



NURS11160 *Fundamentals of Clinical Nursing Practice*

Term 1 - 2018

Profile information current as at 02/05/2024 06:26 am

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

Students must be enrolled in CQ23.

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

Offerings For Term 1 - 2018

- Bundaberg
- 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 Student feedback

Feedback

Review the quality of the written feedback to students for the written assessment.

Recommendation

Academic coordinators continue to build resources for the feedback for the written assessment.

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) standards for practice 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 | • | • | • |

Textbooks and Resources

Textbooks

NURS11160

Prescribed

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

Edition: 4th edn (2018)

Authors: Berman, A., Snyder, S., Frandsen, Levett-Jones, T., Dwyer, T., Hales, M., Harvey, N., Langtree, T., Moxham, L., Parker, T., Parker, B, Reid-Searl, K., & Stanley, D. (Eds).

Pearson Australia

Melbourne , VIC , 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 , Vistoria , 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

Kate Crowley Unit Coordinator
k.crowley@cqu.edu.au

Schedule

Week 1 - 05 Mar 2018

| 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 guide you to the 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 - 12 Mar 2018

| 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.

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, links to Partnering with Consumers and Communicating for Safety Standard. Start preparing for your written assignment. Refer to the marking criteria. Seek support from ALC and library if needed.
Maths on line quiz will remain open. Multiple attempts can be made until you receive 100%.
Check clinical learning session schedule. Date/s and time/s
View lecture/s Module 2.

Week 3 - 19 Mar 2018

| 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 - 26 Mar 2018

| 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 attempt of the maths on line quiz with 100% accuracy is on Monday 26th March.</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, links to Preventing and Controlling Health-care associated Infections. 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>Online Quiz(zes) Due: Week 4 Monday (26 Mar 2018) 5:00 pm AEST</p> |

Week 5 - 02 Apr 2018

| 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, links to Standard 8 Recognising and Responding to acute deterioration. Continue with your written assignment. Check clinical learning session schedule. (Date/s & time/s). View lecture/s Module 4. |
|------------------------------------|---|---|

Vacation Week - 09 Apr 2018

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

Week 6 - 16 Apr 2018

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

Week 7 - 23 Apr 2018

| 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. Links to Standard 5 Comprehensive care. 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 - 30 Apr 2018

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

| | | |
|------------------------------------|---|---|
| <p>Start and complete Module 6</p> | <p>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.</p> | <p>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.</p> <p>Refine your written assignment. Check marking criteria ready for submission. Submit as draft via Turnitin. Respond to report and correct assignment if necessary.</p> <p>Check clinical learning session schedule. Date/s and time/s.</p> <p>Submit your written assignment, it is due in Week 8 Friday 4th May. Review the submission checklist to ensure all components are attached to the assignment or the appendices.</p> <p>View lecture/s Module 6.</p> <p>Written Assessment Due: Week 8 Friday (4 May 2018) 4:00 pm AEST</p> |
|------------------------------------|---|---|

Week 9 - 07 May 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------------------|---|--|
| <p>Start and complete Module 7</p> | <p>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.</p> | <p>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.</p> <p>Check clinical learning session schedule. Date/s and time/s</p> <p>View lecture/s Module 7</p> |

Week 10 - 14 May 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------|--|---|
| <p>Start Module 8</p> | <p>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.</p> | <p>Continue your Study Guide Activities. Check clinical learning session schedule. Date/s and time/s</p> <p>View lecture/s Module 8.</p> <p>Prepare for on-line summative quiz.</p> |

Week 11 - 21 May 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------|--|---|
| <p>Finish Module 8</p> | <p>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.</p> | <p>Continue your Study Guide Activities. Specimen collection, correct patient identification and labeling, urinalysis, stool specimens, bringing it all together, rounding. Specimen collection is linked with Standard 6, communicating for safety.</p> <p>Check clinical learning session schedule. Date/s and time/s</p> <p>View lecture/s.</p> <p>Prepare for on-line summative quiz.</p> |

Week 12 - 28 May 2018

| 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 - 04 Jun 2018

Module/Topic

Chapter

Events and Submissions/Topic

On line summative quiz will open Friday, Week 13.

