



NURS11160 *Fundamentals of Clinical Nursing Practice*

Term 1 - 2017

Profile information current as at 19/05/2024 01:23 pm

All details in this unit profile for NURS11160 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit will introduce you to foundational nursing care. You will acquire knowledge about the fundamentals of nursing care including communication, beginning assessment and the delivery of safe nursing practice at a beginning level. You will apply this knowledge to the planning, implementation and evaluation of safe nursing practice and will execute these skills in a simulated environment. You will be introduced to the significance of the Nursing and Midwifery Board of Australia (NMBA) registered nurse standards for practice. You will also be introduced to specific National Safety and Quality Health Service Standards which all nurses are expected to adhere to when practicing in Australia. There are compulsory on-campus workshops or residential schools for this unit.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

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

Offerings For Term 1 - 2017

- Bundaberg
- Cairns
- Distance
- Mackay
- Noosa
- Rockhampton
- Townsville

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).

Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

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. **Online Quiz(zes)**

Weighting: Pass/Fail

2. **Written Assessment**

Weighting: 60%

3. **Practical Assessment**

Weighting: Pass/Fail

4. **Online Quiz(zes)**

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 Moodle student evaluations

Feedback

Mask Ed was very well received by students but not always used on each campus.

Recommendation

Plan to continue to utilise mask-ed wherever possible in the course. Education workshops planned for October and December so that more staff can work through the mask ed training and deliver on each campus.

Action

Each campus now has a mask and all staff on each campus are trained in Mask Ed methodology which has increased the use of the Mask Ed characters across the campuses.

Feedback from Moodle student evaluations

Feedback

Overall students seem to want more practical laboratory time or better organisation within the labs so that maximum time is given to practical sessions.

Recommendation

Some content has been removed from this course and moved to CNP1 so that students can focus on the basics of beginning assessment. All campuses are stocktaking and ordering more equipment so that students do not have to wait for equipment.

Action

Academics are using less didactic sessions and increasing the clinical learning, 'hands on approach' for learners.

Feedback from Moodle student evaluations

Feedback

Lectures were reported to be too long.

Recommendation

To modify lecture times. Breaking them up into split lectures may help here.

Action

Lectures were reduced in time and have been received well. The number of lecture was increased slightly so content was not lost from the curriculum following a review of content after lectures were shortened.

Unit Learning Outcomes

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

1. Apply the principles from the nursing process to deliver evidenced based, person centred nursing care to individuals and families at novice level.
2. Develop an awareness of cultural, legal and ethical principles required when interacting with individuals, families and other members of the multidisciplinary health care team to facilitate positive health outcomes.
3. Relate the significance of the Nursing Midwifery Board of Australia (NMBA) competencies and specific National Safety and Quality Health Service Standards to nursing practice.

Yes, 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
1 - Written Assessment - 60%	●	●	●
2 - Practical Assessment - 0%	●	●	●
3 - Online Quiz(zes) - 40%	●	●	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
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

[illegible]

Textbooks and Resources

Textbooks

NURS11160

Prescribed

Kozier and Erb's Fundamentals of nursing (Australian Edition)

Edition: 3rd edn (2015)

Authors: Berman, A, Snyder, S, Kozier, B, Erb, G, Levett-Jones, G, Dwyer, T Hales, M, Harvey, N, Luxford, Y, Moxham, L, Park, T, Parker, B, Reid-Searl, K, & Stanley, D

Pearson Australia

Frenchs Forest , NSW , Australia

Binding: Paperback

NURS11160

Prescribed

Nursing Student's Clinical Survival Guide

Edition: 3rd edn (2014)

Authors: Reid Searle, K Dwyer, T, Ryan, J & Moxham, L

Pearson Australia

Frenchs Forest , NSW , Australia

Binding: Paperback

NURS11160

Prescribed

Nursing Students Maths & Medications Survival Guide

Edition: 1st edn

Authors: Reid-Searle, K, Dwyer, T, Moxham, L & Speirs, T

Pearson Australia

Sydney , NSW , Australia

ISBN: 9780733986666

Binding: Paperback

NURS11160

Prescribed

Skills in Clinical Nursing

Edition: 1st (2017)

Authors: Berman, A.

