



# NURS11160 *Fundamentals of Clinical Nursing* **Practice** Term 2 - 2019

Profile information current as at 01/05/2024 12:08 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 2 - 2019

- Bundaberg
- Mixed Mode
- Rockhampton

### Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### 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 evaluations

##### Feedback

Assessment needed to be a little clearer and students would have liked more feedback.

##### Recommendation

All markers that assist with marking into this unit are required to attend a markers meeting prior to commencing marking. This meeting provides markers the information and instruction they need to enhance the quality of feedback given to students. Additionally, from the beginning of this year the unit coordinators have allocated all markers into teams of markers. The unit coordinator's then manage a number of markers and ensure they go in and check the marker's comments as they move through their allocated marking in grademark. This process is intended to encourage more consistent, clear feedback so that students may see both where they have done well and also where they can improve in their academic writing.

#### Feedback from Student evaluations

##### Feedback

Some students report difficulty with the long quiz – equivalent to an exam.

##### Recommendation

The numbers of students providing feedback about the difficulty in the length of the quiz is actually very low in number however all feedback is considered when revising the unit for upcoming terms of study. The online quiz is a total of two hours long and replaces an invigilated exam. When reviewing the results of the exam and the length of time students have taken to complete the quiz, the large majority of students perform well in the quiz and complete the quiz well within the time frame. This suggests that although a minority of students may prefer the quiz to be shorter the vast majority of students are achieving very good results in the quiz and will therefore continue to be delivered in this way.

## 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%	•		•

Assessment Tasks	Learning Outcomes		
	1	2	3
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)

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)

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

Pearson

Melbourne , Victoria , Australia

Binding: Paperback

NURS11160

### Prescribed

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

Edition: 2nd ed (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 - 15 Jul 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.</p> <p><b>Review all assessment pieces. Put dates in diary.</b></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><b>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.</b></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><b>Open and commence maths quiz. Multiple attempts can be made until you reach 100%. (30/30).</b></p>

### Week 2 - 22 Jul 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 - 29 Jul 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. <b>Maths online quiz will remain open. Multiple attempts can be made until you receive 100%. (Closes next week).</b> Continue with your written assignment. Start looking for references. <b>Attend your clinical learning session. If you are mixed-mode student you must enrol in your preferred residential school ASAP!</b> View lecture/s.

### Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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**Final attempt of the Online Math Quiz with 100% accuracy is on Friday 9th August - 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.

**Maths Quiz** Due: Week 4 Friday (9 Aug 2019) 11:45 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 - 12 Aug 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.	<p>Continue your Study Guide Activities. Beginning Assessment Skills (Inspection, palpation, percussion, auscultation)</p> <p>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.</p> <p>Continue with your written assignment.</p> <p><b>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.</b></p> <p>View lecture/s Module 4.</p>

#### Break Week - 19 Aug 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 - 26 Aug 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 this week.**

### Week 7 - 02 Sep 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 will continue this week.

### Week 8 - 09 Sep 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 continue this week.

### Week 9 - 16 Sep 2019

Module/Topic

Chapter

Events and Submissions/Topic

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. <b>Residential school in Noosa running this week.</b> View lecture/s Module 7 <b>Submit Written Assignment: Monday 16th September, 1600hrs 2019</b>  <b>Written Assessment</b> Due: Week 9 Monday (16 Sept 2019) 4:00 pm AEST
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### Week 10 - 23 Sep 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. <b>Prepare for online summative quiz.</b>

### Week 11 - 30 Sep 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. <b>Clinical learning session's should now be completed - attend any make-up sessions if needed.</b> View lecture/s. Prepare for on-line summative quiz.

### Week 12 - 07 Oct 2019

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

### Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
	Week 13 Online summative quiz	<b>Online summative quiz will open Thursday 17th October, 2019</b> 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.

## Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Online Quiz(zes) Summative quiz</b> Due: Exam Week Thursday (24 Oct 2019) 12:00 am AEST

## Term Specific Information

All internal students must attend eight (8), weekly, mandatory clinical learning sessions during Term 2. 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 (1), three (3) day residential school during Term 2 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 Maths Quiz

**Assessment Type**

Online Quiz(zes)

**Task Description****Assessment Item One Math Quiz**

This quiz will be made available in week 1. You will be required to complete this by Friday 9th August, 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 Friday (9 Aug 2019) 11:45 pm AEST

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

**Return Date to Students**

Week 4 Friday (9 Aug 2019)

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 T2 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 to nursing practice.

### Unit Name Fundamentals of Clinical Nursing Practice

**Unit No.** NURS: 11160

**Coordinators** Kate Crowley, Kerry Reid-Searl, Donna Lorenze

**Assess No.** Two

**Type** Written

**Due date** Thursday 19<sup>th</sup> September 2019 at 1600 in Week 9.

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

**Total** 60%

### Percentage

**Details** : The following written assignment is based on a scenario of Mr Harold McDonald. The video's of the scenario are available on the Moodle site and are called Mr McDonald *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 (NSQHSS) 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 Mr McDonald under the supervision of the Registered Nurse.

### Who is mask-ed character?

The following are demographic details taken from the patient chart. This is important information that you will need when completing patient charts for your assignment.

Name: Mr Harold McDonald  
DOB: 21/01/1940  
Address: 133 Atlas Street, Mackay, QLD  
Weight: 88kg  
Height: 167 cm  
UR: 6332874

### **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 the patient's from the nurse who is about to go off duty. The nurse refers to the patient's care plan in delivering the information to you.

*Situation: Mr Harold McDonald was admitted to the medical ward from the emergency department at 0430hrs today. Harold has a respiratory tract infection and is finding it more difficult to breathe than normal. He is also having intermittent temperatures that make him feel unwell.*

*Background: Seasonal Asthma, Diabetes (Non Insulin dependent), hypertension, prostatic hypertrophy. Medications include oral hypoglycaemics and anti hypertensives. Allergic to pollens and metoclopramide.*

*Assessment: On examination Mr McDonald is sitting up in bed, he is alert, but reports feeling tired. He has mild work of breathing with some intercostal recession. Mr McDonald mobilises independently usually though he does not feel like moving much at the present time.*

The vital signs were recorded at 0630am as follows:

RR: 22

Oxygen Saturation: 93% on R/A

BP: 130/80 Default systolic BP 120mmHg

HR: 98

Temp: 37.9

Pain at rest: 3/10. With coughing and movement: 5/10

*Recommendations: Monitor vital signs and pain score; administer oxygen if saturations drop below 92% in R/A as ordinarily his saturation are above 95% in RA. Transmission based precautions must be implemented. Assist with mobilising as needed, monitor input and output on the fluid balance chart. Encourage mobilising as tolerated by the patient. The medical team, under Dr James, will review this morning at around 1030am.*

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

- Monitor vital signs. Minimum 4/24
- Assisting with hygiene and toileting needs as required;
- Maintain and record input and output on FBC
- Assist with meals as required;
- Assist patient to mobilise safely;
- Prevent pressure injury and falls

### **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 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 the assignment - Clinical Handover**

This section has two parts. Please watch the "*Handover Video*" on moodle:

**First**, you are to explain what clinical handover is and critique the handover you observe in the video. Please consider each element of ISBAR.

**Secondly**, describe the potential consequences for the patient and the nurse caring for the patient in the video's when an ineffective handover may have occurred from a previous shift.

Ensure you refer to the appropriate NSQHS Standard 2<sup>nd</sup> ed, when developing your discussion.

**You should allow 500 words for this part.** (\*Guide to word count only)

Please back up your information with credible references.