It will be open for 24 hours. You have one attempt only. There will be 120 questions covering the entire term's content. The quiz can be done online at home or on a university campus with the expectation that students will abide by 'exam like' conditions.

Week 13 On Line summative quiz

Online Quiz(zes) Due: Review/Exam Week Friday (8 June 2018) 11:59 pm AEST

Exam Week - 11 Jun 2018

Module/Topic

Chapter

Events and Submissions/Topic

Term Specific Information

This unit has compulsory pass/fail assessment items in addition to the weighted assessment items. All students must attend either: Eight weekly clinical learning space sessions (internal students) OR one 3 day residential school (24 hours of clinical learning) in order to pass this unit. The clinical learning sessions both internal and the residential schools are offered at Cairns, Townsville, Mackay, Bundaberg, Noosa and Rockhampton. You will find information about this on your student timetable and you will be able to allocate your preferred campus. The clinical learning sessions cover the practical activities for this unit and the *Clinical Learning Manual* has been prepared for you to use during these classes.

Assessment Tasks

1 Online Quiz(zes)

Assessment Type

Online Quiz(zes)

Task Description

Assessment Item One addresses unit learning outcomes One, Two and Three.

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) standards for practice and specific National Safety and Quality Health Service Standards to nursing practice.

This quiz will be made available in week 1. You will be required to complete this by Monday 26th March, COB, Week 4. You can have multiple attempts but you must obtain 100% pass rate.
This math quiz is Pass/ Fail and Non-Graded.

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Week 4 Monday (26 Mar 2018) 5:00 pm AEST

This quiz will be made available in week 1. You may have multiple attempts from Week One through to Week 4 to pass the quiz.

Return Date to Students

You will be required to complete this by Monday COB week 4. You can have multiple attempts but you must obtain 100% pass rate. This maths quiz is Pass/ Fail and Non-Grade. It is marked immediately on-line so you will see your results following completion of the quiz and will have multiple attempts to achieve 100%.

Weighting

Pass/Fail

Assessment Criteria

No Assessment Criteria

Referencing Style

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

Submission

Online

Graduate Attributes

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

2 Written Assessment

Assessment Type

Written Assessment

Task Description

Assignment Two- Written Assessment

Assessment Item Two addresses unit learning outcomes one, two and three.

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) standards for practice and specific National Safety and Quality Health Service Standards to nursing practice.

| | |
|-------------------------|--|
| Course Name | Fundamentals of Clinical Nursing Practice |
| Course No. | NURS: 11160 |
| Coordinator | Professor Kerry Reid-Searl/ Kate Crowley/Jenny Bassett |
| Assess No. | Two |
| Type | Written |
| Due date | Friday 4 th May, Week 8. |
| Word Limit | 1800-2000 words |
| Total Percentage | 60% |

Details : The following written assignment is based on a scenario of Mr Reginald Sharman. The video of the scenario is available on the Moodle site and is called 'Reginald Sharman and you as a first year nursing student'. (There video is broken up into 3 parts specific to your assignment). 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, · QADD's vital signs chart, · Nursing progress notes.

These will be available in the assignment section on the Moodle site. You are then to read the assignment task set out below and watch the video in all 3 parts. This assignment has a focus on patient assessment, fluid balance charts, vital signs, stoma management and professional communication.

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

Setting the scene for your assignment You are a first year nursing student on your first clinical placement. You are on the Rehabilitation ward at CQUniversity Hospital. It is the morning shift and you have been assigned the responsibility of looking after Mr Reginald Sharman.

Who is Reginald?

