



# **NURS11160 *Fundamentals of Clinical Nursing***

## **Practice**

### **Term 1 - 2020**

Profile information current as at 14/05/2024 12:38 am

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

## **Corrections**

### **Unit Profile Correction added on 26-03-20**

Due to the unprecedented situation with the corona virus, the simulation assessment activity and the compulsory on campus attendance for NURS11160 must now be changed. The 24 hours of compulsory face to face internal or residential clinical learning sessions have now been transitioned to virtual zoom sessions during Term 1 2020. The theory of skills will be explained and demonstrated and the activities in the clinical learning manual will be discussed during the zoom sessions. Students will have the opportunity to complete the clinical learning manual during this time.

As there are practical skills that students must learn and cannot be taught via zoom in this unit of study, there will be a compulsory eight (8) hours of outstanding face to face clinical learning sessions (internal or residential). Students will be required to attend an on campus clinical learning session prior to undertaking NURS11161. Students will be required to complete all the activities in the Clinical Learning Manual for NURS11160. Students will be asked to bring this manual with them (either in paper copy or electronically) to their eight hours of clinical learning prior to undertaking their internal or residential classes for NURS11161.

## General Information

### Overview

In this unit you will have the opportunity to acquire and demonstrate foundation knowledge and underpinning nursing skills in the following practice areas: health assessment and risk screening, maintaining and enhancing skin integrity, alterations in activities of daily living, and patient education at a beginning level. You will have the opportunity to demonstrate communication skills necessary to build and maintain therapeutic and professional nursing relationships. In addition, knowledge and skills will be demonstrated in numeracy associated with nursing care and you 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 is a compulsory residential school or alternatively, regular on-campus classes to attend 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 - 2020

- 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 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. Explain and demonstrate nursing skills associated with health assessment and risk screening, and alterations in activities of daily living
2. Demonstrate effective communication skills in therapeutic and professional nursing relationships
3. Discuss principles associated with patient education at a beginning level
4. Demonstrate numeracy proficiency necessary for safe nursing practice
5. Apply the Nursing Midwifery Board of Australia (NMBA) registered nurse standards for practice and 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	4	5



## 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

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#### 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

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#### 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

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#### Prescribed

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

Edition: 1st ed (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 Kozier & Erb's Fundamentals of Nursing textbooks come as a package of three textbooks and the latest edition will be referred to in your study guide. You will be able to continue to use these textbooks throughout your degree. The Skills in Clinical Nursing textbook will also be referred to within the study guide for this unit but will also serve as your guide throughout your degree for skills performed in the clinical learning spaces.

Copies are available for purchase 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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**Lisa Wirihana** Unit Coordinator

[l.wirihana@cqu.edu.au](mailto:l.wirihana@cqu.edu.au)

## Schedule

### Week 1 - 09 Mar 2020

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>Topics to be covered:</p> <ul style="list-style-type: none"><li>• A Holistic Approach</li><li>• Introduction to the Clinical Reasoning Cycle</li><li>• Introduction to nursing and medical terminology</li><li>• Introduction to mathematics relating to nursing</li><li>• Introduction to the National Safety and Quality Health Service Standards</li></ul> <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>View lecture/s in Module 1.</p> <p><b>Enrol in residential school (distance/mixed mode students). Attend your on-campus clinical learning session - carefully refer to your timetable as the internal classes may start in Week 1 but they may not run in consecutive weeks of term on all campuses.</b></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 - 16 Mar 2020

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.  
Topics to be covered:

- Techniques for successful interviewing
- Introduction to health history
- Confidentiality, informed consent
- Introduction to documentation (SOAP) and reporting (ISBAR), clinical handover
- Reflection and professional journaling

• Links to Standard 2 Partnering with Consumers and Standard 6 Communicating for Safety Standard  
View lecture/s Module 2.

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.**

Start preparing for your written assignment. Refer to the marking criteria. Seek support from ALC and library if needed.

