notes on Nursing" in the 19th century, there are similarities with contemporary nursing practice. Compare Florence Nightingale's "Notes on Nursing" with contemporary nursing practice as is evident in Nursing and Midwifery Board of Australia (NMBA) professional codes, ethics and standards for registered nurses. Compose a 1200-word essay (with 10% leeway over or under the specified word count).

Background:

Understanding the history of nursing helps nurses understand their identity as a nurse.

Details:

This is an INDIVIDUAL assessment task. Please refer to the Nursing and Midwifery Board of Australia (NMBA) professional codes, ethics and standards for registered nurses to guide you in your assessment.

Planning:

Planning is crucial to writing effective academic documents. The Academic Learning Centre and Unit Coordinators will assist you in Week 4 to plan your essay.

Assessment format:

- Written in the third person using the APA (7th edition) 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 (approx. 10% of total wordcount).
- Include a body (approx. 80% of the total wordcount).
- Include a conclusion (approx. 10% of total wordcount).
- Use a separate page labelled as References, not bolded, centred on the first line.
- References are double spaced with hanging indentations.
- References are listed in alphabetical order according to the published authors' last names.
 - Use in date and credible academic references to support your discussion. Use textbook sources published within ten years and journal sources published within five years.
 - The word count is considered from the first word of the introduction to the last word of the conclusion and includes in-text references and direct quotations. Exclusions: the cover page and reference list.
- Please save/upload your file in a Microsoft Word format (.doc or .docx).

Information relating this assignment is on the Moodle subject site in weeks 4 & 5.

Assessment Due Date

Week 6 Monday (24 Aug. 2020) 6:00 pm AEST

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 2 - 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](#).

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



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

Prescribed

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

If you prefer to study with a paper copy, they are available at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code). eBooks are available at the publisher's website.

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Laptop/Computer

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Marina Cousins Unit Coordinator

m.cousins@cqu.edu.au

Joanne Harding Unit Coordinator

j.l.harding@cqu.edu.au

Schedule

Week 1 - 13 Jul 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 - 20 Jul 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). Guiding documents

Week 3 - 27 Jul 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 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Professional skills and attributes associated with nursing. Academic Learning Centre: Assignment writing	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. Academic Learning Center(ALC), Tutorial. These two weeks will introduce you to academic writing, referencing and using the library for research.

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Academic Learning Centre: APA Referencing		This module will teach you the APA referencing system.

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Inherent requirements for students and undertaking reflective practice.	Chapters 7: Daly, Speedy and Jackson, Contexts Of Nursing (2017).	<p>Theories of reflection, what, why and how. What are Inherent requirements?</p> <p>Assessment item 1 Due: Monday 24th August 2020 at 6 pm (AEST)</p> <p>Essay Due: Week 6 Monday (24 Aug 2020) 6:00 pm AEST</p>
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Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Academic Learning Centre: Analysing task and reflective writing.		This module will teach you about analysing task and reflective writing for Assessment 3.

Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
The nursing student.	Chapters 6 & 10: Daly, Speedy and Jackson, Contexts Of Nursing (2017).	Roles and responsibilities of the nursing student, including accountability, clinical placements and scope of practice.

Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Principles of communication.	Chapters 7 & 21: Daly, Speedy and Jackson, Contexts of Nursing (2017)	<p>Professional communication and reflective practice.</p> <p>Assessment item 2 Online Quiz Due: Opens: Monday 14th September 2020 at 0800 am (AEST) Closes: Friday 18th September 2020 at 6 pm (AEST)</p> <p>Quiz Due: Week 9 Friday (18 Sept 2020) 6:00 pm AEST</p>

Week 10 - 21 Sep 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 - 28 Sep 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: Tuesday 29th September 2020 at 6 pm (AEST).</p> <p>WRITTEN ASSESSMENT Due: Week 11 Tuesday (29 Sept 2020) 6:00 pm AEST</p>

Week 12 - 05 Oct 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 - 12 Oct 2020

Please ensure you have completed the **HAVE YOUR SAY** survey by clicking on the following icon on the top LH of the Moodle page for NURS11159.

Exam Week - 19 Oct 2020

Term Specific Information

As this unit of study is graded, students are required to make a reasonable attempt to address every assessment task specified in the unit profile. Students are required to have ongoing access to the prescribed/set textbook for this unit of study. The online quiz assessment relates to the prescribed edition of the textbook. Students should also monitor the forums as a significant exchange of information occurs via these platforms (i.e. weekly discussion and the essay forum have a substantial amount of information traffic throughout the teaching term).

