



NURS11160 *Fundamentals of Clinical Nursing*

Practice

Term 2 - 2020

Profile information current as at 29/04/2024 01:54 pm

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

General Information

Overview

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 2 - 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 Evaluation - Have your say

Feedback

I really enjoyed this unit. I feel like all the content covered is extremely relevant and I feel a lot more confident in my decision to study nursing because of it. The assignment hasn't been graded yet but I know it helped me to learn and I'm sure I will receive constructive feedback. All the lecturers are amazing!

Recommendation

Continue to provide relevant, comprehensive and current content delivered in the fashion that is demonstrated to engage students in a positive way.

Feedback from Student Evaluation - Have your say

Feedback

I really really wanted to know what answers I got wrong in assessment 3 online summarise quiz. How can I learn from them if I don't know what I got wrong?????

Recommendation

The Summative quiz was treated as a formal exam as far as viewing results went. Opportunity was offered to students to review their responses via a zoom meeting. Only five students took advantage of this opportunity. We are currently in the process of having the quiz changed so Term 2 students will be able to see their results.

Feedback from Student Evaluation - Have your say

Feedback

Fun and interactive online classes, demonstrating practical skills for nursing. I especially liked the group activities, and found that these were a good opportunity to get a grasp of the content covered in class. I thoroughly enjoyed this unit and the content. The lecturers made the content easy and fun to learn and they were thorough and knew exactly what they were teaching. Kate and Lisa handled the cancelling of res schools professionally and all questions were appropriately answered in a timely manner.

Recommendation

With the continuing restrictions surrounding COVID-19, the current teaching activities will continue.

Feedback from Student Evaluation - Have your say

Feedback

I found this to be a very exciting unit. I wish I was able to attend res school. I think it would have been such a positive experience. The lecturers knew this unit inside out and did an excellent job of teaching it. I did find this unit a little hard to keep up with. I think it would have been easier for me if I was able to attend res school for the three days liked planned

Recommendation

It is unfortunate that on campus hands on learning is not available at this time. All students must now complete an online Simulation Assessment, where they create a video of themselves undertaking vital signs. They are then asked to create a second video where they reflect on their learning from the assessment.

Feedback from Student Evaluation - Have your say

Feedback

Online recorded lectures and clinical sessions were hard to hear. The moodle recordings for the assessments were awful - very hard to hear and see

Recommendation

To correct this difficulty a transcript was created and uploaded to Moodle for both assessment videos

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
1 - Online Quiz(zes) - 0%				•	•
2 - Written Assessment - 60%	•	•			•
3 - Practical Assessment - 0%	•	•	•		•
4 - Online Quiz(zes) - 40%			•		•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•	•		•
2 - Problem Solving	•	•	•	•	•
3 - Critical Thinking	•	•	•	•	•
4 - Information Literacy	•				
5 - Team Work		•	•		•
6 - Information Technology Competence	•				
7 - Cross Cultural Competence	•	•	•		•

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

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 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

There are three ISBN's for the Kozier and Erb's Fundamentals of Nursing (Australian Edition). However, all of the above books come packaged in value pack at a reduced price to students. You can 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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Lisa Wirihana Unit Coordinator

l.wirihana@cqu.edu.au

Sandy Mclellan Unit Coordinator

s.j.mclellan@cqu.edu.au

Schedule

Week 14 Exam Block - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
Summative Quiz	Summative Quiz	Summative Quiz The quiz will open in moodle on Sunday 14th June 2359hrs and remain open until Tuesday 16th June 2359hrs . Essentially the quiz is open all day Monday and Tuesday but once you commence the quiz you will have two hours to complete it. 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 1 - 13 Jul 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.	Review all unit requirements. Understand what is required of you in this unit. Topics to be covered: <ul style="list-style-type: none">• A Holistic Approach• Introduction to the Clinical Reasoning Cycle• Introduction to nursing and medical terminology• Introduction to mathematics relating to nursing• Introduction to the National Safety and Quality Health Service Standards Review all assessment pieces. Put dates in diary. Set a plan for the term. Start your Study Guide Activities including the 'Cultural Awareness Package'. View lecture/s in Module 1. Open and log into Med safe, practice simple maths tasks in preparation for the Maths quiz. Open and commence maths quiz. Multiple attempts can be made until you reach 100%. (30/30).