The following are Reginald'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: Reginald Sharman · Date of birth: 21/01/1932 · UR number: 3066625 · Address: 23 Ames Street, Doblo, Queensland. · Hospital name/ward: Ward D CQU · Doctor: Dr William Crane · Weight: 80kgs · Height: 160cm

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

Situation: Mr Reginald Sharman was transferred from the medical ward to the rehabilitation ward yesterday after experiencing a cerebral vascular accident (CVA) two weeks prior.

Background: Mr Sharman has a history of congestive cardiac failure, diabetes and repeated urinary tract infections. He lives alone after his wife passed away three years ago. Mr Sharman is currently on diuretics and oral hypoglycaemics.

Assessment: Mr Sharman has left sided weakness. He has some difficulty expressing himself verbally as a result of the CVA. He is high risk for pressure injuries and falls. He has full swallowing reflex but does require assistance with meals. He is currently scoring zero on the ADDS chart. His blood sugar level is currently 5.5 mmols.

Recommendations: Standard precautions are in place. Reginald is on a fluid balance chart and we are measuring all input and output. Reginald requires vital signs observations 4/24. Blood glucose level BD. He requires full assistance with activities of daily living and is A 1 for mobilization. He requires falls prevention and pressure injury prevention care. The medical team will review Reginald this morning at 1000hrs but Notify Dr Crane if you have any concerns.

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

· attending to his hygiene and toileting needs; · assisting with meals; · mobilising Reginald safely; · pressure injury and falls prevention; · monitoring his vital signs and · maintaining his fluid balance chart.

What do you need to do next?

Title page and general instructions

Create a title page for the assignment and include all relevant information including student name, number, unit name and number, assignment number & word count. Ensure you use 12 point font and double line spacing. Please also ensure you include a contents page.

The first part of your assignment

Open your assignment with an introduction then move into the required tasks as per instructions (**allow 200 words**). Explain in the written part of your assignment: · What clinical handover is and how it relates to Standard 6 'Communicating for Safety', · describe what the nurse should do when providing the handover to the oncoming staff, · describe what the nurse should do who is receiving the handover. **You should allow 500 words for this part.** Please back up your information with quality references.

The second part of this assignment Prior to caring for Reginald, 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 Reginald has had a cerebral vascular accident (CVA) and is at risk of falls and pressure injuries. You are to briefly explain: · What puts Reginald at risk of falls and pressure injuries and · What is the nurse's responsibility in assessing, managing and documenting that risk. **You should allow 500 words for this.** Please back up your information with quality references.

The fourth part of the assignment Your shift progresses. You attend to Reginald's care. It is now 1130 in the morning. You realize that you have not completed the fluid balance chart so you go to Reginald to ask about his intake and output. Download the fluid balance chart from the Moodle site and document all input and output from 0800hrs until 1130hrs according to what Reginald tells you in the video. This completed fluid balance chart will be Appendix 2 of your assignment.

The fifth part of the assignment Continue watching the video. At 1155hrs you go into Reginald's room and he is sitting on the side of the bed. He states to you "when I pass urine it stings and it smells". Reginald appears hot and flushed.

You then take Reginald's vital signs. It is 1200hrs and your findings are as follows. · Respiration 18 · Pulse 110 · Blood pressure 120/80 (usual BP 110/70) · Temperature 39.0 · Oxygen saturation 97% · Oxygen flow rate 0- Mode Room air · Conscious state - Alert

Record the vital signs on the Adult QADD's 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. · what nursing action you would take in regards to his reported urine complaint. · **You should allow 200 words for this.**

The sixth part of your assignment

The situation continues. Based on the above scenario you have sought the assistance of the registered nurse. The registered nurse asks you to contact the doctor about Reginald's current situation. You are to apply ISBAR in communicating to the doctor.

It is 1230hrs and you contact the Doctor who advises that they will review Reginald within 30 minutes. Doctor reviewed Reginald at 1300hrs and asked for: hourly observations, to obtain a mid-stream urine specimen and send to pathology, encourage fluids, and for the registered nurse to administer analgesia as per orders on the medication chart.

In the written part of your paper 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 03/05/2018. Your documentation can commence from the point of Reginald 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 150-200 words**).