Assessment Tasks

1 Essay

Assessment Type

Written Assessment

Task Description

Despite the fact that Florence Nightingale wrote her "Notes on Nursing" in the 19th century, there are similarities with contemporary nursing practice. Compare Florence Nightingale's "Notes on Nursing" with contemporary nursing practice as is evident in Nursing and Midwifery Board of Australia (NMBA) professional codes, ethics and standards for registered nurses. Compose a 1200-word essay (with 10% leeway over or under the specific word count).

Background:

Understanding the history of nursing helps nurses understand their identity as a nurse.

Details:

This is an INDIVIDUAL assessment task. Please refer to the Nursing and Midwifery Board of Australia (NMBA) professional codes, ethics and standards for registered nurses to guide you in your assessment. Planning is crucial to writing effective academic documents. The Academic Learning Center and the Unit Coordinators will assist students' in Week 4 to plan their essay.

Assessment format:

- Written in the third person using the APA (7th edition) 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 (approx. 10% of total word count).
 - Include a body (approx. 80% of the total word count).
 - Include a conclusion (approx. 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.
 - References are listed in alphabetical order according to the published authors' last names.
 - Use in date and credible academic references to support your discussion. Use textbook sources published within ten years and journal sources published within five years
 - Please save/upload your file in a Microsoft Word format (.doc or .docx).
- * The word count is considered from the first word of the introduction to the last word of the conclusion and includes in-text references and direct quotations. Exclusions: the cover page and reference list.

Information relating this assignment is on the Moodle subject site in weeks 4 & 5.

Assessment Due Date

Week 6 Monday (24 Aug 2020) 6:00 pm AEST
AEST

Return Date to Students

Week 8 Monday (7 Sept 2020)