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 continues Module 2 commences	Complete Module 1 and start Module 2 of Study Guide. The activities in the Study Guide will refer you to set readings in your prescribed texts and direct you to other resources.	Continue your Study Guide Activities. Topics to be covered: <ul style="list-style-type: none">• 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%. Start preparing for your written assignment. Refer to the marking criteria. Seek support from ALC and library if needed.

Week 3 - 27 Jul 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.	Continue your Study Guide Activities including the completion of the 'Hand Hygiene Package'. Start a professional journal or resume. View ore review lecture/s. Maths online quiz will close Friday 31st of July. Multiple attempts can be made until you receive 100%. . Continue with your written assignment. Start looking for references. Maths Quiz - Compulsory pass/fail assessment item Due: Week 3 Friday (31 July 2020) 4:00 pm AEST

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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.	Continue your Study Guide Activities. Topics to be covered: <ul style="list-style-type: none">• 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 Standard 3 Preventing and Controlling Health-Care Associated Infections. View lecture/s Module 3. Continue with your written assignment. Contact ALC or the library if needed.

Week 5 - 10 Aug 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.	Continue your Study Guide Activities. Topics to be covered: <ul style="list-style-type: none"> • Beginning Assessment Skills (Inspection, palpation, percussion, auscultation) • Vital Signs, electronic versus manual • Variations in vitals 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 View lecture/s Module 4. Continue with your written assignment.

Break Week - 17 Aug 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 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Complete Module 4	Complete Module 4 of Study Guide. The activities in the Study Guide will refer you to set readings in your prescribed texts and direct you to other resources.	Continue your Study Guide Activities. Continue with your written assignment. You should have a solid draft by now and if required seek support from ALC. (Send them a draft copy for review and comment).

Week 7 - 31 Aug 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.	Continue your Study Guide Activities. Topics to be covered: <ul style="list-style-type: none"> • Falls and risk assessment • Pressure injuries risk assessment • Skin tears and risk assessment • Assistance with nutrition across the lifespan • Protected meal times • Fluid balance charts, measuring fluid intake and output • Bed making • Links to Standard 5 Comprehensive Care View lecture/s Module 5. Continue with your written assignment. Proof read, check the assignment against the marking criteria, have the questions been answered?

Week 8 - 07 Sep 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.	Continue your Study Guide Activities. Topics to be covered: <ul style="list-style-type: none"> • Work health & safety legislation • Duties of workers • Enforcement of legislation • Mobility • Safe patient handling, patient handling assessment, patient handling equipment, safe patient handling techniques • Links with Standard 5 Comprehensive Care Refine your written assignment. Check marking criteria ready for submission. Submit as draft via Turnitin. Respond to report and correct assignment if necessary.
-----------------------------	--	--

Week 9 - 14 Sep 2020

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. Topics to be covered: <ul style="list-style-type: none"> • Patient hygiene • Facilitating elimination • Urinary function • Bowel function • The Bristol Stool Chart • Incontinence, management of incontinence • Changing a stoma appliance • Module 7 is linked with Standard 5 Comprehensive Care (as well as other standards) View lecture/s Module 7. Complete your written assessment ready for submission next week.

Week 10 - 21 Sep 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. Make any final changes and submit written assessment. Due Monday 21st of September, 2020. Ensure you allow plenty of time to submit through turnitin.	Continue your Study Guide Activities. Topics to be covered: <ul style="list-style-type: none"> • 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 View lecture/s Module 8. Make any final changes and submit written assessment. Due Monday 21st of September, 2020. Ensure you allow plenty of time to submit through Turnitin. Prepare for online summative quiz. Written Assessment Due: Week 10 Monday (21 Sept 2020) 4:00 pm AEST

Week 11 - 28 Sep 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. View lecture/s. Prepare for on-line summative quiz.
-------------------------	---	---

Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Revision week	Review your study guide, clinical learning manual and lectures for the term.	Continue your Study Guide Activities if needed. 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 - 12 Oct 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.

Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Summative Quiz Questions will come from the Study Guide and the Clinical Learning Manual, Modules 1 to 8. Information from Lectures will also be included in the quiz.	Summative Quiz Questions will come from the Study Guide and the Clinical Learning Manual, Modules 1 to 8. Information from Lectures will also be included in the quiz.	<p>Summative Quiz The quiz will open in moodle on Sunday 18th of October 2359hrs and remain open until Tuesday 20th of October, 2020 2359hrs. Essentially the quiz is open all day Monday and Tuesday but once you commence the quiz you will have two hours to complete it. 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.</p> <p>Online Quiz(zes) Summative quiz Due: Exam Week Tuesday (20 Oct 2020) 11:59 pm AEST</p>

Term Specific Information

Due to the current situation with COVID - 19 all learning in this unit this Term is on-line. This means the clinical learning skills are being presented virtually via zoom. It is an expectation that all students must view these sessions and complete the associated Clinical Learning Manual activities. All students must view all eight (8), weekly, mandatory clinical learning sessions during Term. Following the pre-recorded zoom sessions there will be a live zoom session for any questions or comments. Participation in the Q and A is not Mandatory. These sessions will be recorded and made available via Moodle.