### Week 3 - 23 Mar 2020

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.	<p>Continue your Study Guide Activities including the completion of the 'Hand Hygiene Package'. Start a professional journal or resume. View ore review lecture/s.</p> <p><b>Maths online quiz will close Friday 27th March. Multiple attempts can be made until you receive 100%. .</b> Attend your clinical learning session. <b>If you are mixed mode student you must enrol in your preferred residential school ASAP!</b> Continue with your written assignment. Start looking for references.</p> <p><b>Maths Quiz - Compulsory pass/fail assessment item</b> Due: Week 3 Friday (27 Mar 2020) 11:59 pm AEST</p>

### Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Commence Module 3	Complete Module 3 of Study Guide. The activities in the Study Guide will refer you to set readings in your prescribed texts and direct you to other resources.	<p>Continue your Study Guide Activities. Topics to be covered:</p> <ul style="list-style-type: none"> <li>• Measures to reduce or eliminate infectious agents</li> <li>• Personal protective equipment (PPE)</li> <li>• Asepsis and aseptic technique</li> <li>• Disposal of soiled equipment and supplies</li> <li>• Health care acquired infections (HCAI)</li> <li>• Transmission-based precautions</li> <li>• Simple wound dressing</li> <li>• Links to Standard 3 Preventing and Controlling Health-Care Associated Infections.</li> </ul> <p>View lecture/s Module 3. Attend your weekly clinical learning session as an internal student. As a mixed mode student, you should have already enrolled in your residential school. Continue with your written assignment. Contact ALC or the library if needed.</p>
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### Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Commence Module 4	Start Module 4 of Study Guide. You will be able to continue with module 4 until the end of Week 6. 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. Topics to be covered:</p> <ul style="list-style-type: none"> <li>• Beginning Assessment Skills (Inspection, palpation, percussion, auscultation)</li> <li>• Vital Signs, electronic versus manual</li> <li>• Variations in vitals across the lifespan, respirations, oxygen saturation, blood pressure, pulse/heart rate, body temperature</li> <li>• Documentation of vital signs</li> <li>• Links to Standard 8 Recognising and Responding to Acute Deterioration</li> </ul> <p>View lecture/s Module 4. <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> Continue with your written assignment.</p>

### Break Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
TAKE A BREAK	TAKE A BREAK or catch up on Modules 1 - 4 of your study guide.	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 - 20 Apr 2020

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). Attend clinical learning session as per your schedule.

**Residential schools commence this week.**

#### Week 7 - 27 Apr 2020

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.	<p>Continue your Study Guide Activities. Topics to be covered:</p> <ul style="list-style-type: none"><li>• Falls and risk assessment</li><li>• Pressure injuries risk assessment</li><li>• Skin tears and risk assessment</li><li>• Assistance with nutrition across the lifespan</li><li>• Protected meal times</li><li>• Fluid balance charts, measuring fluid intake and output</li><li>• Bed making</li><li>• Links to Standard 5 Comprehensive Care</li></ul> <p>View lecture/s Module 5. Attend your scheduled clinical learning session. Residential schools will continue this week. Continue with your written assignment. Proof read, check the assignment against the marking criteria, have the questions been answered?</p>

#### Week 8 - 04 May 2020

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.	<p>Continue your Study Guide Activities. Topics to be covered:</p> <ul style="list-style-type: none"><li>• Work health &amp; safety legislation</li><li>• Duties of workers</li><li>• Enforcement of legislation</li><li>• Mobility</li><li>• Safe patient handling, patient handling assessment, patient handling equipment, safe patient handling techniques</li><li>• Links with Standard 5 Comprehensive Care</li></ul> <p>Attend your clinical learning session as per your schedule. Residential schools continue this week.</p> <p><b>Refine your written assignment. Check marking criteria ready for submission. Submit as draft via Turnitin. Respond to report and correct assignment if necessary.</b></p>

#### Week 9 - 11 May 2020

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. Topics to be covered: <ul style="list-style-type: none"> <li>• Patient hygiene</li> <li>• Facilitating elimination</li> <li>• Urinary function</li> <li>• Bowel function</li> <li>• The Bristol Stool Chart</li> <li>• Incontinence, management of incontinence</li> <li>• Changing a stoma appliance</li> <li>• Module 7 is linked with Standard 5 Comprehensive Care (as well as other standards)</li> </ul> View lecture/s Module 7. Attend clinical learning session as per your schedule. <b>The final residential schools will be running this week. Complete your written assessment ready for submission next week.</b>
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#### Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 8	Complete 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. <b>Make any final changes and submit written assessment. Due Monday 18th May. Ensure you allow plenty of time to submit through turnitin.</b>	Continue your Study Guide Activities. Topics to be covered: <ul style="list-style-type: none"> <li>• Specimen collection</li> <li>• Correct patient identification and labeling</li> <li>• Urinalysis, stool specimens</li> <li>• Bringing it all together, rounding</li> <li>• Specimen collection is linked with Standard 6, Communicating for Safety</li> </ul> View lecture/s Module 8. Attend clinical learning session as per your schedule. Residentials may be running this week dependent on student numbers. <b>Make any final changes and submit written assessment. Due Monday 18th May. Ensure you allow plenty of time to submit through Turnitin.</b> Prepare for online summative quiz.  <b>Written Assessment</b> Due: Week 10 Monday (18 May 2020) 4:00 pm AEST