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

Weighting

30%

Assessment Criteria

Marking Rubric: Assessment 1 NURS11159 - Term 2, 2020

HD 100 - 85%	D 84 - 75%	C 74 - 65%	P 64 - 50%	F <49%	Marks
Structure -15%					
Excellent presentation of assignment with inclusion of all correct components, well-structured, double line spaced, 12-point font, and page numbers included. Consistently accurate with spelling, grammar and paragraph structure. 5 - 4.3	Well-presented assignment, double line spaced, 12-point font, page numbers included, 1 or 2 errors in spelling, grammar or paragraph structure. 4.2- 3.8	Well-presented assignment, double line spaced, 12-point font, page numbers included, 3 or 4 consistent errors with spelling, grammar or paragraph structure. 3.7 -3.3	Adequate assignment presentation, double line spaced with 12-point font. No page numbers included, 4 to 7 consistent errors with spelling, grammar or paragraph structure. 3.2 - 2.5	Poorly presented assignment. Double spacing not used, 12-point font not used. No page numbers included. Many inaccuracies in spelling, grammar or paragraph structure. 2.4 - 0.0	/5
Clear and succinct introduction that introduces the topic and outlines the direction of the paper. Clear and succinct conclusion that provides closure to the topic and outlines final direction of the paper. 5 - 4.3	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper. Clear and appropriate closure to the topic and outlines the final direction of the paper. 4.2 - 3.8	Appropriate introduction that introduces the topic and outlines the direction of the paper. Appropriate conclusion to the topic and somewhat outlines the final direction of the paper. 3.7 - 3.3	Introduction is apparent although consists only of a list of the contents of the paper. Topic not clearly introduced. Conclusion is apparent although consists of only a brief closure of the topic. Topic not clearly concluded. 3.2 - 2.5	No recognizable introduction—the topic is not introduced and/or there is no direction offered in respect of the paper. No recognizable conclusion or the conclusion content is not reflective of the discussion. 2.4 - 0.0	/5
Organisation and structure is clear and easy to follow. Discussion is exceptionally well linked to supporting literature. 5 - 4.3	Organisation and structure is clear. Supporting literature is used appropriately to support discussion. 4.2 - 3.8	Organisation and structure is appropriate. Minimal omissions in links to supporting literature. 3.7 - 3.3	Organisation and structure allows misinterpretation of the meaning of the content. Frequent omissions in links to supporting literature leaving the discussion unsupported. 3.2 - 2.5	Organisation and structure detract from the meaning of the content. There is a lack of cohesion. Little to no links to supporting literature. 2.4 - 0.0	/5
Approach and Argument (70%)					
Comprehensively draws a corollary between Florence Nightingale "Notes on Nursing" to today's Nursing and Midwifery Board of Australia (NMBA) professional codes, ethics and standards for registered nurses and nursing students. 20 - 17.0	Extensively draws a corollary between Florence Nightingale "Notes on Nursing" to today's Nursing and Midwifery Board of Australia (NMBA) professional codes, ethics and standards for registered nurses and nursing students.. 16.9 - 15.0	Demonstrates a limited corollary between Florence Nightingale "Notes on Nursing" to today's Nursing and Midwifery Board of Australia (NMBA) professional codes, ethics and standards for registered nurses and nursing students. 14.9 - 13.0	Content attempts to provide a corollary between Florence Nightingale "Notes on Nursing" to today's Nursing and Midwifery Board of Australia (NMBA) professional codes, ethics and standards for registered nurses and nursing students.. 12.9 - 10.0	Not able to provide a corollary between Florence Nightingale "Notes on Nursing" to today's Nursing and Midwifery Board of Australia (NMBA) professional codes, ethics and standards for registered nurses and nursing students. 9.9 - 0.0	/20
Content provides a comprehensive and clear discussion on Florence Nightingale's contribution with today's professional knowledge, skills and attributes associated with nursing. 50 - 42.5	Content provides a extensive discussion on Florence Nightingale's contribution with today's professional knowledge, skills and attributes associated with nursing. 42.4 - 37.1	Content provides a limited discussion on Florence Nightingale's contribution with today's professional knowledge, skills and attributes associated with nursing. 37 - 32.5	Content attempts to discuss Florence Nightingale's contribution with today's professional knowledge, skills and attributes associated with nursing. 32.4 - 25.0	Not able to provide a discussion on Florence Nightingale's contribution with today's professional knowledge, skills and attributes associated with nursing. 24.9 - 0.0	/50
Referencing - 15%					
Consistently accurate with intext referencing to support and reflect all ideas, information and quotations. 5 - 4.3	1 or 2 consistent in-text referencing errors identified to support and reflect all ideas, information and quotations. 4.2 -3.8	3 or 4 consistent in-text referencing errors identified to support and reflect all ideas, information and quotations. 3.7 - 3.3	3 or 4 inconsistent in-text referencing errors identified to support and reflect all ideas, information and quotations. 3.2 - 2.5	Referencing is not consistent with APA style. Many inaccuracies with intext referencing to support and reflect all ideas, information and quotations. 2.4 - 0.0	/5
A minimum of 8 references including Nursing and Midwifery Board of Australia (NMBA) professional codes, ethics and standards for registered nurses (NMBA, 2018). Including 4 journal articles or relevant books to justify your arguments. 5 - 4.3	A minimum of 7 references including Nursing and Midwifery Board of Australia (NMBA) professional codes, ethics and standards for registered nurses (NMBA, 2018). Including 3 journal articles or relevant books to justify your arguments. 4.2 -3.8	A minimum of 6 references including Nursing and Midwifery Board of Australia (NMBA) professional codes, ethics and standards for registered nurses (NMBA, 2018). Including 2 journal articles or relevant books to justify your arguments. 3.7 - 3.3	A minimum of 5 references including Nursing and Midwifery Board of Australia (NMBA) professional codes, ethics and standards for registered nurses (NMBA, 2018). Including 1 journal articles or relevant books to justify your arguments. 3.2 - 2.5	Four or less references used including Nursing and Midwifery Board of Australia (NMBA) professional codes, ethics and standards for registered nurses (NMBA, 2018). Journal articles not sourced. 2.4 - 0.0	/5

The reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA style. 5 - 4.3

The reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA style. 4.2 -3.8

The reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA style. 3.7 - 3.3

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

The reference list appears in no alphabetical order and does not adhere to reference list presentation guidelines APA style. 2.4 - 0.0 /5

Total Marks /100

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

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

Assessment Type

Online Quiz(zes)

Task Description

- There are 60 multiple choice questions in the quiz.
- There is a **two-hour time limit** and students will have only **one attempt** at the quiz. This time limit will count down for students after commencement of the quiz, and will automatically 'Submit' the quiz at the end of the time limit.
- This is an open book assessment.
- Questions will assess students' knowledge and understanding of material covered in Weeks 1-7 and in the prescribed text.
- Each question 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 9 Friday (18 Sept 2020) 6:00 pm AEST

Opens at 0800 am Monday 14/09/20 (week 9) and Closes by 0600 pm on Friday 18/09/20 (Week 9)

Return Date to Students

Week 10 Monday (21 Sept 2020)

Immediate indication of the number of correct responses will be available via Moodle. In accordance with policy: Any marks and/or grades for assessments released to students prior to Certification of Grades are provisional and are subject to moderation and confirmation through the relevant Program and Divisional Assessment Committees.