### **The third part of this assignment - Infection Control**

#### **This section has multiple parts:**

You are aware, based on the clinical handover, that Mr McDonald is on transmission-based precautions and adhering to the five moments of hand hygiene form part of your responsibilities when caring for Mr McDonald.

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 in Appendix A of your assignment.

#### **In the body of your assignment:**

**Firstly**, explain what 'transmission-based precautions' are (sometimes referred to as additional precautions) and how they differ from standard precautions. Identify from the "*Handover Video*" on moodle what the preferred precaution is (i.e contact, droplet or airborne) for Mr McDonald and how you will implement this in caring for the patient.

**Secondly**, after watching the "*Handover Video*," you are to identify the breaches in transmission-based precautions when the nurse is providing care for Mr McDonald . Provide an overview of the breaches in the written part of the assignment.

Ensure you also refer to the appropriate NSQHS Standard 2<sup>nd</sup> ed, when developing your discussion.

**You should allow a minimum of 500 words for this.** (\*Guide to word count only).

Please back up your information with credible references.

### **The fourth part of the assignment - Fluid Balance**

After breakfast is delivered you are aware you need to document input and output on the fluid balance chart. It is now 0930 am in the morning. *Watch video "Fluid Balance Chart Part A"*.

In the written part of your assignment you are to briefly explain what a fluid balance chart is and why Mr McDonald would require one.

Ensure you also refer to the appropriate NSQHS Standard 2<sup>nd</sup> ed, when developing your discussion.

**You should allow 200 words for this.** Please back up your information with quality references.

At 1500hrs you need to go back and complete the fluid balance chart for the remainder of your shift. (See "*Fluid Balance Chart Video, Part B*").

Download the fluid balance chart from the Moodle site and document all input and output from 0700hrs until 1500hrs according to what you hear in the video. This completed fluid balance chart will be Appendix B of your assignment.

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

Watch the video on moodle "The patient feels unwell". At 1030hrs you go into Mr McDonald's room and he states he is "feeling worse than before."

You then take Mr McDonald vital signs. It is 1035hrs and your findings are as follows.

*Respiration: 24*

*Oxygen saturation: 92% on room air*

*Blood pressure actual: 132/80. Use the default systolic BP to determine a score for actual BP.*

*Pulse: 101*

*Temperature: 38.2*

*Conscious state: Alert*

*Pain score: 6/10. Functional Activity Score: 6/10*

No modifications in use at the present time.

Document the vital signs on the Adult 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 QADDs 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 Mr McDonald's QADDs and complaints of pain.

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

#### **The fifth part of your assignment**

Based on the above scenario you have sought the assistance of the registered nurse. It is 1048 and when you report Mr McDonald current situation to the registered nurse.

The RN requests that you inform the medical officer on-call.

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

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

The medical officer, Dr James, advises the following over the phone.

- Increase vital signs to hourly
- Apply oxygen if needed to maintain saturations 92% and above
- RN to administer analgesia for comfort
- Increase oral fluids as tolerated
- Dr James will take bloods and order a chest xray when he attends. He will be there within half an hour.

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

You are now required to enter what has occurred in the nursing progress notes using SOAP format. Enter the situation assuming the time is now 1100 hrs and the date is 20/7/19. Your documentation can begin from the point of Mr McDonald advising you of "feeling worse than before." 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.

**\*Please note that the SRN would also document at the end of the shift, however it is not required for this assignment\***

#### **Final Part of assignment**

You should close your assignment with a conclusion

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

## Assessment Due Date

Week 9 Monday (16 Sept 2019) 4:00 pm AEST

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

## Return Date to Students

Week 12 Tuesday (8 Oct 2019)

Results will be made available online through grademark.

