



# NURS11160 *Fundamentals of Clinical Nursing Practice*

## Term 1 - 2019

Profile information current as at 17/05/2024 09:54 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 or CG41.

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

### Offerings For Term 1 - 2019

- Bundaberg
- Cairns
- Mackay
- Mixed Mode
- 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 in evaluations

##### Feedback

The residential schools have been commented to be rushed at times with a lot of content to cover in three days. Additionally the assignment needs to be due after residential schools are complete.

##### Recommendation

The teaching manual has been revised to further support academic staff teaching into the clinical space which will hopefully enable time management to be improved. Whenever possible we will employ staff who have experience in this unit or in clinical teaching and we strongly advise staff teaching in this unit to stick to the teaching manual. Additionally we have moved the assignment due date back a little to allow for the residential schools to be completed before the written assessment is due.

#### Feedback from Student feedback through moodle site; in person and in class.

##### Feedback

The study guide and clinical learning manual need to be able to be typed into.

##### Recommendation

Both the study guide and the clinical learning manual have been provided in a word document to allow students to type into the documents rather than being encouraged to print them.

#### Feedback from Student feedback in evaluations

##### Feedback

Students would like more consistency in feedback they receive from their written assignment from the ALC staff and from the markers.

##### Recommendation

Firstly, liaise or meet with staff members from the ALC to ensure we have the same expectations of formal essay development. Ensure that all markers attend the moderation meeting and are aware of our expectations regarding assessment feedback. Marking online within grademark/feedback studio assists with the moderation process as the unit coordinators can go in and check on markers comments at any time so this will continue to be used.

## 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	•	•	•
3 - Critical Thinking	•	•	•
4 - Information Literacy	•		
5 - Team Work		•	•
6 - Information Technology Competence	•		
7 - Cross Cultural Competence	•	•	•
8 - Ethical practice	•	•	•
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Online Quiz(zes) - 0%	•	•	•	•	•	•	•	•		
2 - Written Assessment - 60%	•	•	•	•	•	•	•	•		
3 - Practical Assessment - 0%	•	•	•	•	•	•	•	•		
4 - Online Quiz(zes) - 40%	•	•	•	•	•	•	•	•		

## Textbooks and Resources

## Textbooks

NURS11160

### Prescribed

#### **Kozier and Erb's Fundamentals of Nursing (Australian Edition)**

Edition: 4th Ed (2018) (2018)

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

Pearson Australia Melbourne

Melbourne , Victoria , Australia

ISBN: There are three ISBN's for this set of textbooks but are purchased as one.

Binding: Paperback

NURS11160

### Prescribed

#### **Nursing Student's Clinical Survival Guide**

Edition: 4th Ed (2018) (2018)

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

Pearson

Melbourne , Victoria , Australia

ISBN: 9781488622717

Binding: Paperback

NURS11160

### Prescribed

#### **Nursing Students Maths & Medications Survival Guide**

Edition: 2nd Ed (2018) (2018)

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

Pearson

Melbourne , Victoria , Australia

ISBN: 9781488622755

Binding: Paperback

NURS11160

### Prescribed

#### **Skills in Clinical Nursing**

Edition: 1st (2017)

Authors: Berman, A., Snyder, S.J., Levett-Jones, T., Burton, P., Harvey, N.

Pearson

Melbourne , Victoria , Australia

ISBN: 9781486011971

Binding: Paperback

### Additional Textbook Information

The prescribed textbooks can be purchased as a multipack at a value pack price from the CQUniversity Bookshop.

There are three volumes of textbooks in the Kozier and Erb's Fundamentals of Nursing Texts (bought as a single set of texts) and the other textbooks are single books. The textbooks prescribed in this unit can be used throughout your degree but will also be the prescribed textbooks for NURS11161 which is the next clinical unit you must complete following NURS11160.

Both the pack and individual items can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

## IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom capacity (web cam and microphone)

## 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

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## Schedule

### Week 1 - 11 Mar 2019

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 term.</p> <p>Start your Study Guide Activities including the 'Cultural Awareness Package'.</p> <p><b>Enrol in residential school (distance/mixed mode students) or attend your on campus clinical learning session - refer to your timetable as the internal classes start in Week 1 of term on many campuses.</b></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 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
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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 online quiz will remain open. Multiple attempts can be made until you receive 100%.  
**Attend clinical learning session if you are an internal student. Enrol in your preferred residential school if you are a mixed mode student.**  
View lecture/s Module 2.

### Week 3 - 25 Mar 2019

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 or resume. Maths online 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. Attend your clinical learning session. If you are mixed-mode student you must enrol in your preferred residential school asap! View lecture/s.

### Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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**Final attempt of the maths online quiz with 100% accuracy is on Monday 1st April, 2019 - available until 23:59hrs.**

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. Attend your weekly clinical learning session as an internal student. As a mixed mode student you should have already enrolled in your residential school. View lecture/s Module 3.

**Math Quiz** Due: Week 4 Monday (1 Apr 2019) 11:59 pm AEST

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.

#### Week 5 - 08 Apr 2019

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. Attend your clinical learning session according to your timetable. Remember the classes may not run from Weeks 1 - 8 so carefully read your timetable. Mixed mode students ensure you are booked into your residential school. View lecture/s Module 4.

#### Break Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
TAKE A BREAK	TAKE A BREAK	TAKE A BREAK. YAY, this is your time to catch up. There are no lectures or clinical learning sessions in break week but your coordinators will still be available to answer questions.

#### Week 6 - 22 Apr 2019

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 and attend as per your schedule. Residential schools commence in Cairns, Townsville, Bundaberg this week. <b>Lecture update:</b> Week 6 - as Monday 22nd April is a public holiday (Easter Monday) the lecture will be rescheduled, see moodle for day and time.
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#### Week 7 - 29 Apr 2019

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 Attend your scheduled clinical learning session. Residential schools begin in Rockhampton and Noosa this week.

#### Week 8 - 06 May 2019

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. Attend your clinical learning session as per your schedule. Residential schools begin in Mackay this week. <b>Lecture update:</b> Monday 6th May is a public holiday in Queensland, therefore the lecture will be rescheduled this week. Please see moodle for day and time.

#### Week 9 - 13 May 2019

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. Attend clinical learning session as per your schedule. Residential school in Noosa running this week. View lecture/s Module 7  
**Submit Written Assignment: Thursday 16th May 2019 16:00hrs**

**Written Assessment** Due: Week 9 Thursday (16 May 2019) 4:00 pm AEST

#### Week 10 - 20 May 2019

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. Attend clinical learning session as per your schedule. Residentials may be running this week dependent on student numbers. View lecture/s Module 8. Prepare for online summative quiz.

#### Week 11 - 27 May 2019

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. Specimen collection is linked with Standard 6, communicating for safety. Clinical learning session's should now be completed - attend any make-up sessions if needed. View lecture/s. Prepare for on-line summative quiz.

#### Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Review	Review	Continue your Study Guide Activities. Clinical learning sessions and residentials schools should be complete. View lecture/s. This is the last lecture scheduled for this term - well done, you are nearly there! Prepare for on-line summative quiz.

#### Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 13 Online summative quiz

#### **Online summative quiz will open Thursday 13th June, 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.

#### **Online Quiz(zes) Summative quiz**

Due: Review/Exam Week Thursday (13 June 2019) 11:45 pm AEST

### **Exam Week - 17 Jun 2019**

#### **Module/Topic**

#### **Chapter**

#### **Events and Submissions/Topic**

## Term Specific Information

All internal students must attend eight, weekly, mandatory clinical learning sessions during term 1. Please be aware on many campuses the sessions begin in Week 1 but may not run over consecutive weeks.

All mixed mode/distance students must attend one three day residential school during term on one of the following campuses: Cairns, Townsville, Mackay, Rockhampton, Bundaberg or Noosa. Mixed mode students must allocate themselves to a residential school.

## Assessment Tasks

### 1 Math Quiz

#### **Assessment Type**

Online Quiz(zes)

#### **Task Description**

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

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 (2nd Edition) to nursing practice.

This quiz will be made available in week 1. You will be required to complete this by Monday 1st April 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 (1 Apr 2019) 11:59 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 online so you will see your results following completion of the quiz and will have multiple attempts to achieve 100%.

#### **Weighting**

Pass/Fail

**Minimum mark or grade**

100%

**Assessment Criteria**

The Math Quiz is available within moodle. You can attempt the quiz as many times as needed to achieve 100%. When you have achieved the required grade you will receive a congratulations message at the end of the quiz.

**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****NURS11160 Fundamentals of Clinical Nursing T1 2019****Assignment Two - Written Assessment**

Assessment Item Two addresses unit learning outcomes one 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.
3. Relate the significance of the Nursing Midwifery Board of Australia (NMBA) standards for practice and specific National Safety and Quality Health Service Standards (2nd edition) to nursing practice.

**Course Name Fundamentals of Clinical Nursing Practice**

**Course No.** NURS: 11160

**Coordinators** Kate Crowley, Wendy Flanagan, Elspeth Wood

**Assess No.** Two

**Type** Written

**Due date** Thursday 16<sup>th</sup> May 2019 at 1600 in Week 9.

**Word Limit** 2000 words (+/- 10%)

**Total Percentage** 60%

**Details :** The following written assignment is based on a scenario of Mrs Maude Manser. The video's of the scenario are available on the Moodle site and are called '*Maude Manser and you as a first year nursing student*'. (The video is presented in 3 parts specific to your assignment). You cannot complete this assignment without referring to the videos. 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 are available in the assignment section on the Moodle site. You are then to read the assignment task set out below and watch the videos. This assignment has a focus on patient assessment, fluid balance charts, vital signs and professional communication.