Weighting

30%

Assessment Criteria

Immediate indication of the number of correct responses will be available via Moodle when you submit your responses. A weighting of 30% applies to this assessment.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

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

Compose a 1500-word reflective essay (with 10% leeway over or under the specified word count). To complete this assessment, you must apply Gibbs' Reflective Cycle (1988) to the [inherent requirements](#) needed to complete the CQUniversity Bachelor of Nursing Course.

Background:

This assessment focuses on Standard 1 of The Registered nurse standards for practice (Nursing and Midwifery Board of Australia [NMBA], 2016, p. 3). This assessment will allow you to begin to develop the reflective skills necessary to meet this standard through reflecting on CQUniversity Inherent Requirements. **To complete this assessment, apply Gibbs' Reflective Cycle (1988).** Gibbs' Reflective Cycle is a model 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 you to think systematically about an experience and create an action plan from the experience. Please use the Cycle and questions below as a guide to complete this assessment. Answer the questions detailed below in Box 1 that correspond to each stage of the Cycle.



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 into daily life.

Planning:

Planning is crucial to writing effective academic essays. A reflective 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

Paragraph 1: Introduction

Paragraph 2: Describe the inherent requirements you must meet to become a Registered Nurse.

Paragraph 3: Explain your feelings and emotions after reviewing the inherent requirements.

Paragraph 4: Evaluate your personal challenges or enablers that are impacting or assisting you to become a registered nurse. Reflect on your personal qualities which you bring to profession of nursing.

Paragraph 5: Analyse your own personal situation related to your evaluation and your journey to become a registered

nurse.

Paragraph 6: Develop an action plan consisting of four strategies to enable you to achieve your goal to become a registered nurse.

Paragraph 7: Conclusion

References

Assessment format:

- The whole document is double spaced in Times New Roman 12-point font.
- Written in the first person using the APA (7th edition) referencing style.
- Include an introduction (approx. 10% of total word count).
- Include a body (approx. 80% of the total word count).
- Include a conclusion (approx. 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.
- References are listed in alphabetical order according to the published authors' last names.
- * The word count is considered from the first word of the introduction to the last word of the conclusion and includes in-text references and direct quotations. Exclusions: the cover page and reference list. This is an INDIVIDUAL assessment task.
- Use in date and credible academic references to support your discussion. Use textbook sources published within ten years and journal sources published within five years.
- * Please save/upload your file in a Microsoft Word format (.doc or .docx).

Information relating to this essay is on the Moodle unit site in weeks 6 & 7.

Assessment Due Date

Week 11 Tuesday (29 Sept 2020) 6:00 pm AEST
AEST

Return Date to Students

Exam Week Tuesday (20 Oct 2020)

In accordance with policy: Any marks and/or grades for assessments released to students prior to Certification of Grades are provisional and are subject to moderation and confirmation through the relevant Program and Divisional Assessment Committees.

