# NURS11165 *The Profession of Nursing*
## Term 1 - 2022

All details in this unit profile for NURS11165 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
The 21st-century nursing profession is a product of historical and contemporary, socio-political and cultural influences. You will explore these while considering legal and ethical frameworks, the role of professional governing bodies and governance while beginning to investigate the profession of nursing. You will explore the personal skills, inherent requirements and attributes required in the profession and consider what your personal journey towards becoming a registered nurse will require.

## 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
Pre-requisite: Must be enrolled in CL91 Bachelor of Nursing or CG41 Start Uni Now
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 - 2022
- Online
- Rockhampton

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

## 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. **Written Assessment**
Weighting: 20%
2. **Case Study**
Weighting: 40%
3. **Reflective Practice Assignment**
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.

## 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 Unit and Teaching Evaluation

**Feedback**
Written assessment for the reflective essay had been confusing and inconsistent with the marking rubric. Some students also found it difficult to understand the instructions of the assessment.

**Recommendation**
Review the instruction of the reflective essay with the aim of simplifying the activity. Review the assessment marking rubric is recommended to ensure that this maps to the instructions provided to students.

### Feedback from Student Unit and Teaching Evaluation

**Feedback**
Online quizzes. Word count within the short answer questions was a stressor for students.

**Recommendation**
Consider removing the word count in any short answer question within online quizzes. A review of the time limits set on the quiz to ensure students can still meaningfully address the short answer question is also recommended.

### Feedback from Student Unit and Teaching Evaluation

**Feedback**
Returning of one assessment to students before the next written piece is due.

**Recommendation**
Future assessment due dates will be set in accordance with the Assessment Policy and Procedure.

### Feedback from Staff and student feedback

**Feedback**
The implementation of SugarCRM during the teaching term had been an effective communication platform for the unit coordinators as well as the students.

**Recommendation**
Continue utilising SugarCRM for future delivery of the Unit.

### Feedback from Student Unit and Teaching Evaluation

**Feedback**
Guest speakers invited to share their experiences on some of the weekly topics have been found to be "inspiring" and "engaging" by the students. Feedback from students showed that guest speakers were "an excellent resource to gain knowledge from."

**Recommendation**
Continue to engage with guest speakers for the appropriate topics of NURS11165.

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Discuss historical and contemporary factors that influence the image, status and nature of nursing practice
2. Explore the role of professional governing bodies in relation to professional nursing practice, patient safety and governance
3. Explore the four major bioethical principles and how they are applied in health care
4. Construct your own nursing philosophy as a basis for your professional portfolio.

**Content in this unit incorporates a number of professional nursing requirements**
**Nursing and Midwifery Board of Australia (NMBA) Registered Nurse Standards for Practice**
Thinks critically and analyses nursing practice
Engages in therapeutic and professional relationships
Maintains the capability for practice
Comprehensively conducts assessments
Develops a plan for nursing practice
Provides safe, appropriate and responsive quality nursing practice
Evaluates outcomes to inform nursing practice
**Nursing and Midwifery Board of Australia (NMBA) Code of Conduct**
Legal compliance
Person-centred practice
Cultural practice and respectful relationships
Professional behaviour
Research in health
Health and wellbeing
**International Council of Nurses Code of Ethics for Nurses**
Nurses and People
Nurses and Practice
Nurses and the Profession
Nurses and Co-workers
**National Safety and Quality Health Service Standards**
Clinical governance
Partnering with consumers
Communicating for safety
**Patient Safety Competency Framework**
Person-centred care
Therapeutic communication
Cultural competence
Teamwork and collaborative practice
Evidence-based practice
Preventing, minimising and responding to adverse events
**Aged Care Quality Standards**
Consumer dignity and choice

# Alignment of Learning Outcomes, Assessment and Graduate Attributes

| — N/A Level | ● Introductory Level | ● Intermediate Level | ● Graduate Level | ○ Professional Level | ○ Advanced Level |
|---|---|---|---|---|---|

## Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 - Written Assessment - 20% | ● | ● | | |
| 2 - Case Study - 40% | | ● | ● | ● |
| 3 - Reflective Practice Assignment - 40% | ● | | ● | ● |

## Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 - Communication | | | | ● |
| 2 - Problem Solving | | | | |
| 3 - Critical Thinking | | | ● | ● |
| 4 - Information Literacy | | ● | | |
| 5 - Team Work | | | | |
| 6 - Information Technology Competence | | | | |
| 7 - Cross Cultural Competence | | | | |
| 8 - Ethical practice | | ● | ● | ● |
| 9 - Social Innovation | ● | | | |
| 10 - Aboriginal and Torres Strait Islander Cultures | | | | |

## Textbooks and Resources

## Textbooks
NURS11165
**Prescribed**

**Contexts of Nursing**
Edition: 6th (2020)
Authors: John Daly & Debra Jackson
Elsevier
ISBN: 9780729543569
Binding: Paperback

**Additional Textbook Information**

Both the paper and eBook text can be purchased at the CQUni Bookshop. Click on the Check for eBook link to be

directed to Vitalsource. Search on the unit code here:http://bookshop.cqu.edu.au

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Computer - ability to access study materials, including instructional videos and scan and upload assessment.
- Microsoft Teams
- Zoom (both microphone and webcam capability)
- Students must have necessary equipment/accessories to attend online lectures via Zoom or Microsoft Teams

## 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

**Belinda Jensen** Unit Coordinator
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**Deb Richards** Unit Coordinator
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## Schedule

**Week 1 - 07 Mar 2022**

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

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| The history of nursing. | | ZOOM Thursday 1400-1600<br>Topics discussed include:<br>• A brief history of nursing<br>• Some key historical figures<br>• The Australian context<br>• Nursing theories |

**Week 2 - 14 Mar 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| The professional nursing governing bodies. | | ZOOM Thursday 1400-1600<br>Topics discussed include:<br>• Presenting nursing - a carer for life<br>• Regulation of nursing practice<br>• Ahpra<br>• NMBA<br>• Registered Nurse Standards of Practice<br>• Code of Conduct<br>• Code of Ethics<br>• ANMAC<br>• Nursing unions<br>• Inherent requirements |

**Week 3 - 21 Mar 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Ethical principles | | **Assignment 1 due 25.03.2022.**<br>ZOOM Thursday 1400-1600<br>Topics discussed include:<br>• Ethics<br>• Bioethical principles<br>• Informed consent<br>• Ethical dilemmas<br>• Ethical and unethical professional conduct<br><br>**Historical to Current Nursing Perspectives - 800 words** Due: Week 3 Friday (25 Mar 2022) 11:59 pm AEST |

**Week 4 - 28 Mar 2022**

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

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Legal principles. | | ZOOM Thursday 1400-1600<br>Topics discussed include:<br>• Types of law<br>• Negligence<br>• Informed consent<br>• Freedom of movement<br>• Patient property<br>• Documentation<br>• Regulation of medication<br>• Complaints and mandatory notifications<br>• Mandatory reporting |

**Week 5 - 04 Apr 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Critical thinking | | ZOOM Thursday 1400-1600<br>Topics discussed include:<br>• What exactly is critical thinking?<br>• Attributes of a critical thinker.<br>• Behaviours of a critical thinker.<br>• Skills of a critical thinker. |

**Vacation Week - 11 Apr 2022**

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

**Week 6 - 18 Apr 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Drop-in session to discuss assessments and topics that have been covered. | | **Assessment 2 due 25.04.2022** |

**Week 7 - 25 Apr 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Developing your nursing philosophy and professional portfolio | | ZOOM Thursday 1400-1600<br>Topics covered:<br>• What is a nursing philosophy?<br>• Components of a nursing philosophy.<br>• Writing your very first nursing philosophy.<br>• What is a nursing portfolio?<br>• What to include in your nursing portfolio.<br><br>**Case Study - 1500 words** Due: Week 7 Monday (25 Apr 2022) 11:59 pm AEST |

**Week 8 - 02 May 2022**

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

| | | |
|---|---|---|
| Reflective practice in nursing. | | ZOOM Thursday 1400-1600. Topics discussed include: <br> • Legal requirements <br> • Continuing professional development <br> • Reflective practice models <br> • Reflective practice components |