Pearson

Melbourne , Victoria , Australia

ISBN: 9781486011971

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

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

Referencing Style

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

For further information, see the Assessment Tasks.

Teaching Contacts

Jennifer Bassett Unit Coordinator
j.bassett@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Commence Module 1- refer to Moodle and the Study Guide	Refer to Module 1 of Study Guide. The activities in the Study Guide will refer you to set readings in your prescribed texts and direct you to other resources.	<p>Review all unit requirements. Understand what is required of you in this unit.</p> <p>A Holistic Approach, an Introduction to the Clinical Reasoning Cycle, an introduction to nursing and medical terminology, an introduction to mathematics relating to nursing, an introduction to the National Safety and Quality Health Service Standards. Review all assessment pieces. Put dates in diary.</p> <p>Set a plan for the semester.</p> <p>Start your Study Guide Activities including the 'Cultural Awareness Package'.</p> <p>Enroll in residential school (distance students) or on campus clinical learning sessions -refer to your timetable.</p> <p>Check you have the correct dates and times to attend the clinical learning sessions or residential school on your chosen campus - refer to your timetable.</p> <p>View lecture/s in Module 1.</p> <p>Open and log into Med safe, practice simple maths tasks in preparation for the Maths quiz.</p> <p>Open and commence maths quiz. Multiple attempts can be made until you reach 100%. (30/30).</p>

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 continues Module 2 commences	Complete Module 1 and start Module 2 of Study Guide. The activities in the Study Guide will refer you to set readings in your prescribed texts and direct you to other resources.	<p>Continue your Study Guide Activities. Techniques for successful interviewing, introduction to health history, confidentiality, informed consent, an Introduction to documentation (SOAP) and reporting (ISBAR), clinical handover, reflection and professional journaling.</p> <p>Start preparing for your written assignment. Refer to the marking criteria. Seek support from ALC and library if needed.</p> <p>Maths on line quiz will remain open. Multiple attempts can be made until you receive 100%.</p> <p>Check clinical learning session schedule. Date/s and time/s</p> <p>View lecture/s Module 2.</p>

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Complete Module 2	Complete Module 2 of Study Guide. The activities in the Study Guide will refer you to set readings in your prescribed texts and direct you to other resources.	Continue your Study Guide Activities including the completion of the 'Hand Hygiene Package'. Start a professional journal. Maths on line quiz will remain open. Multiple attempts can be made until you receive 100%. (Closes next week). Continue with your written assignment. Start looking for references. Check clinical learning session schedule. (Date/s and Time/s) View lecture/s.

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Commence Module 3	Start Module 3 of Study Guide. The activities in the Study Guide will refer you to set readings in your prescribed texts and direct you to other resources.	<p><u>Final Submission of the maths on line quiz with 100% accuracy.</u></p> <p>Continue your Study Guide Activities. Measures to reduce or eliminate infectious agents, personal protective equipment (PPE), asepsis and aseptic technique, disposal of soiled equipment and supplies, health care acquired infections (HCAI), transmission-based precautions, simple wound dressing. Continue with your written assignment. Contact ALC or the library if needed. Check clinical learning session schedule. (Date/s and time/s) View lecture/s Module 3.</p> <p>Math Quiz compulsory completion. Pass/Fail (Non-graded). Due: Week 4 Monday (27 Mar 2017) 11:45 pm AEST</p>

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Finish Module 3 and start Module 4	Complete Module 3 and start Module 4 of Study Guide. The activities in the Study Guide will refer you to set readings in your prescribed texts and direct you to other resources.	Continue your Study Guide Activities. Beginning Assessment Skills (Inspection, palpation, percussion, auscultation) Vital Signs, electronic versus manual, variations across the lifespan, respirations, oxygen saturation, blood pressure, pulse/heart rate, body temperature, documentation of vital signs. Continue with your written assignment. Check clinical learning session schedule. (Date/s & time/s) View lecture/s Module 4.