Weighting

40%

Assessment Criteria

Marking Rubric: Assessment 3 NURS11159 - Term 2, 2020

HD 100 - 85%	D 84 - 75%	C 74 - 65%	P 64 - 50%	F <49%	Marks
Structure -10%					
Excellent presentation of assignment with inclusion of all correct components, well-structured, double line spaced, 12-point font, and page numbers included. Consistently accurate with spelling, grammar and paragraph structure. 5 - 4.3	Well-presented assignment, double line spaced, 12-point font, page numbers included, 1 or 2 errors in spelling, grammar or paragraph structure. 4.2- 3.8	Well-presented assignment, double line spaced, 12-point font, page numbers included, 3 or 4 consistent errors with spelling, grammar or paragraph structure. 3.7 -3.3	Adequate assignment presentation, double line spaced with 12-point font. No page numbers included, 4 to 7 consistent errors with spelling, grammar or paragraph structure. 3.2 - 2.5	Poorly presented assignment. Double spacing not used, 12-point font not used. No page numbers included. Many inaccuracies in spelling, grammar or paragraph structure. 2.4 - 0.0	/5
Clear and succinct introduction that introduces the topic and outlines the direction of the paper. Clear and succinct conclusion that provides closure to the topic and outlines final direction of the paper. 5 - 4.3	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper. Clear and appropriate closure to the topic and outlines the final direction of the paper. 4.2 - 3.8	Appropriate introduction that introduces the topic and outlines the direction of the paper. Appropriate conclusion to the topic and somewhat outlines the final direction of the paper. 3.7 - 3.3	Introduction is apparent although consists only of a list of the contents of the paper. Topic not clearly introduced. Conclusion is apparent although consists of only a brief closure of the topic. Topic not clearly concluded. 3.2 - 2.5	No recognizable introduction— the topic is not introduced and/or there is no direction offered in respect of the paper. No recognizable conclusion or the conclusion content is not reflective of the discussion. 2.4 - 0.0	/5
Approach and Argument (90%)					
Content provides a comprehensive and clear explanation of the inherent requirements you must meet to become a Registered Nurse. 30 - 25.5	Content provides a strong explanation of the inherent requirements you must meet to become a Registered Nurse. 25.4 - 22.5	Content provides an adequate explanation of the inherent requirements you must meet to become a Registered Nurse. 22.4 - 19.5	Content provides some explanation of the inherent requirements you must meet to become a Registered Nurse. 19.4 - 15.0	Content provides no explanation of the inherent requirements you must meet to become a Registered Nurse.. 415.4 - 0.0	/30

Content provides a comprehensive explanation of the student's feelings and emotions after reading the inherent requirements. 15-12.7	Content provides a strong explanation of the student's feelings and emotions after reading the inherent requirements. 12.6 -11.2	Content provides an adequate explanation of the student's feelings and emotions after reading the inherent requirements. 11.1 - 9.7	Content provides some explanation of the student's feelings and emotions after reading the inherent requirements. 9.6 - 7.5	Content does not explain student's feelings and emotions after reading the inherent requirements. 7.4 - 0.0	
Content provides a comprehensive and clear explanation of student's personal challenges or enablers that are impacting or assisting you to become a Registered Nurse. Comprehensive reflection provided on personal qualities that you bring to nursing profession.15-12.7	Content provides a strong explanation of student's personal challenges or enablers that are impacting or assisting you to become a Registered Nurse. Strong reflection provided on personal qualities that you bring to nursing profession. 12.6 -11.2	Content provides an adequate explanation of student's personal challenges or enablers that are impacting or assisting you to become a Registered Nurse. Adequate reflection provided on personal qualities that you bring to nursing profession. 11.1 - 9.7	Content provides some explanation of student's personal challenges or enablers that are impacting or assisting you to become a Registered Nurse. Some reflection provided on personal qualities that you bring to nursing profession. 9.6 - 7.5	Content does not explain student's personal challenges or enablers that are impacting or assisting you to become a Registered Nurse. Minimal reflection provided on personal qualities that you bring to nursing profession. 7.4 - 0.0	/15
Content provides a comprehensive and clear explanation of the application of learning from the analysis of knowledge, skills and attributes required for modern day nursing. 15-12.7	Content provides a strong explanation of the application of learning from the analysis of knowledge, skills and attributes required for modern day nursing.12.6 -11.2	Content provides an adequate explanation of the application of learning from the analysis of knowledge, skills and attributes required for modern day nursing.11.1 - 9.7	Content provides some explanation of the application of the learning from the analysis of knowledge, skills and attributes required for modern day nursing.9.6 - 7.5	Content does not explain the application of learning from the analysis of knowledge skills and attributes required for modern day nursing.	/15
Student provides a comprehensive four-step strategy action plan to enable achievement of their goal to become a Registered Nurse 15-12.7	Student provides a strong four-step strategy action plan to enable achievement of their goal to become a Registered Nurse 12.6 -11.2	Student provides an adequate four-step strategy action plan to enable achievement of their goal to become a Registered Nurse 11.1 - 9.7	Student provides an adequate four-step strategy action plan to enable achievement of their goal to become a Registered Nurse 9.6 - 7.5	Content does not explain the application of learning from the analysis of knowledge, skills and attributes required for modern day nursing. 7.4 - 0.0	/15
Total Marks					/100
Marker					

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Information relating this assessment 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