#### Week 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Revision/ catch up week	Complete any outstanding work in your 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 as needed. <b>Clinical learning sessions should now be completed - attend any make-up sessions if needed.</b> View lecture/s. Prepare for on-line summative quiz.

#### Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Revision week

Review your study guide, clinical learning manual and lectures for the term.

Continue your Study Guide Activities if needed.  
Clinical learning sessions and residential 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.

#### Week 13 - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
Prepare for Summative Quiz this week.	Week 13 Continue preparation for online summative quiz	Next week the quiz will open for 48 hours. You have one attempt only. There will be 120 questions covering the entire term's content. The quiz can be done online at home or on a university campus with the expectation that students will abide by 'exam like' conditions.

#### Week 14 Exam Block - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
Summative Quiz	Summative Quiz	<b>Summative Quiz</b> The quiz will open in moodle on <b>Sunday 14th June 2359hrs</b> and remain open until <b>Tuesday 16th June 2359hrs</b> . Essentially the quiz is open all day Monday and Tuesday but <b>once you commence the quiz you will have two hours to complete it</b> . 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.  <b>Online Quiz(zes) Summative quiz</b> Due: Exam Week Monday (15 June 2020) 11:59 pm AEST

## Term Specific Information

All internal students must attend eight (8), weekly, mandatory clinical learning sessions during Term. 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) mandatory, three (3) 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 via my-timetable.

## Assessment Tasks

### 1 Maths Quiz - Compulsory pass/fail assessment item

#### Assessment Type

Online Quiz(zes)

#### Task Description

Assessment Item One:

## Math Quiz

This quiz will be made available on Monday 9th March Week 1 through moodle. You will be required to complete this by Friday 27th March, Week 3. You can have multiple attempts but you must obtain 100% pass rate.

The math quiz contains 30 multi-choice questions and your grade out of 30 will be available after each attempt at the quiz.

This math quiz is Pass/ Fail Non-Graded compulsory assessment item.

### Number of Quizzes

1

### Frequency of Quizzes

Other

### Assessment Due Date

Week 3 Friday (27 Mar 2020) 11:59 pm AEST

This quiz will be made available in Week 1. You may have multiple attempts from Week 1 through to Week 3 to pass the quiz.

### Return Date to Students

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 feedback that states "Congratulations, you have passed."

### Referencing Style

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

### Submission

Online

### Learning Outcomes Assessed

- Demonstrate numeracy proficiency necessary for safe nursing practice
- Apply the Nursing Midwifery Board of Australia (NMBA) registered nurse standards for practice and 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

## 2 Written Assessment

### Assessment Type

Written Assessment

### Task Description

**NURS11160 Fundamentals of Clinical Nursing T1 2020**  
**Assignment Two - Written Assessment**

This assessment addresses unit learning outcomes one, two and five.

### Learning Outcomes

1. Explain and demonstrate nursing skills associated with health assessment and risk screening, and alterations in

activities of daily living.

2. Demonstrate effective communication skills in therapeutic and professional nursing relationships.

5. Apply the Nursing Midwifery Board of Australia (NMBA) registered nurse standards for practice and National Safety and Quality Health Service Standards to nursing practice.

<b>Unit Name</b>	<b>Fundamentals of Clinical Nursing Practice</b>
<b>Unit No.</b>	NURS: 11160
<b>Coordinators</b>	Kate Crowley, Wendy Flanagan, Lisa Wirihana
<b>Assessment No.</b>	Two
<b>Type</b>	Written
<b>Due date</b>	Monday 18th May, 2020 (Week 10, Term 1)
<b>Word Limit</b>	2000 words (+/- 10%)
<b>Total Percentage</b>	60%

**Details:** The following written assignment is based on a scenario of Mrs Molly Mooney. The videos of the scenario are available on the Moodle site and are called *Mrs Mooney 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.