Each of these are linked to a number of the National Safety and Quality Health Service Standards ([NSQHS Standards] 2nd edition) and align with unit learning outcomes. The relevant standards should be considered when developing your discussion.

**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 Mrs Maude Manser under

the supervision of the Registered Nurse.

### **Who is Maude?**

The following are Maude's demographic details taken from her patient charts. This is important information that you will need when completing patient charts for your assignment.

Name: Mrs Maude Manser (prefers to be called Maude)

DOB: 12.09.1941

Address: 53 Serene Crescent, Douglas

Weight 75kg

Height: 163cm

### **ISBAR clinical handover for shift change**

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

*Situation: Mrs Maude Manser was admitted to medical ward from the Emergency Department with generalised abdominal distension, nausea, loss of appetite and a pain score of 5/10. Maude is unsure when she last had her bowels opened as they have been irregular of late.*

*Background: Mrs Manser has a history of congestive cardiac failure, generalised pain from osteoarthritis, vision impairment and hypotension. In 2010 Mrs Manser underwent successful surgery to replace her right knee joint. Over the course of 2019 her left knee pain has escalated to the point where her GP has recently prescribed stronger pain relief. This medication can cause constipation. Current medications: Furosemide 40mg PO mane, Metoprolol 190mg SR PO mane, Panadol Osteo 665mg PO TDS ceased recently and commenced on Panadeine x 2 tablets PO 4-6hrly max of 8 tablets per day. Mrs Manser lives with her husband Tom. Mrs Manser sees family regularly, volunteers for meals on wheels and visits the local nursing home.*

*Assessment: Mrs Manser is usually independent but with the onset of this pain, she reports feeling a little unsteady and reluctant to mobilise. She requires one-person assistance with standing and assistance with activities of daily living. Mrs Manser is at an increased risk for pressure injuries and falls. She is currently scoring 1 on her QADDS chart due to a heart rate of 102bpm. Mrs Manser is complaining of abdominal pain, rating it as 5/10.*

*Recommendations: Standard precautions are in place. Maude is currently on a full diet, but is taking very little orally. Maude is on a strict fluid balance chart and we are measuring all intake and output. Maude requires vital signs observations 4/24. Maude has been commenced on aperients and can have a microlax enema if needed; the prescription of panadeine will need reviewing on rounds. She currently requires assistance with activities of daily living and is assisted by one for mobilisation. She requires falls prevention and pressure injury prevention care. The medical team will review Maude this morning at 1000hrs but Notify Dr Crane if you have any concerns.*

Your responsibilities in looking after Maude whilst under the supervision of the registered nurse include:

- attending to her hygiene and toileting needs;
- assisting with meals;
- mobilising Maude safely;
- pressure injury and falls prevention;
- monitoring her vital signs and
- maintaining her fluid balance chart;
- maintaining a bowel 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 and word count.

Ensure you use 12-point font and minimum double line spacing.

Please also ensure you include a contents page as the use of headings is encouraged.

### **The first part of your assignment**

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

### **The second part of this assignment**

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

Complete the hand hygiene package on Hand Hygiene Australia (HHA). Please click on "On-line Learning" tab. You may need to register if this is your first visit to HHA. Please search for and then complete the "Hand Hygiene Student Health Practitioners Online Learning Module."

<https://www.hha.org.au/>

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

### **The third part of this assignment**

You are also aware, based on the clinical handover, that Maude is at risk of falls and pressure injuries.

You are to briefly explain:

- What are the risk factors that puts Maude at risk of falls injuries and pressure injuries?
- Outline a nursing management plan to prevent Maude falling and sustaining pressure injuries while she is an inpatient.

**You should allow 500 words for this.**

Please back up your information with quality references and provide links to the NSQHS Standards (2nd edition).

### **The fourth part of the assignment**

Your shift progresses. You attend to Maude's care. It is now 1130 in the morning. You are required to complete Maude's fluid balance chart (FBC). You also check if Maude has had her bowels opened as this needs to be charted 4/24.

At 1445 you will need to go back and complete the fluid balance chart for the remainder of your shift.

Download the fluid balance chart from the Moodle site and document all input and output from 0800hrs until 1430hrs according to what Maude tells you in the video. This completed fluid balance chart will be Appendix B of your assignment.

### **The fifth part of the assignment**

Continue watching the video. At 1155hrs you go into Maude's room and she is sitting on the side of the bed rocking and holding her abdomen. She states to you "The pain in my tummy is quite bad and I feel nauseated."