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.

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 13th of July, Week 1 through Moodle. You will be required to complete this by Friday 31st of July, 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 (31 July 2020) 4:00 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 7th Edition \(APA 7th edition\)](#)

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 T2 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.

Unit Name	Fundamentals of Clinical Nursing Practice
Unit No.	NURS: 11160
Coordinators	Lisa Wirihana and Sandy McLellan
Assessment No.	Two
Type	Written
Due date	Monday 21 st September 2020 (Week 10, Term 2)
Word Limit	2000 words (+/- 10%)
Total Percentage	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
- 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 several 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 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 4th September, 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 (NIDDM) Type 2, hypertension, Osteoporosis, CA Cervix and anxiety. Molly had 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 a progressive 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 both 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 0630 hrs as follows:

RR: 22 breaths per minute

Oxygen Saturation: 95% on R/A

BP: 130/80 mmHg Default systolic BP 120mmHg

HR: 98 beats per minute

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 will be 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, which is available on Moodle.

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 (**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 and consider what was done well and what could have been improved for patient safety.

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 2nd 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

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:

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.

<i>Respiration:</i>	<i>21 breaths per minute</i>
<i>Oxygen saturation</i>	<i>93% on room air</i>
<i>Blood pressure actual</i>	<i>98/80 mmHg Use the default systolic BP to determine a score for actual BP</i>
<i>Pulse</i>	<i>110 beats per minute</i>
<i>Temperature</i>	<i>37.4 °C</i>
<i>Conscious state</i>	<i>Alert</i>
<i>Pain score</i>	<i>6/10</i>
<i>Functional Activity Score</i>	<i>Moderate</i>

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 a QADDS form is
- 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 and order any other investigations when he attends. He will be there within half an hour.

The sixth part of the assignment – falls management

When Dr James reviewed Mrs Mooney, his assessment found that she was dehydrated and hypotensive. She was also very unsteady on her feet. Dr James advised Molly to increase her oral fluid intake and for the nurses to manage her falls risk.

In the written part of your assignment you are to describe the importance of falls management, what you look for when assessing a person's falls risk and where this information should be recorded.

You should allow 300 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.

First, download the fluid balance chart from the Moodle site and document all input and output from 0700hrs until 1500hrs according to the following table. This completed fluid balance chart will be Appendix C of your assignment.

Time	Fluid in	Fluid out	Volume
0700	tea		150
0900		urine	200 dark yellow
1030	water		250
1130	tea		150
1230	water		200
1300	soup		250
1400		urine	400 light yellow
1430	tea		150

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

Ensure you also refer to the appropriate NSQHS Standard 2nd 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 BPM

Oxygen saturation: 95% on room air

Blood pressure actual: 108/80 mmHg.

Pulse: 101 BPM

Temperature: 37.0 °C

Conscious state: Alert

Pain score: 3/10 FAS: 5 /10

No modifications in use at the present time.

12:00pm

Respiration: 18 BPM

Oxygen saturation: 95% on room air

Blood pressure actual: 120/80 mmHg.

Pulse: 95 BPM

Temperature: 37.0 °C

Conscious state: Alert

Pain score: 2/10 FAS: 4 /10

No modifications in use at the present time.

Intervention: Pain relief & increase oral intake

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 04/09/2020. 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.

Checklist summarising what you need to have completed prior to submitting

- View the videos of Mrs Mooney *and your written assignment task sheet* on the Moodle site.
- **The appendices will need to be collated in a second document - they are not included in the body of the assignment but will be referred to.**

Create document one for the written part of your assignment with a cover page and contents page (You can use the template provided on Moodle for this)

∅ Provide an introduction to the assignment, next explain the following:

∅ What a clinical handover is and the consequences of an incomplete handover.

∅ Identify the actions the nurse should take following the scoring of the QADDS.

∅ Include the communication you gave under the ISBAR framework.

∅ Include the importance of falls management for Molly, what actions should be taken and where information is recorded.

∅ Briefly describe what a fluid balance chart is, describe Molly's fluid balance and why Molly requires a fluid balance chart.