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
TAKE A BREAK	TAKE A BREAK	TAKE A BREAK

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Complete Module 4	Complete Module 4 of Study Guide. The activities in the Study Guide will refer you to set readings in your prescribed texts and direct you to other resources.	Continue your Study Guide Activities. Continue with your written assignment. You should have a solid draft by now and if required seek support from ALC. (Send them a draft copy for review and comment). Check clinical learning session schedule. Date/s and time/s View lecture/s.
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Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Start and complete Module 5	Complete Module 5 of Study Guide. The activities in the Study Guide will refer you to set readings in your prescribed texts and direct you to other resources.	Continue your Study Guide Activities. Falls and risk assessment, pressure injuries risk assessment, skin tears and risk assessment, assistance with nutrition across the lifespan, fluid balance charts, measuring fluid intake and output, bed making, protected meal times. Continue with your written assignment. Proof read, check the assignment against the marking criteria, have the questions been answered? Check clinical learning session schedule. Date/s and time/s View lecture/s Module 5

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Start and complete Module 6	Complete Module 6 of Study Guide. The activities in the Study Guide will refer you to set readings in your prescribed texts and direct you to other resources.	Continue your Study Guide Activities. Work health & safety legislation, duties of workers, enforcement of legislation, mobility, safe patient handling, patient handling assessment, patient handling equipment, safe patient handling techniques. Refine your written assignment. Check marking criteria ready for submission. Submit as draft via Turnitin. Respond to report and correct assignment if necessary. Check clinical learning session schedule. Date/s and time/s Submit your written assignment when finalised. Review the submission checklist to ensure all components are attached to the assignment or the appendices. View lecture/s Module 6.

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Start and complete Module 7

Complete Module 7 of Study Guide. The activities in the Study Guide will refer you to set readings in your prescribed texts and direct you to other resources.

Continue your Study Guide Activities. Patient hygiene, facilitating elimination, urinary function, bowel function, the Bristol Stool Chart, incontinence, management of incontinence, changing a stoma appliance.

Submit with your written assignment and ensure it is not in draft format.

Check clinical learning session schedule. Date/s and time/s
View lecture/s Module 7

Written Assessment Due: Week 9
Monday (8 May 2017) 4:00 pm AEST

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Start Module 8	Complete to Module 8 of Study Guide. The activities in the Study Guide will refer you to set readings in your prescribed texts and direct you to other resources.	Continue your Study Guide Activities. Check clinical learning session schedule. Date/s and time/s View lecture/s Module 8. Prepare for on-line summative quiz.

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Finish Module 8	Complete with Module 8 of Study Guide. The activities in the Study Guide will refer you to set readings in your prescribed texts and direct you to other resources.	Continue your Study Guide Activities. Specimen collection, correct patient identification and labeling, urinalysis, stool specimens, bringing it all together, rounding. Check clinical learning session schedule. Date/s and time/s View lecture/s. Prepare for on-line summative quiz.

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Review	Review	Continue your Study Guide Activities. Check clinical learning session schedule. Date/s and time/s View lecture/s. Prepare for on-line summative quiz.

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
	Week 13 On Line summative quiz	<u>On line summative quiz will open Friday.</u> It will be open for 24 hours. You have one attempt only. 120 questions. Summative quiz graded 40% Due: Review/Exam Week Friday (9 June 2017) 11:45 pm AEST

Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Math Quiz compulsory completion. Pass/Fail (Non-graded).

Assessment Type

Online Quiz(zes)

Task Description

The Math Quiz is a quiz that opens on Monday Week 1, March 6th. The Math quiz will remain open until Monday of Week 4, March 27th. The Math quiz is a non-graded compulsory assessment that must be passed and completed in order to pass this unit. Multiple attempts can be made until 100% is reached (30/30 questions).