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

*Respiration 21*

*Oxygen saturation 96% on room air*

*Blood pressure actual: 100/60. Use the default systolic BP to determine a score for actual BP.*

*Pulse 100*

*Temperature 37.2*

*Conscious state - Alert*

*Pain score 6/10*

Document the vital signs on the QADD's chart you downloaded from the Moodle site. Include all points of identification on the chart. You are to add the score and complete the documentation on the QADD's chart. You will need to submit this as Appendix C.

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

- what action should be taken based on the score you calculated, and
- what nursing action you would take in regards to Maude's complaints of pain.

**You should allow 200 words for this.**

### **The sixth part of your assignment**

Based on the above scenario you have sought the assistance of the registered nurse. It is 1230 and you are to apply ISBAR in communicating Maude's current situation to the registered nurse.

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.**

**Following ISBAR communication to the RN, the RN advises that he will administer the microlax enema, Panadol Osteo for pain and that the student nurse should promote oral fluid intake and mobilise as tolerated.**

### **The seventh part of the assignment**

Explain in the written part of your assignment:

- Information that you give to both Maude and her husband to enable healthy bowel habits (for example: diet, exercise, fluid intake).

**You should allow 500 words for this part.**

Please back up your information with quality references and provide links with the NSQHS Standards (2nd edition).

### **The Eighth 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 1500hrs and the date is Tuesday 28/11/2018. Your documentation can commence from the point of Maude advising you of her increasing pain and nausea. 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 D with your assignment.

### **Final Part of assignment**

You should close your assignment with a conclusion

**You should allow 150-200 words.**

### **Assessment Due Date**

Week 9 Thursday (16 May 2019) 4:00 pm AEST

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

## Return Date to Students

Week 12 Thursday (6 June 2019)

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
<b>Structure -15%</b>					
Excellent presentation of assignment with inclusion of all correct components, 2.0 line spacing, 12 point font, page numbers, word count and a contents page. Consistently accurate with spelling, grammar and paragraph structure. Appendices correctly submitted. Assignment submitted through Turnitin.	Well-presented assignment, 2.0 line spacing, 12 point font, page numbers, 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, 2.0 line spacing, 12 point font, page numbers, 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, 2.0 line spaced with 12 point font. 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. Spacing not used, 12 point font not used. Word count or contents page not included. Many inaccuracies in spelling, grammar or paragraph structure. Appendices not correctly submitted. Assignment not submitted through Turnitin or with < 7 errors.	
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 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 credible literature.	
<b>Approach and Argument (70%)</b>					
Content is clearly relevant to the topic. The approach comprehensively answers the question and the argument proceeds logically. Clear links to the NSQHSS (2nd ed). 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 (2nd ed). 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 (2nd ed). 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 (2nd ed). 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 (2nd ed). Many inaccuracies (>7) with all documentation including fluid balance chart, ADD's and nursing progress notes.	/35
Excellent explanation of falls and pressure injuries, the nurses' actions relating to the correct ADD's score, pain complaint, ISBAR handover and healthy bowel plan. All content relates to Maude Manser.	Relevant explanation of falls and pressure injuries, the nurses' actions relating to the correct ADD's score, pain complaint, ISBAR handover and healthy bowel plan. Content relates to Maude Manser.	Basic explanation of falls and pressure injuries, the nurses' actions relating to the correct ADD's score, pain complaint, ISBAR handover and healthy bowel plan. Most content relates to Maude Manser.	Limited explanation of falls and pressure injuries, the nurses' actions relating to the correct ADD's score, pain complaint, ISBAR handover and healthy bowel plan. Some content relates to Maude Manser.	Inadequate explanation falls and pressure injuries, the nurses' actions relating to the correct ADD's score, pain complaint, ISBAR handover and healthy bowel plan. Most content does not relate to Maude Manser.	/35
<b>Referencing - 15%</b>					
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					/100

Grade: Marker: Comments:

## Referencing Style

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

## Submission

Online

## Submission Instructions

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



## 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 NSQHS Standards (2nd edition) 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

### Minimum mark or grade

This is a pass/fail assessment item.

### Assessment Criteria

This is your practical assessment and you will be observed by your lecturer within the clinical learning space who will provide feedback and your result on the day.

Students will be required to accurately obtain and record a complete set of vital signs. You will also be required to complete the correct steps of hand hygiene. A 10 question safety quiz will also be completed and marked on the day.



## 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) Summative quiz

### 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 centered 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 Thursday 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 Thursday (13 June 2019) 11:45 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. Ensure you commence the quiz at least two hours before midnight as the quiz will automatically close at midnight.

### Return Date to Students

Your mark (out of 120 questions) 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