∅ Finish with a conclusion.

Create the second document with a cover page and include your four appendices.

Additional tasks ■

Complete the hand hygiene package. Please refer to on-line hand hygiene package available at www.hha.org.au/home/student-health-practitioners.aspx.

Document the vital signs figures on the QADDS form, add the scores and complete the form in full.

Download the fluid balance chart from the Moodle site and document all input and output from 0700hrs until 1500hrs

Enter what has occurred in the nursing progress notes using SOAP format.

Upload the written assignment and the appendices through the submission box as two separate documents

First Document

- A title page
- A contents page

Body of Assignment

- An introduction
- Main discussion (all tasks required in the written section)
- Conclusion
- Reference List

Second Document

Appendices

- Appendix A: Hand hygiene certificate
- Appendix B: Completed QADDS chart
- Appendix C: Completed fluid balance chart
- Appendix D: Completed nursing progress notes
- **All students should refer to the Marking Criteria available on the unit Moodle site.**
- **The written sections (the main body) of your assignment must be in word and the Turnitin score of this document is relevant for determining plagiarism.**
- **Please note your hand hygiene certificate, fluid balance chart, QADDS form and Nursing progress notes (documents in the Appendix) will need to be in a second document when you upload them to the assignment submission point and you do not need to be concerned about the Turnitin score in the second document.**

Assessment Due Date

Week 10 Monday (21 Sept 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 Friday (16 Oct 2020)

Results will be made available online through grademark.

Weighting

60%

Assessment Criteria

Student Name: Marker:	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
HD 85-100% 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. Appendices correctly 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, 1 or 2 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 nd 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 nd 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 nd 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 nd 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 nd ed) in discussion. Many inaccuracies (>7) with all documentation including fluid balance chart, QADDS and nursing progress notes.	/35

Excellent explanation of clinical handover, the nurses' actions relating to the correct QADDs score, pain complaint, falls management and fluid balance. ISBAR handover clear and concise. All content relates to the patient in the scenario, Mrs Mooney.	Relevant explanation of clinical handover, the nurses' actions relating to the correct QADDs score, pain complaint, falls management and fluid balance. ISBAR handover clear. Content relates to the patient in the scenario, Mrs Mooney.	Basic explanation of clinical handover, the nurses' actions relating to the correct QADDs score, pain complaint, falls management and fluid balance. ISBAR handover included with minor errors. Content relates to the patient in the scenario, Mrs Mooney.	Limited explanation of clinical handover, the nurses' actions relating to the correct QADDs score, pain complaint, falls management and fluid balance. ISBAR handover attempted with many errors. Some content relates to Mrs Mooney.	Inadequate explanation of clinical handover, the nurses' actions relating to the correct QADDs score, pain complaint, falls management and fluid balance. ISBAR handover format not followed. Most content does not relate to Mrs Mooney.	/35
Referencing - 15%					
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
Total Marks					/100

Grade: Marker: Comments:

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

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

Coordinators Lisa Wirihana and Sandy McLellan

Assess No. 3

Type Simulation Assessment Activity and complete attendance of clinical hours

Due date Attendance of 8 hours of clinical practice on the day prior to the three-day residential school for NURS11161.

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) textbook 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**

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 Lisa Wirihana and Sandy McLellan

Assess No. 3

Type	Simulation Assessment Activity
Due date	During the 8-hour mandatory residential session prior to the three day residential school for NURS11161.
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 7th Edition \(APA 7th edition\)](#)

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

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.

The summative quiz has 120 multi-choice questions that you will need to complete in Moodle within a two-hour timeframe. 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 19th and 20th October. Note: *The quiz opens at 2359hrs AEST on Sunday 18th October and closes 2359hrs Tuesday 20th October.*

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. If you commence the quiz but do not complete it within two hours you will be automatically locked out and your attempt will be submitted for your grade.

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 textbooks and unit study materials can be sourced.

Please use the internet connection of Chrome or Firefox. If you experience any difficulties with your internet connection, please notify the unit coordinator as soon as possible.

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 Tuesday (20 Oct 2020) 11:59 pm AEST

The quiz will be open for students to access on Monday 19 and 20th October. Note: The quiz opens at 2359hrs AEST on Sunday 18th October and closes 2359hrs Tuesday 20th October. 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

Your mark (out of 120 questions) from the quiz will be available once the quiz has closed on the 21st of October 2020.

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 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 7th Edition \(APA 7th edition\)](#)

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