**Week 9 - 09 May 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Drop-in session. | | ZOOM Thursday 1400-1600. |

**Week 10 - 16 May 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Resilience in nursing. | | **Assignment 3 due 20.05.2022.** <br> ZOOM Thursday 1400-1600. <br> Topics discussed include: <br> • Self-care <br> • Behaviours <br> • Expectations <br> • Resilience <br> • Incivility <br><br> **Reflective Practice - 1500 words** Due: Week 10 Friday (20 May 2022) 11:59 pm AEST |

**Week 11 - 23 May 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| The need to be non-biased. | | ZOOM Thursday 1400-1600. <br> Topics discussed include: <br> • Intergenerational differences <br> • Personal values <br> • Professional values <br> • Moral courage <br> • Moral distress <br> • Unconscious bias <br> • Implicit bias <br> • Attitudes towards mental health nursing <br> • LGBTQ bias |

**Week 12 - 30 May 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Diversity in the workplace. | | ZOOM Thursday 1400-1600. <br> Topics discussed include: <br> • What is diversity? <br> • Diversity and human rights <br> • Racial discrimination <br> • Bullying within nursing <br> • Male nurses <br> • Female nurses <br> • Ageism |

**Review/Exam Week - 06 Jun 2022**

## Term Specific Information

The ZOOM sessions this term will be held from week 1 through to week 12. They will occur every Thursday afternoon from 1400-1600. Face to face classes will be held on the Rockhampton North campus.  Face to face classes is a component for international students. The ZOOM session will allow distance students to join the classes and meet all their fellow students and your lecturers. They will strictly run for 2 hours. They will be recorded and uploaded to Moodle if you cannot attend.
A reminder that the ZOOMS are tutorials **NOT** lectures. It is an expectation that you will have completed all the necessary work **PRIOR** to attending the ZOOM as your lecturer will not be going through the learning material.
During the ZOOM, there will be 30 mins for questions related to assessments. Please have your questions prepared.

## Assessment Tasks

## 1 Historical to Current Nursing Perspectives - 800 words

**Assessment Type**
Written Assessment

**Task Description**
**Assessment 1 – Historical to Current Nursing Perspectives**
**Type:** Written assessment
**Due date:** 25th March 2022 (Week 3 of Term) at 11:59PM (AEST)
**Weighting:** 20%
**Length:** 800 words
**Unit Coordinators:** Belinda Jensen, Stephen Yu, Deb Richards

**Aim**
The aim of this assessment is to assess your knowledge and understanding of the materials covered in Week 1 and 2.

**Learning Outcomes Assessed**
· LO1 – Discuss the historical and contemporary factors that influence the image, status and nature of nursing practice.
· LO2 – Explore the role of professional governing bodies in relation to professional nursing practice, patient safety and governance.

**Instructions**
There are 2 parts in this written assessment:
**Part 1: The nursing profession since the 19th century (approximately 300 words)**
Describe how the nursing profession has evolved since the 19th century.
To do this, first go to Appendix A located toward the end of this assessment sheet. Pick **ONE** nurse's job description from the list and reflect on how the task has evolved into contemporary nursing.
When presenting your reflection, first state and describe the job description you have identified from the list. Then based on the reflection of your selected job description, discuss factors that have contributed to how the nursing profession has evolved since the 19th century. For example, you may consider influences relating to the image, status and nature of nursing practice. Please support your writing with academic references (see next section on literature and references).
**Part 2: The professional governing bodies and standards (approximately 500 words)**
In this section, you are asked to explore the professional governing bodies and their associated regulatory standards and codes. In the context of the nursing job description you have identified in Part 1, explain how the professional standards and codes have contributed to the evolution of the nursing profession.
To do this, first go to Appendix B located at the end of this assessment sheet. Review each of the professional regulatory standards and codes, i.e. Registered Nurse Standards for Practice; Code of Conduct; Code of Ethics. These documents are available on the Moodle site. Alternatively, you can search for them from the NMBA website (https://www.nursingmidwiferyboard.gov.au/). Select only **ONE** of the standards or codes that are relevant to your Part 1.
When presenting your writing, first begin by describing the chosen professional regulatory standards or codes **IN YOUR OWN WORDS**. You can then restate the nursing job description identified in Part 1. Then link these two points and

explain how the chosen professional regulatory standards or codes have changed the practice identified in Part 1 and how these changes have impacted on modern day nursing. Be sure to support your writing with academic references.