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Week 4 Monday (27 Mar 2017) 11:45 pm AEST

This task is open for 4 weeks students will receive a grade once the quiz is completed on each occasion.

Return Date to Students

Student receive their mark on the completion of the quiz.

Weighting

Pass/Fail

Minimum mark or grade

30/30

Assessment Criteria

No Assessment Criteria

Referencing Style

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

Submission

Online

Submission Instructions

Complete the quiz via the Moodle site

2 Written Assessment

Assessment Type

Written Assessment

Task Description

Assignment Two- Written Assessment

Important note for students:

Plagiarism – the presentation of work, ideas or data of others as one's own, without appropriate acknowledgement and referencing. Plagiarism is a form of intellectual dishonesty and in academic work is considered to be cheating.

CQUniversity regards plagiarism as a serious offence and it can have serious consequences for you as a student. To understand more about CQUniversity's attitude to plagiarism and the consequences it may have, refer to CQUniversity's Policies on [Academic Misconduct Procedures](#) and [Student misconduct](#).

The following written assignment is based on a scenario of Mr Cyril Smith. The video of the scenario is available on the Moodle site and is called 'Cyril Smith and you as a first year nursing student'. You cannot complete this assignment without referring to the video.

In preparation for the assignment you will need to download the following documents:

- Fluid balance chart,
- QADDs vital signs chart,
- Nursing progress notes.

These will be available in the assessment section on the Moodle site. You are then to read the assignment task set out below and watch the video. This assignment has a focus on patient assessment, fluid balance charts, vital signs, stoma assessment and professional communication.

Each of these are linked to the following National Safety and Quality Health Service Standards:

Standard 3: Preventing and Controlling hospital Acquired Infections

Standard 6: Clinical Handover

Standard 9 Recognising and responding to clinical deterioration in acute health care

Setting the scene for your assignment;

You are a first year nursing student on your first clinical placement. You are on the medical ward at CQUniversity Hospital. It is the morning shift and you have been assigned the responsibility of looking after Mr Cyril Smith (with the supervision of a registered nurse).

Who is Cyril?

The following are Cyril's demographic details taken from his patient chart. This is important information that you will require when completing patient charts for your assignment.

- Patient's full name: Cyril Smith
- Date of birth: 21/03/1930
- UR number: 306925
- Address: 23 Waterloo Street Waterloo Queensland.
- Hospital name/ ward: Ward D CQU
- Doctor: Dr William Dash
- Height 142cm Weight 89kg

It is 0700 hrs and you have just started your shift. Clinical handover has begun. You receive the following information at Cyril's bedside from the nurse who is about to go off duty. The nurse refers to Cyril's care plan in the process of delivering the information to you.

Situation: Mr Cyril Smith was admitted to the ward last evening with diarrhoea and vomiting. He has been unwell for the past 4 days.

Background: Mr Smith has a history of COPD, prostatic hypertrophy and bowel cancer. He currently has a colostomy located in the sigmoid section of the bowel. Mr Smith lives alone.

Assessment: His vital signs are a QADDS score of 0 (stable). Cyril is tolerating diet and fluids and has had one episode of vomiting last evening. A small amount approximately 30 mls. Cyril is coded as A1 with mobility hence will require assistance with mobilising, toileting, managing his stoma appliance and hygiene.

Recommendations:

Contact precautions are in place. Cyril is on a fluid balance chart and we are measuring all input and output including content from his colostomy bag. Cyril requires vital signs observations QID. The medical team will review Cyril this morning at 1000 hrs but notify Dr Dash if you have any concerns before they get here.

Your responsibilities in looking after Cyril whilst under the supervision of the registered nurse includes:

- ü Attending to his hygiene and toileting/ stoma needs,
- ü Assisting with meals,
- ü Mobilising Cyril safely,
- ü Monitoring his vital signs and
- ü Maintaining his fluid balance chart.

What do you need to do next?

The first part of your assignment

Open your assignment with an introduction then move into the required tasks as per instructions (**allow 200 words**).