Summarising what you need to do:

View the scenario of Reginald Sharman and your written assignment on the Moodle site.

Open your assignment with an introduction then move into the required tasks as per instructions.

Explain in the written part of your assignment the following, *what clinical handover is and; what steps should the nurse take at the bed side when providing the handover to the oncoming staff and what steps should the nurse take who is receiving the handover.*

Complete the hand hygiene package. Please refer to on-line hand hygiene package available at www.hha.org.au/home/student-health-practitioners.aspx. Briefly explain in the written part of your assignment the following: *why Reginald is at risk of falls and pressure injuries and what is the nurses responsibility in assessing and documenting that risk.*

Download the fluid balance chart from the Moodle site and document all input and output from 0800hrs until 1130hrs.

Record the vital signs on the Adult QADD's form as downloaded from the Moodle site. Include all points of identification on the chart. You are to add the score and include appropriate interventions.

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.

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

You are now required to enter what has occurred in the nursing progress notes.

Make sure you have a conclusion at the end of your paper.

Assessment Due Date

Week 8 Friday (4 May 2018) 4:00 pm AEST

To be submitted through turnitin. All instructions are on the unit moodle pages.

Return Date to Students

Week 12 Monday (28 May 2018)

Results will be made available online through grademark.

Weighting

60%

Assessment Criteria

Student Name: Marker:

| 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, well-structured academic abstract and a contents page. Consistently accurate with spelling, grammar and paragraph structure. Appendices correctly submitted. Assignment submitted through Turnitin. | Well-presented assignment, double line spaced, 12 point font, page numbers, concise abstract, word count and a contents page, 1 or 2 errors in spelling, grammar or paragraph structure. . Appendices correctly submitted and assignment submitted through Turnitin with minor error. | Well-presented assignment, double line spaced, 12 point font, page numbers, abstract, word count and a contents page, 3 or 4 consistent errors with spelling, grammar or paragraph structure . Appendices correctly submitted and assignment submitted through Turnitin with 3-4 errors. . | Adequate assignment presentation, double line spaced with 12 point font. No abstract, word count or contents page included or page numbers, 5-6 consistent errors with spelling, grammar or paragraph structure. Appendices correctly submitted and assignment submitted through Turnitin with 5-6 errors. | Poorly presented assignment. Double spacing not used, 12 point font not used. No abstract, word count or contents page included. Many inaccuracies in spelling, grammar or paragraph structure. Appendices not correctly submitted. Assignment not submitted through Turnitin or with < 7errors. | |
| Clear and succinct introduction that introduces the topic and outlines the direction of the paper and an excellent conclusion that summarises the paper. | Clear and appropriate introduction that introduces the topic and outlines the direction of the paper. Conclusion summarises the paper. | Appropriate introduction that introduces the topic and outlines the direction of the paper. Conclusion attempts to summarise 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. | /15 |
| Organisation and structure is clear and easy to follow. Content is clearly relevant to the topic, the approach clearly and comprehensively addresses the topic and the argument proceeds logically. Well linked to supporting literature. | Organisation and structure is clear. Content is relevant to the topic, the approach clearly addresses the topic and the argument proceeds logically. Supporting literature is used appropriately. | Organisation and structure is appropriate. Content is appropriate and addresses the topic and the argument for the most part proceeds logically. Minimal omissions in links to supporting literature. | 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 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. | |
| Approach and Argument (70%) | | | | | |
| Content is clearly relevant to the topic. The approach comprehensively answers the question and the argument proceeds logically. Clear links to the NSQHSS. Consistently accurate completion of all documentation including fluid balance chart, ADD's and nursing progress notes. | Content is relevant to the topic, the approach clearly answers the question and the argument proceeds logically. Links to the NSQHSS. Generally accurate (1-2 inaccuracies) with all documentation including fluid balance chart, ADD's and nursing progress notes. | Content is appropriate and answers the question and the argument for the most part proceeds logically. Some links to the NSQHSS. Occasional inaccuracies (3-4) with all documentation including fluid balance chart, ADD's and nursing progress notes. | Content answers the question although the argument is at times repetitive or lacks cohesion. Attempt at linking to the NSQHSS. Frequent inaccuracies (5-6) with all documentation including fluid balance chart, ADD's 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. Little or no links to the NSQHSS. Many inaccuracies (>7) with all documentation including fluid balance chart, ADD's and nursing progress notes. | /35 |