**Literature and references**

In this assessment use at least three contemporary references (<5 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing or the Australian Association of Social Workers.

**Requirements**

· Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
· Include page numbers on each page in the header.
· Include a title page (i.e. Unit name and number, unit coordinators, title of assessment piece and number, due date and any extension if granted, word count, student name and ID).
· You have the option of using the Word Doc template provided to you on the Moodle site.
· No introduction or conclusion required for this assessment.
· Use appropriate headings (i.e. Part 1 and Part 2).
· Write in the third-person perspective.
· Use formal academic language.
· Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
· The word count is considered from the first word of the written assessment to the last word of the written assessment. The word count excludes the reference list but includes in-text citations (paraphrases or direct quotes).

**Resource**

**You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.**

· We recommend that you access your discipline specific library guide: the Nursing and Midwifery Guide
· We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website
· For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.
· Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

**Submission**

Submit your assessment via the unit Moodle site in Microsoft Word format only. PDF will not be accepted.

**Return Date to Students**

Three weeks after the due date. In accordance with policy: Any marks and/or grades for assessments released to students prior to Certification of Grades are provisional and are subject to moderation and confirmation through the relevant Program and Divisional Assessment Committees.

**Marking Criteria**

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

**References**

Kviklyte, G. (2016, March 6). *A nurses' job description from 1887*. Advanced Medical Certification. https://advancedmedicalcertification.com/nursing-in-the-nineteenth-century/

**Appendix A: Nursing job description from 1887**



Source: Kviklyte, G (2016, March 6). A nurses's job description from 1887. *Advanced Medical Certification*. https://advancedmedicalcertification.com/nursing-in-the-nineteenth-century/

**Appendix B: Professional standard and codes**

**Nursing and Midwifery Board of Australia (NMBA) Registered Nurse Standards for Practice:**
1. Thinks critically and analyses nursing practice
2. Engages in therapeutic and professional relationships
3. Maintains the capability for practice
4. Comprehensively conducts assessments

5. Develops a plan for nursing practice
6. Provides safe, appropriate and responsive quality nursing practice
7. Evaluates outcomes to inform nursing practice
**Nursing and Midwifery Board of Australia (NMBA) Code of Conduct:**
· Legal compliance
· Person-centred practice
· Cultural practice and respectful relationships
· Professional behaviour
· Research in health
· Health and wellbeing
**International Council of Nurses Code of Ethics for Nurses:**
· Nurses and People
· Nurses and Practice
· Nurses and the Profession
· Nurses and Co-workers

**Assessment Due Date**
Week 3 Friday (25 Mar 2022) 11:59 pm AEST

**Return Date to Students**
Vacation Week Friday (15 Apr 2022)
Assessments will be returned 3 weeks after the due date with comments throughout your paper and overall feedback left in the feedback section in turnitin.