Please contact ALC if you need assistance to 'construct' this assignment.

Explain in the written part of your assignment the following:

- What clinical handover is
- The parts of information about the patient that should be included in the handover
- What your responsibility as a student nurse is in maintaining confidentiality in what you have heard about Cyril.

You should allow 550 words for this part.

Please ensure your information is evidenced with creditable references using the APA format.

The second part of this assignment

Prior to caring for Cyril, you are conscious that you need to maintain hand hygiene.

Complete the hand hygiene package. Please refer to on-line hand hygiene package available at

www.hha.org.au/home/student-health-practitioners.aspx.

Once completed you will need to print off the certificate. You will need to submit this in Appendix 1 of your assignment.

The third part of this assignment

You are also aware based on the clinical handover that Cyril has a colostomy and contact precautions are required.

Briefly explain in the written part of your assignment the following:

- What is a colostomy?
- What does a healthy stoma look like?
- Describe the faeces you would expect to see from Cyril's colostomy.
- How will you apply contact precautions in managing Cyril's colostomy?

You should allow 550 words for this.

Please back up your information with credible references.

The fourth part of the assignment

Your shift progresses. You attend to Cyril's care. It is now 1130 hrs in the morning. You realize that you have not

completed the fluid balance chart so you go to Cyril to ask about his intake and output. Additionally at 1135 hrs you empty his colostomy bag which has 200 mls of faecal drainage.

Download the fluid balance chart from the Moodle site and document all input and output from 0800 hrs until 1130 hrs according to what Cyril tells you in the video. Please also include the colostomy bag drainage.

This completed fluid balance chart will be Appendix 2 of your assignment.

The fifth part of the assignment

Continue watching the video. At 1155 hrs Cyril states to you "I am not feeling very well. I am feeling dizzy, nauseated and I have abdominal pain".

Cyril appears pale and lethargic with trembling in his hands and has facial grimacing.

You then take Cyril's vital signs. It is 1200 hrs and your findings are as follows:

- *Respiration 14 bpm*
- *Pulse 110 bpm*
- *Blood pressure 100/60 mmHg*
- *Temperature 37.9 c*
- *Oxygen saturation 95%*
- *Oxygen flow rate 0- Mode; room air*
- *Conscious state - Alert*
- *Pain 6/10*

Record the vital signs on the QADDs form as downloaded from the Moodle site. Include all points of identification on the chart. You are to add the score. You will need to submit this as Appendix 3.

In the written section of your assignment you then need to explain,

• What action should be taken based on the criteria of the score you calculated.

You should allow 150 words for this.

The sixth part of your assignment

The shift continues, based on the above scenario you have sought the assistance of the registered nurse who then stays with Cyril. The registered nurse asks you to contact the doctor about Cyril's current situation. You are to apply ISBAR in communicating to the doctor.

It is 1230 hrs and you contact the doctor who advises that they will review Cyril within 30 minutes. Doctor reviewed Cyril at 1300 hrs and asked for: hourly observations, to remain resting in bed, continue on the fluid balance chart and for the registered nurse to administer analgesia as per orders on the medication chart.

In the written part of your assignment you are to include the communication you gave under the ISBAR framework.

You should allow 300 words for this.

The final part of your assignment

You are now required to enter what has occurred in the nursing progress notes. Enter the situation assuming the time is now 1400hrs and the date is Tuesday 03/05/2017. Your documentation can commence from the point of Cyril advising you that he was feeling unwell. All events unfolding from that point should be documented on the downloaded nursing progress notes adhering to the principles of professional documentation.

You will submit this as Appendix 4 with your assignment.

You should close your assignment with a conclusion (**allow 250 words**).