## Weighting

60%

## Assessment Criteria

Student Name:	Marker:				Marks
HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	
<b>Structure -15%</b> Excellent presentation of assignment with inclusion of all correct components. 1.5 – 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. Consistently accurate with spelling, grammar and paragraph structure. Appendices correctly submitted. Assignment submitted through Turnitin.	Well-presented assignment, 1.5 – 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, 1.5 – 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, 1.5 – 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.	/15
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 introduction offered in respect of the paper. No conclusion or very inadequate.	
Organisation and structure is clear and easy to follow. Content is clearly relevant to the topic, the approach clearly and comprehensively addresses the topic and the argument proceeds logically. Well linked to supporting credible literature.	Organisation and structure is clear. Content is relevant to the topic, the approach clearly addresses the topic and the argument proceeds logically. Supporting credible literature is used appropriately.	Organisation and structure is appropriate. Content is appropriate and addresses the topic and the argument for the most part proceeds logically. Minimal omissions in links to supporting credible literature.	Organisation and structure allows misinterpretation of the meaning of the content. Content addresses the topic and the argument is at times repetitive or lacks cohesion. Frequent omissions in links to supporting credible literature.	Organisation and structure detract from the meaning of the content. Content is irrelevant and or does not address the topic. There is a lack of cohesion. Little to no links to supporting credible literature.	/35
<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. 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
Excellent explanation of clinical handover, infection control, the nurses' actions relating to the correct ADD's score, pain complaint, and fluid balance. ISBAR handover clear and concise. All content relates to the patient in the scenario.	Relevant explanation of clinical handover, infection control, the nurses' actions relating to the correct ADD's score, pain complaint, and fluid balance. ISBAR handover clear. Content relates to the patient in the scenario.	Basic explanation of clinical handover, infection control, the nurses' actions relating to the correct ADD's score, pain complaint, and fluid balance. ISBAR handover included with minor errors. Content relates to the patient in the scenario.	Limited explanation of clinical handover, infection control, the nurses' actions relating to the correct ADD's score, pain complaint, and fluid balance. ISBAR handover attempted with many errors. Some content relates to the patient in the scenario.	Inadequate explanation of clinical handover, infection control, the nurses' actions relating to the correct ADD's score, pain complaint, and fluid balance. ISBAR handover format not followed. Most content does not relate to the patient in the scenario.	/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
<b>Grade:</b>		<b>Marker:</b>		<b>Comments:</b>	

## Referencing Style

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



## Submission

Online

## Submission Instructions

To be submitted through turnitin. 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.
- 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 compulsory 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.

**Unit Name** Fundamentals of Clinical Nursing Practice**Unit No.** NURS11160**Coordinator** Kate Crowley**Assess No.** 3**Type** Simulation Assessment Activity**Due date** Last day of residential school for distance students. Last day of Clinical Learning Session for internal students.**Word Limit** NA**Total Percentage** Pass/fail non graded**Details**

- The simulation assessment activity will occur in the clinical learning space. Students will be assessed on the following: hand hygiene and the taking and documenting of vital signs including respirations, pulse, blood pressure, temperature and pulse oximetry. Students will then complete ten safety questions.
- Students will be able to use their Berman et al. (2017) text book as a skills reference guide during the simulation.
- Students will be permitted multiple attempts to complete the skills until the assessor is satisfied or recommends further support and guidance.

**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.

**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 4 addresses unit learning outcomes one and three.**

1. Apply the principles from the nursing process to deliver evidenced based, person centered 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 to nursing practice.

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 (17th October). The quiz will be open for a 24-hour period, 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**

Exam Week Thursday (24 Oct 2019) 12:00 am 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. The quiz has 120 questions that come from a bank of questions. Students will be allowed two hours to complete the quiz online, but it will be open for 24 hours to allow access at any time during that 24-hour period.

The quiz contains questions from the entire 12 weeks of the unit, or 8 modules of work.

Students will receive a mark out of 120 for the quiz once the quiz has closed and will only see their mark out of 120 as would be the case in an exam.

**Referencing Style**

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

**Submission**

Online

**Learning Outcomes Assessed**

- 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

## 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