**Weighting**
20%

**Assessment Criteria**
# ASSESSMENT 1 – Written Assessment

| Key Criteria | High Distinction 84.5 – 100% | Distinction 74.50 – 84.49% | Credit 64.50 – 74.49% | Pass 49.50 – 64.49% | Fail <49.5% | Fail (content absent) 0% |
|---|---|---|---|---|---|---|
| Completion of required task. (10%) | Exemplary effort. Professional approach with no or very minor gaps that impact on presentation and understanding by the reader and/or audience. Attention to detail is without fault and all requirements of task have been met. (8.45-10) | Excellent effort attending to requirements of the tasks. All items demonstrate due attention to detail with some minor gaps that impact on presentation and understanding by the reader and/or audience. (7.45-8.44) | Good effort attending to requirements of the task. All items demonstrate due attention to detail with some gaps that impact on presentation and understanding by the reader and/or audience. (6.45-7.44) | Satisfactory effort attending to requirements of the task. Most items demonstrate due attention to detail with some gaps that impact on presentation and understanding by the reader and/or audience. (4.95-6.44) | Submission is missing aspects of task or task requirements have been misunderstood. (<4.95) | Submission is missing most aspects of task. Little evidence of task requirements. (0) |
| Part 1: Identify and describe one historical nursing job (15%) | Comprehensive details in identifying and describing one historical nursing job. (12.68-15) | Clear details in identifying and describing one historical nursing job. (11.18-12.67) | Adequate details in identifying and describing one historical nursing job. (9.68-11.17) | Some details in identifying and describing one historical nursing job. (7.43-9.67) | Minimal or missing details in identifying and describing one historical nursing job. (<7.43) | No details about the identification and description of a historical nursing job. (0) |
| Part 1: Discuss factors contributing to the nursing profession (20%) | Comprehensive discussion of factors contributing to the nursing profession showing succinct linkages to the historical nursing job description. (16.9-20) | Clear discussion of factors contributing to the nursing profession showing succinct linkages to the historical nursing job description. (14.9-16.8) | Adequate discussion of factors contributing to the nursing profession showing some linkages to the historical nursing job description. (12.9-14.8) | Some discussion of factors contributing to the nursing profession showing some linkages to the historical nursing job description. (9.9-12.8) | Minimal discussion of factors contributing to the nursing profession showing no linkages to the historical nursing job description. (<9.9) | No discussion of factors contributing to the nursing profession. (0) |
| Part 2: Identify and describe one professional regulatory standard/ codes (15%) | Comprehensive details in identifying and describing one professional regulatory standard/ codes. (12.68-15) | Clear details in identifying and describing one professional regulatory standard/ codes. (11.18-12.67) | Adequate details in identifying and describing one professional regulatory standard/ codes. (9.68-11.17) | Some details in identifying and describing one professional regulatory standard/ codes. (7.43-9.67) | Minimal or missing details in identifying and describing one professional regulatory standard/ codes. (<7.43) | No details in identifying and describing one professional regulatory standard/ codes. (0) |
| Part 2: Explain how the professional regulatory standards/ codes have contributed Part 1. (30%) | Comprehensive and logical explanation to the contribution of professional regulatory standards/ codes in the nursing profession with succinct linkages to Part 1. (25.35-30) | Clear and logical explanation to the contribution of professional regulatory standards/ codes in the nursing profession with succinct linkages to Part 1. (22.35-25.34) | Adequate and mostly logical explanation to the contribution of professional regulatory standards/ codes in the nursing profession. Some linkages Part 1. (19.35-22.34) | Some logical explanation to the contribution of professional regulatory standards/ codes in the nursing profession. Some or minimal linkages to Part 1. (14.85-19.34) | Minimal or illogical explanation to the contribution of professional regulatory standards/ codes in the nursing profession. No linkages to Part 1. (<14.85) | No explanation to the contribution of professional regulatory standards/ codes in the nursing profession. (0) |

| Ability to write and present effectively (10%) | Exemplary writing standard. Correct grammar, spelling and punctuation. Uses appropriate writing and referencing styles. Writing supported by 3 or more references. No or very minor mistakes evident. (8.45-10) | Quality of writing is of a high standard with only minor grammar, spelling, punctuation and referencing mistakes evident. Writing supported by 3 or less references. (7.45-8.44) | Quality of writing is of a good standard with a few grammar, spelling punctuation and referencing mistakes evident. Writing supported by 2 or more references. (6.45-7.44) | Quality of writing and presentation is of a satisfactory standard with quite a few grammar, punctuation, spelling and referencing mistakes evident. Writing supported by 2 or less references. (4.95-6.44) | Quality of writing and presentation is at a poor standard with many mistakes and lack of clarity evident. No references cited. (<4.95) | Little to no meaningful writing. (0) |
|---|---|---|---|---|---|---|

## Referencing Style

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

## Submission
Online

## Submission Instructions
Submit your assessment via the unit Moodle site in Microsoft Word format only. PDF will not be accepted and your assessment returned to draft.