Summarising what you need to do:

1. View the scenario of 'Cyril Smith and you as a first year nursing student' in the Moodle site.
2. Open your assignment with an introduction then move into the required tasks as per instructions. Use headings in your assignment.
3. Explain in the written part of your assignment the following:
 - o what clinical handover is
 - o the parts of information about the patient that should be included in the handover and
 - o what your responsibility as a student nurse is in maintaining confidentiality in what you have heard about Cyril.
4. Complete the hand hygiene package. Please refer to on-line hand hygiene package available at www.hha.org.au/home/student-health-practitioners.aspx.
5. Briefly explain in the written part of your assignment the following:
 - o what is a colostomy?
 - o what a healthy stoma should look like
 - o the type of faeces that you would expect to see from the type of colostomy Cyril has
 - o how you will apply contact precautions in managing Cyril's colostomy.
6. Download the fluid balance chart from the Moodle site and document all input and output from 0800 hrs until 1130 hrs including emptying the colostomy bag.
7. Record the vital signs on the QADDs form as downloaded from the Moodle site. Include all points of identification on the chart. You are to add the score.
8. In the written section of your assignment you then need to explain what action should be taken based on the criteria of the score you calculated.

9. In the written part of your paper you are to include the communication you gave to the doctor under the ISBAR framework.
10. You are now required to enter what has occurred in the nursing progress notes.
11. Make sure you have a conclusion at the end of your paper.
12. Complete your APA reference list for this assignment.
13. Submit your assignment for a Turnitin report. (Allow 5-7 days for a reply, it may be quicker).
14. Review the Turnitin report and make changes where required, attach the marking rubric.
15. Submit your assignment and appendices for marking per the instructions in the Moodle site.

Assessment Due Date

Week 9 Monday (8 May 2017) 4:00 pm AEST

The written part of the assignment must be submitted via Turnitin a word file. The hand hygiene certificates, fluid balance charts, QADDs form and nursing progress notes can be submitted as pdf files via Turnitin.

Return Date to Students

Week 12 Friday (2 June 2017)

All attempts will be made to return assessments to students promptly. Assignment will be returned via the NURS11160 Moodle site.

Weighting

60%

Assessment Criteria

Marking Criteria NURS11160 WRITTEN ASSESSMENT

Student name: Student Number:

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
Structure -15%					
Excellent presentation of assignment with inclusion of all correct components, double line spaced, 12 point font, page numbers, word count, and a contents page. Consistently accurate with spelling, grammar and paragraph structure. . Marking criteria attached. Appendices correctly attached. Assignment submitted through Turnitin.	Well-presented assignment, double line spaced, 12 point font, page numbers, word count and a contents page, 1 or 2 errors in spelling, grammar or paragraph structure. Marking criteria attached. Appendices correctly attached. Assignment submitted through Turnitin.	Well-presented assignment, double line spaced, 12 point font, page numbers, word count and a contents page, 3 or 4 consistent errors with spelling, grammar or paragraph structure. Marking criteria attached. Appendices correctly attached. Assignment submitted through Turnitin.	Adequate assignment presentation, double line spaced with 12 point font. No word count or contents page included or page numbers, 4 to 7 consistent errors with spelling, grammar or paragraph structure. Marking criteria attached. Appendices correctly attached. Assignment submitted through Turnitin.	Poorly presented assignment. Double spacing not used, 12 point font not used. No, word count or contents page included. Many inaccuracies in spelling, grammar or paragraph structure. Marking criteria not attached. Appendices not correctly attached. Assignment not submitted through Turnitin.	/15
Clear and succinct introduction that introduces the topic and outlines the direction of the paper and conclusion that summarises the paper.	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper and conclusion that summarises the paper.	Appropriate introduction that introduces the topic and outlines the direction of the paper and conclusion that summarises the paper.	Introduction is apparent although consists only of a list of the contents of the paper. Topic not clearly introduced. Conclusion apparent though incomplete.	No recognisable introduction— the topic is not introduced and/or there is no direction offered in respect of the paper. No conclusion or very inadequate.	
Organisation and structure is clear and easy to follow. Content is clearly relevant to the topic, the approach clearly and comprehensively addresses the topic and the argument proceeds logically. Well linked to supporting credible literature.	Organisation and structure is clear. Content is relevant to the topic, the approach clearly addresses the topic and the argument proceeds logically. Supporting credible literature is used appropriately.	Organisation and structure is appropriate. Content is appropriate and addresses the topic and the argument for the most part proceeds logically. Minimal omissions in links to supporting credible literature.	Organisation and structure allows misinterpretation of the meaning of the content. Content addresses the topic and the argument is at times repetitive or lacks cohesion. Frequent omissions in links to supporting credible literature.	Organisation and structure detract from the meaning of the content. Content is irrelevant and or does not address the topic. There is a lack of cohesion. Little to no links to supporting literature. Literature is not from a credible source.	
Approach and Argument (70%)					