**Please note:**

**You are required to write this assignment using academic essay format, remaining in third person unless otherwise indicated (ISBAR handover). It is expected you will use headings and quality resources/references to support your discussion following the APA format of referencing.**

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

- Fluid balance chart
- QADDs 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 several 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 Mrs Mooney 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: Mrs Molly Mooney

DOB: 17 March 1944

Address: 12 The Park Resort, Bundaberg

Weight: 62kg

Height: 165 cm

UR: 633184

**ISBAR clinical handover for shift change**

It is 0700hrs on the 4<sup>th</sup> May, and you have just started your shift. Clinical handover has begun. You receive the following information at the patient's bedside 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.

*Introduction: This is Mrs Molly Mooney, who was admitted to the medical ward from the emergency department (ED) two days ago for monitoring and assessment after a fall at home.*

*Situation: Molly had slipped and fell in her bathroom at home and sustained lacerations to her right lower leg and her right arm, dressings insitu. She also has a large bruise above her right eye. Molly's vital signs are as recorded, QADDs is 1 due to slightly increased respiratory rate but otherwise appears to have slept well with no complaints.*

*Background: Following presentation to ED after the fall, Molly had bloods, X-rays and a head CT that were all cleared prior to admission to the ward. Molly has a history of COPD, Non-Insulin dependent Diabetic (Non-Insulin dependent) Type 2, hypertension, Osteoporosis, CA Cervix and anxiety. Molly has a total abdominal hysterectomy 10 years ago. Medications currently include tiotropium daily, salbutamol PRN, atenolol twice daily, metformin daily, aldendronate once per week. Molly lives independently in an aged care facility but with no assistance. Molly reports not eating or drinking well recently due to the cost of groceries. She states she has not been using the air conditioner or fans, again, due to the cost.*

*Assessment: On examination Mrs Mooney is sitting up in bed, she is alert, but reports feeling tired. She has a large*

bruise above her right eye, and dressings on her right forearm and right shin area. Ooze is visible on the dressings. Mrs Mooney normally mobilises independently; however, she does not feel like moving much at the present time. There is nil intake or output recorded on FBC at time of report.

The vital signs were recorded at 0630am as follows:

RR: 22

Oxygen Saturation: 95% on R/A

BP: 130/80 Default systolic BP 120mmHg

HR: 98

Temp: 37.9 °C

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

*Recommendations: Continue to monitor vital signs and pain score 4/24; Registered Nurse to monitor neurological observations. (Please note: neurological observations are covered in a later unit – you are not required to consider them in this assessment). Molly's wound dressings must be monitored for any signs of infection. Standard precautions must be implemented. Assist and encourage mobilisation as tolerated by the patient. Encourage diet and fluids, referral to dietician is needed. Monitor input and output on the fluid balance chart. The medical team, under Dr James, will review this morning at around 1030hrs. The nursing discharge planner is assisting with plans for Molly to go home when she is medically cleared.*

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

- Monitor vital signs. Minimum 4/24
- RN to monitor neurological observations
- Check the dressings on the skin tears for ooze and signs of infection
- 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 further falls

**What do you need to do next?**

**Download and use the template provided for this assignment.**

### **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 videos 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 Mrs Mooney is on standard precautions and adhering to the five moments of hand hygiene form part of your responsibilities when caring for Mrs Mooney.

Complete the "Hand Hygiene Student Health Practitioners Online Learning Module" available through the Australian Commission on Safety and Quality in Health Care site:

<https://www.safetyandquality.gov.au/our-work/infection-prevention-and-control/national-hand-hygiene-initiative>

The instructions for completing this module and generating your certificate are in your study guide under Module 3.

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 standard precautions are and how they differ from transmission-based precautions. Identify from the "Handover Video" on Moodle whether standard precautions are appropriate for Mrs Mooney and how you will implement these in caring for the patient.

**Secondly**, after watching the "Handover Video," you are to identify any breaches in precautions when the nurse is providing care for Mrs Mooney. 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 400 words for this.** (\*Guide to word count only).

Please back up your information with credible references.

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

Watch the video on Moodle "The patient reports pain". At 0955hrs you go into Mrs Mooney's room and she states she has "a nasty headache and I feel hot."

You then take Mrs Mooney's vital signs. It is 1000hrs and your findings are as follows.