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|--|---|---|---|--|
| Excellent explanation of the clinical handover, fluid balance chart, pressure injuries, falls and the nurses actions relating to the correct ADD's score, urinary complaint and ISBAR handover. All content relates to Reginald Sharman. | Relevant explanation of the clinical handover, fluid balance chart, pressure injuries, falls and the nurses actions relating to the correct ADD's score, urinary complaint and ISBAR handover. All content relates to Reginald Sharman. | Basic explanation of the clinical handover, fluid balance chart, pressure injuries, falls and the nurses actions relating to the correct ADD's score, urinary complaint and ISBAR handover. Most content relates to Reginald Sharman. | Limited explanation of the clinical handover, fluid balance chart, pressure injuries, falls and the nurses actions relating to the correct ADD's score, urinary complaint and ISBAR handover. Some content relates to Reginald Sharman. | Inadequate explanation the clinical handover, fluid balance chart, pressure injuries, falls, and the nurses actions relating to the correct ADD's score, urinary complaint and ISBAR handover. Most content does not relate to Reginald Sharman. /35 |
|--|---|---|---|--|

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. | 5 or 6 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 (<7) 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 3 journal articles as well as relevant books and web sites. | A minimum of 7 up-to-date credible references used including 2 journal articles as well as relevant books and web sites. | The required number of 7 up-to-date credible references not used, less than 2 journal articles sourced. Relevant web sites not used. /15 |
| 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 |

Grade: Marker:

Comments:

Referencing Style

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

Submission

Online

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) standards for practice 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 Practical Assessment

Assessment Type

Practical Assessment

Task Description

Assessment Item Three addresses unit learning outcomes one, two and three.

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) standards for practice and specific National Safety and Quality Health Service Standards to nursing practice.

The simulation assessment activity will occur on the last day of your residential school or weekly clinical learning sessions.

The skill audit is non graded as pass/fail. The skills that will be assessed include:

1. Hand hygiene
2. Taking and accurately recording vital signs including: respiration, pulse, temperature, blood pressure and pulse oxygenation.
3. Ten safety questions

Students can use their Berman (2017) *Skills in Clinical Nursing* text book as a guide when performing the skills. (Multiple attempts are permitted).

Assessment Due Date

The simulation assessment activity will occur on the last day of your residential school or weekly clinical learning sessions.

Return Date to Students

The lecturers will inform you of your results on the day of assessment.

Weighting

Pass/Fail

Assessment Criteria

No Assessment Criteria

Referencing Style

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

Submission

Offline

Submission Instructions

Face to face.

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) standards for practice 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 Online Quiz(zes)

Assessment Type

Online Quiz(zes)

Task Description

Assessment Item Three addresses unit learning outcomes one and two.

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.

This is the summative quiz relating to the content of the entire 12 week unit. This quiz is compulsory for all students. This quiz is worth 40% of the grade and will be open for students to access on Friday of Week 13. The quiz will be open for a 24 hour period only but once you commence the quiz you will have two hours to complete it. The quiz can be done online at home or on a university campus with the expectation that students will abide by 'exam like' conditions.

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Review/Exam Week Friday (8 June 2018) 11:59 pm AEST

Once the quiz has been commenced you will have two hours to complete the quiz but it will be open for a total of 24 hours.

Return Date to Students

The results from the quiz will be available once all students have completed the quiz.

Weighting

40%

Assessment Criteria

Online Quiz.

Referencing Style

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

Submission

Online

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