Content is clearly relevant to the topic. The approach comprehensively answers the question and the argument proceeds logically. Consistently accurate completion of all documentation including fluid balance chart, QADDS, hand hygiene certificate and nursing progress notes.	Content is relevant to the topic, the approach clearly answers the question and the argument proceeds logically. Generally accurate (1-3 inaccuracies) with all documentation including fluid balance chart, QADDS, hand hygiene certificate and nursing progress notes.	Content is appropriate and answers the question and the argument for the most part proceeds logically. Occasional inaccuracies (4-6) with all documentation including fluid balance chart, QADDS, hand hygiene certificate and nursing progress notes.	Content answers the question although the argument is at times repetitive or lacks cohesion. Frequent inaccuracies (6-8) with all documentation including fluid balance chart, QADDS, hand hygiene certificate and nursing progress notes.	Content does not address all aspects of the assessment task. Inadequate description of required content. Little or no discernible critical thought. Many inaccuracies (>8) with all documentation including fluid balance chart, QADDS, hand hygiene certificate and nursing progress notes.	/70
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Excellent explanation of the clinical handover, confidentiality, colostomy/stoma information, contact precautions, fluid balance chart, the nurses actions relating to the correct QADDS score and ISBAR communication. All content relates to Cyril Smith.	Relevant explanation of the clinical handover, confidentiality, colostomy/stoma information, contact precautions, fluid balance chart, the nurses actions relating to the correct QADDS score and ISBAR communication. All content relates to Cyril Smith.	Basic explanation of the clinical handover, confidentiality, colostomy/stoma information, contact precautions, fluid balance chart, the nurses actions relating to the correct QADDS score and the ISBAR communication. Most content relates to Cyril Smith.	Limited explanation of the clinical handover, confidentiality, colostomy/stoma information, contact precautions, fluid balance chart, the nurses actions relating to the correct QADDS score and ISBAR communication. Some content relates to Cyril Smith.	Inadequate explanation the health history, confidentiality, colostomy/stoma information, contact precautions, fluid balance chart, the nurses actions relating to the correct QADDS score and ISBAR communication. Most content does not relate to Cyril Smith.
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Referencing - 15%

Consistently accurate with in-text referencing to support and reflect all ideas, factual information and quotations.	1 or 2 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations.	3 or 4 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations.	3 or 4 inconsistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations.	Referencing is not consistent with APA style. Many inaccuracies with in-text referencing to support and reflect all ideas, factual information and quotations.
A minimum of 10 up-to-date credible references used including 5 up-to-date journal articles as well as relevant books and web sites.	A minimum of 9 up-to-date credible references used including 4 journal articles as well as relevant books and web sites.	A minimum of 8 up-to-date credible references used including 4 journal articles as well as relevant books and web sites.	A minimum of 7 up-to-date credible references used including 3 journal articles as well as relevant books and web sites.	The required number of 7 up-to-date references not used journal articles not sourced. Relevant web sites not used. References used are not credible.
Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA style.	Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA style.	Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA style.	Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA style.	Reference list appears in no alphabetical order and does not adhere to reference list presentation guidelines APA style.

Total Marks

Referencing Style

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

Submission

Online

Submission Instructions

Students are required to submit their assignment via Turnitin. Instructions will be apparent on the NURS11160 Moodle site.