*Respiration: 24*

*Oxygen saturation: 94% on room air*

*Blood pressure actual: 108/80. Use the default systolic BP to determine a score for actual BP.*

*Pulse: 105*

*Temperature: 38.5 °C*

*Conscious state: Alert*

*Pain score: 6/10. Functional Activity Score: 7/10*

No modifications in use at the present time.

Document the vital signs on the Adult QADDS 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 the QADDS as Appendix B (**ensure you document the 1100hrs and 1200hrs vital signs from the seventh part of your assignment**).

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

- what action/intervention should be taken based on the score you calculated at 1000hrs,
- what nursing action you would take regarding Mrs Mooney'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 1010hrs when you report Mrs Mooney's 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 may write in first person for this section only.**

**You should allow 300 words for this.**

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

- Increase vital signs to hourly
- RN to administer analgesia for comfort
- Increase oral fluids as tolerated
- Dr James will review the patient's dressings and order any other investigations when he attends. He will be there within half an hour.

#### **The sixth part of the assignment - dressings**

When Dr James reviewed Mrs Mooney, he removed the dressings to review her lacerations. Dr James advised Molly has signs of a localised infection and orders a wound swab, re-application of dressings and prescribes antibiotics.

In the written part of your assignment you are to describe what you look for when assessing the wound, the steps involved in performing the dressing and where this information should be recorded.

**You should allow 400 words for this.**

#### **The seventh part of the assignment - Fluid Balance and completion of vital signs on QADDS**

During your shift you are aware you need to document input and output on the fluid balance chart. Please watch the videos: "Fluid Balance Chart Part A, and Fluid Balance Chart Part B".

**First**, 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 videos. This completed fluid balance chart will be Appendix C of your assignment.

In the written part of your assignment you are to briefly consider and explain what a fluid balance chart is, Molly's current fluid balance and explain why Mrs Mooney would require one.

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

**You should allow 300 words for this.** Please back up your information with quality references.

**Secondly**, complete QADDS documentation.

Please record the vital signs for 1100hrs and 1200hrs on the QADDS tool as follows:

**11:00am**

*Respiration: 21*

*Oxygen saturation: 95% on room air*

*Blood pressure actual: 112/80.*

*Pulse: 101*

*Temperature: 38.0 °C*

**12:00pm**

*Respiration: 20*

*Oxygen saturation: 95% on room air*

*Blood pressure actual: 120/80.*

*Pulse: 95*

*Temperature: 37.0 °C*



Conscious state: Alert

Pain score: 3/10 FAS: 5 /10

No modifications in use at the present time.

Intervention: Pain relief & antibiotics administered by RN at 10:30.

Conscious state: Alert

Pain score: 2/10 FAS: 4 /10

No modifications in use at the present time.

### The eighth part of your assignment

You are now required to enter what has occurred in the nursing progress notes using the SOAP format. Enter the situation assuming the time is now 1515hrs and the date is 04/05/2020. Your documentation can begin from the point of Mrs Mooney advising you that she had “a nasty headache and I feel hot.” 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

Close your assignment with a conclusion.

**You should allow 200 words.**

Final Part of assignment

Close your assignment with a conclusion.

**You should allow 200 words.**

### Assessment Due Date

Week 10 Monday (18 May 2020) 4:00 pm AEST

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

### Return Date to Students

Review/Exam Week Monday (8 June 2020)

Results will be made available online through grademark.

### Weighting

60%

### Assessment Criteria

Student Name: Marker:

HD 85-100%

D 75-84%

C 65-74%

P 50-64%

F <50%

Marks

#### Structure -15%

Excellent presentation of assignment with inclusion of all correct components, 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. Assignment submitted through Turnitin with no format error.

Well-presented assignment, 2.0 line spacing, 12-point font, page numbers, word count and a contents page, 3 or 4 errors in spelling, grammar or paragraph structure. Appendices correctly submitted and assignment submitted through Turnitin with minor format 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 formatting 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 formatting 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 formatting errors. /5

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. /5

Organisation and structure are 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.

Organisation and structure are clear. Content is relevant to the topic; the approach clearly addresses the topic and the argument proceeds logically.

Organisation and structure are appropriate. Content is appropriate and addresses the topic and the argument for the most part proceeds logically.

Organisation and structure allow misinterpretation of the meaning of the content. Content addresses the topic and the argument is at times repetitive or lacks cohesion.