Learning Outcomes Assessed

- Apply the principles from the nursing process to deliver evidenced based, person centred nursing care to individuals and families at novice level.
- Develop an awareness of cultural, legal and ethical principles required when interacting with individuals, families and other members of the multidisciplinary health care team to facilitate positive health outcomes.

- Relate the significance of the Nursing Midwifery Board of Australia (NMBA) competencies and specific National Safety and Quality Health Service Standards to nursing practice.

Graduate Attributes

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

3 Simulation Assessment Activity & Compulsory Attendance at Residential School.

Assessment Type

Practical Assessment

Task Description

Unit Name Fundamentals of Nursing Practice

Unit No. NURS11160

Coordinator Jennifer Bassett & Kerry Reid-Searl

Assess No. 3

Type Simulation Assessment Activity and compulsory attendance at residential school or Clinical sessions.

Due date Last day of residential school for distance students. Last day of Clinical Learning Session for internal students.

Word Limit NA

Total Percentage Pass/fail non graded

Details The simulation assessment activity will occur in the clinical learning space. Students must attend 100% (24 hrs of clinical learning) of the residential school or internal clinical sessions to be eligible to pass this unit of study. Students will be assessed on the following: hand hygiene and the taking and documenting of vital signs including respiration, pulse, blood pressure, temperature and pulse oximetry. Students will be able to use their Berman et al (2017) text book as a guide during the simulation assessment. Students will be permitted multiple attempts to complete the skills until the assessor is satisfied the student has reached a novice level of competence as per the 'Clinical Skills Appraisal Form' in Berman et al. (2017) *Skills in Clinical Nursing* or requires a support plan. Students will also complete 10 safety questions.

Assessment Due Date

Due date will vary dependent on distance students residential school date and internal students last clinical learning session.

Return Date to Students

Students will be given results on the day of the simulation activity.

Weighting

Pass/Fail

Assessment Criteria

Assessment criteria for the Simulation Assessment Activity will be as the 'Clinical skills Appraisal Form' (hand hygiene and vital signs) in Berman et al., (2017) *Skills in Clinical Nursing*.

Referencing Style

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

Submission

Offline

Submission Instructions

Students will be assessed and given results on the day of the simulation.

Learning Outcomes Assessed

- Apply the principles from the nursing process to deliver evidenced based, person centred nursing care to individuals and families at novice level.
- Develop an awareness of cultural, legal and ethical principles required when interacting with individuals, families and other members of the multidisciplinary health care team to facilitate positive health outcomes.
- Relate the significance of the Nursing Midwifery Board of Australia (NMBA) competencies and specific National Safety and Quality Health Service Standards to nursing practice.

Graduate Attributes

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

4 Summative quiz graded 40%

Assessment Type

Online Quiz(zes)

Task Description

The summative quiz is a quiz occurring on the Friday of week 13, June 9th, and will be open for 24 hours. Only one attempt can be made and students have 2 hours to complete once they commenced the quiz. This quiz is graded and worth 40% of the unit. The quiz will include 120 multiple choice questions.

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Review/Exam Week Friday (9 June 2017) 11:45 pm AEST

The summative quiz occurring Friday week 13 and will be open for 24 hours. Only one attempt can be made and students have 2 hours to complete once they commence the quiz. This quiz is graded and worth 40% of the unit.

Return Date to Students

The results of the quiz will be available to student via the NURS11160 Moodle site.

Weighting

40%

Assessment Criteria

Marking criteria does not exist for the quizzes.

Referencing Style

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

Submission

Online

Submission Instructions

This quiz will need to be completed via the NURS11160 Moodle site.

Learning Outcomes Assessed

- Apply the principles from the nursing process to deliver evidenced based, person centred nursing care to individuals and families at novice level.
- Develop an awareness of cultural, legal and ethical principles required when interacting with individuals, families and other members of the multidisciplinary health care team to facilitate positive health outcomes.

Graduate Attributes

- Communication
- Problem Solving

- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- 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