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. /5

#### Approach and Argument (70%)

Content is clearly relevant to the topic. The approach comprehensively answers the question and the argument proceeds logically, clearly supported with credible literature. Clear links to the NSQHSS (2<sup>nd</sup> ed). Consistently accurate completion of all documentation including fluid balance chart, QADDS and nursing progress notes.

Content is relevant to the topic; the approach clearly answers the question and the argument proceeds logically. Discussion is supported with credible literature. Links to the NSQHSS (2<sup>nd</sup> ed). Generally accurate (1-2 inaccuracies) with all documentation including fluid balance chart, QADDS and nursing progress notes.

Content is appropriate and answers the question and the argument for the most part proceeds logically with some support from credible literature. Some links to the NSQHSS (2<sup>nd</sup> ed). Occasional inaccuracies (3-4) with all documentation including fluid balance chart, QADDS and nursing progress notes.

Content answers the question although the argument is at times repetitive or lacks cohesion. Minimal supporting, credible literature is used in discussion. Attempt at linking to the NSQHSS (2<sup>nd</sup> ed). Frequent inaccuracies (5-6) with all documentation including fluid balance chart, QADDS 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 support from credible literature and the NSQHSS (2<sup>nd</sup> ed) in discussion. Many inaccuracies (>7) with all documentation including fluid balance chart, QADDS and nursing progress notes. /35

Excellent explanation of clinical handover, infection control, the nurses' actions relating to the correct QADDS score, pain complaint, dressings and fluid balance. ISBAR handover clear and concise. All content relates to the patient in the scenario, Mrs Mooney.	Relevant explanation of clinical handover, infection control, the nurses' actions relating to the correct QADDS score, pain complaint, dressings and fluid balance. ISBAR handover clear. Content relates to the patient in the scenario, Mrs Mooney.	Basic explanation of clinical handover, infection control, the nurses' actions relating to the correct QADDS score, pain complaint, dressings and fluid balance. ISBAR handover included with minor errors. Content relates to the patient in the scenario, Mrs Mooney.	Limited explanation of clinical handover, infection control, the nurses' actions relating to the correct QADDS score, pain complaint, dressings and fluid balance. ISBAR handover attempted with many errors. Some content relates to Mrs Mooney.	Inadequate explanation of clinical handover, infection control, the nurses' actions relating to the correct QADDS score, pain complaint, dressings and fluid balance. ISBAR handover format not followed. Most content does not relate to Mrs Mooney.	/35
<b>Referencing - 15%</b>					
Consistently accurate with in-text referencing to support and reflect all ideas, factual information and quotations as per APA style.	1 or 2 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations as per APA style.	3 or 4 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations as per APA style.	5 or 6 inconsistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations as per APA style.	Referencing is not consistent with APA style. Many inaccuracies (<7) with in-text referencing to support and reflect all ideas, factual information and quotations.	/5
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. *Journals <5 years old *Books <10 years old	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.	/5
Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA style.	Reference list appears in Alphabetical order and mostly 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.	/5
<b>Total Marks</b>					/100
<b>Grade: Marker: 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

- Explain and demonstrate nursing skills associated with health assessment and risk screening, and alterations in activities of daily living
- Demonstrate effective communication skills in therapeutic and professional nursing relationships
- Apply the Nursing Midwifery Board of Australia (NMBA) registered nurse standards for practice and 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 - Simulation assessment activity and attendance of clinical learning hours

## Assessment Type

Practical Assessment

## Task Description

### Simulation Assessment Activity

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

- 1 - Explain and demonstrate nursing skills associated with health assessment and risk screening, and alterations in activities of daily living.
- 2 - Demonstrate effective communication skills in therapeutic and professional nursing relationships.
- 3 - Discuss principles associated with patient education at a beginning level.

5 - Apply the Nursing Midwifery Board of Australia (NMBA) registered nurse standards for practice and National Safety and Quality Health Service Standards to nursing practice.

**Unit Name**      **Fundamentals of Clinical Nursing Practice**

**Unit No.**      NURS11160

**Coordinator**      Kate Crowley, Lisa Wirihana, Wendy Flanagan

**Assess No.**      3

**Type**      Simulation Assessment Activity and complete attendance of clinical hours

**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; 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.**
  - **Students must also attend all of the required clinical learning hours during term or during the residential school to pass this assessment.**

#### **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, Lisa Wirihana, Wendy Flanagan

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; taking and documenting of vital signs including: respirations, pulse, blood pressure, temperature and pulse oximetry.
  - Students will 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.
  - Students must also attend all of the required clinical learning hours during term or during the residential school to pass this assessment.

### Referencing Style

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

### Submission

Offline

### Submission Instructions

Face to face.

### Learning Outcomes Assessed

- Explain and demonstrate nursing skills associated with health assessment and risk screening, and alterations in activities of daily living
- Demonstrate effective communication skills in therapeutic and professional nursing relationships
- Discuss principles associated with patient education at a beginning level
- Apply the Nursing Midwifery Board of Australia (NMBA) registered nurse standards for practice and 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

The summative quiz has 120 multi-choice questions that you will need to complete in moodle within a two-hour time-frame. The questions come from a large bank of questions that are randomly selected for each student. The quiz covers content from the eight modules of work that you have completed during term.

The quiz will open for students to access on Monday 15 and 16th June. Note: *The quiz opens at 2359hrs AEST on Sunday 14th June and closes 2359hrs Tuesday 16th June.*

The quiz will be open for a 48 hour period only but once you commence the quiz you will have two hours to complete it. The quiz will open at 2359hrs on Sunday night (so effectively midnight) and close at 2359 on Tuesday night.

You must allow two hours prior to the quiz closing to start the quiz, for example, if you start the quiz at 2300 on Tuesday

night you will be locked out at 23:59 regardless of whether you have finished or not. Open, unfinished attempts are submitted automatically.

The following quiz must be completed without assistance from another person and without the use of mobile phones or other devices. Non-adherence to this is considered academic misconduct and cheating. Nursing text books and unit study materials can be sourced.

You will have two hours to complete the quiz. The 2 hour time limit commences from the point you click on the "Attempt the quiz now" button.

Please use internet connection of Chrome or Firefox.

The Summative Quiz addresses the following unit learning outcomes:

3 - Discuss principles associated with patient education at a beginning level.

4 - Demonstrate numeracy proficiency necessary for safe nursing practice.

5 - Apply the Nursing Midwifery Board of Australia (NMBA) registered nurse standards for practice and National Safety and Quality Health Service Standards to nursing practice.

### **Number of Quizzes**

1

### **Frequency of Quizzes**

Other

### **Assessment Due Date**

Exam Week Monday (15 June 2020) 11:59 pm AEST

The quiz will be open for students to access on Monday 15 and 16th June. Note: The quiz opens at 2359hrs AEST on Sunday 14th June and closes 2359hrs Tuesday 16th June. The quiz will be open for a 48 hour period only but once you commence the quiz you will have two hours to complete it. The quiz will open at 2359hrs on Sunday night (so effectively midnight) and close at 2359 on Tuesday night. You must allow two hours prior to the quiz closing to start the quiz, for example, if you start the quiz at 2300 on Tuesday night you will be locked out at 23:59 regardless of whether you have finished or not. Open, unfinished attempts are submitted automatically.

### **Return Date to Students**

Exam Week Wednesday (17 June 2020)

Your mark (out of 120 questions) from the quiz will be available once the quiz has closed on the 17th June.

### **Weighting**

40%

### **Assessment Criteria**

The quiz contains 120 multi-choice 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.

The quiz will be open for students to access on Monday 15 and 16th June. Note: *The quiz opens at 2359hrs AEST on Sunday 14th June and closes 2359hrs Tuesday 16th June.*

The quiz will be open for a 48 hour period only but once you commence the quiz you will have two hours to complete it.

The quiz will open at 2359hrs on Sunday night (so effectively midnight) and close at 2359 on Tuesday night.

You must allow two hours prior to the quiz closing to start the quiz, for example, if you start the quiz at 2300 on Tuesday night you will be locked out at 23:59 regardless of whether you have finished or not. Open, unfinished attempts are submitted automatically.

The following quiz must be completed without assistance from another person and without the use of mobile phones or other devices. Non-adherence to this is considered academic misconduct and cheating. Nursing text books and unit study materials can be sourced.

You will have two hours to complete the quiz. The 2 hour time limit commences from the point you click on the "Attempt the quiz now" button.

### **Referencing Style**

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

### **Submission**

Online

### **Learning Outcomes Assessed**

- Discuss principles associated with patient education at a beginning level
- Apply the Nursing Midwifery Board of Australia (NMBA) registered nurse standards for practice and 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