## Learning Outcomes Assessed

- Discuss historical and contemporary factors that influence the image, status and nature of nursing practice
- Explore the role of professional governing bodies in relation to professional nursing practice, patient safety and governance

# 2 Case Study - 1500 words

## Assessment Type
Case Study

## Task Description
**Assessment 2 - Case Study**
**Type:** Case study
**Due date:** 25th April, 2022 (Week 7 of Term) at 11:59PM (AEST)
**Weighting:** 40%
**Length:** 1500 words
**Unit Coordinators:** Belinda Jensen, Stephen Yu, Deb Richards

## Aim
The aim of this assessment is to develop your critical thinking skills in the context of analysing and evaluating a coroner's case. This assessment addresses learning outcomes 2, 3 and 4.

## Learning Outcomes Assessed
· LO2 - Explore the role of professional governing bodies in relation to professional nursing practice, patient safety and governance.
· LO3 - Explore the four major bioethical principles and how they are applied in health care.
· LO4 - Construct your own nursing philosophy as a basis for your professional portfolio.

## Instructions
Read the attached Coroner's case on Judith McNaught:
[https://www.courts.qld.gov.au/__data/assets/pdf_file/0010/170101/cif-mcnaught-j-20121206.pdf](https://www.courts.qld.gov.au/__data/assets/pdf_file/0010/170101/cif-mcnaught-j-20121206.pdf)
Discuss the case using the prompts as follows:
· What was the situation?
· How did it occur?
· Who were the key persons involved in the case?
· What were the ethical implications in this case? (consider the relevant bioethical principles)
· Discuss how this incident could have been avoided?
· What could be done to improve our nursing practice?
· How do the nursing standards for practice and/codes could have prevented this case from happening? (consider the role of professional governing bodies in relation to professional nursing practice, patient safety and governance)
· How has understanding the coroner's case helped developed and/or shaped your own nursing philosophy? (consider how this case has influenced your perception of becoming a nurse). How will this philosophy impact upon your practice?
When presenting your writing, you must include an **Introduction** and a **Conclusion**.
You are also required to have **a minimum of 3 and no more than 5 relevant headings** (excluding Introduction, Conclusion and References) in the content that help you present your analysis. Remember this is an academic writing. You are therefore, required to support your writing with references.

## Literature and references
In this assessment use at least 8 contemporary references (<5 years) to support your discussion. You may also use

seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing

**Requirements**
· Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
· Include page numbers on each page in the header.
· Include a title page (i.e. Unit name and number, unit coordinators, title of assessment piece and number, due date and any extension if granted, word count, student name and ID).
· You have the option of using the Word Doc template provided to you on the Moodle site.
· Include an Introduction and a Conclusion.
· Use appropriate headings for your analysis (minimum of 3 and no more than 5).
· Write in the third-person perspective. You may write in first-person perspective when you present your nursing philosophy.
· Use formal academic language.
· Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
· The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text citations (paraphrasing or direct quotes).

**Resources**
· You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
· We recommend that you access your discipline specific library guide: the Nursing and Midwifery Guide.
· We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.
· For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.
· Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

**Submission**
Submit your assessment via the unit Moodle site in Microsoft Word format only. PDF will not be accepted.

**Return Date to Students**
Three weeks after the due date. In accordance with policy: Any marks and/or grades for assessments released to students prior to Certification of Grades are provisional and are subject to moderation and confirmation through the relevant Program and Divisional Assessment Committees.

**Assessment task re-attempt**
If students receive a Fail grade for this assessment, the Unit Coordinator may allow them an opportunity to reattempt the assessment. In order for the Unit Coordinator to allow a reattempt, they will need to be satisfied that the student has made a reasonable attempt in the assessment item. If a reattempt is offered, students will have only 7 consecutive days to resubmit their assessment and can only receive 50% of the available grades. **Only one reattempt will be allowed.**

**Marking Criteria**
Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

**References**
Office of the State Coroner. (2015). *Inquest into the death of Judith McNaught* (2010/1894). Queensland Courts. https://www.courts.qld.gov.au/__data/assets/pdf_file/0010/170101/cif-mcnaught-j-20121206.pdf

**Assessment Due Date**
Week 7 Monday (25 Apr 2022) 11:59 pm AEST

**Return Date to Students**
Week 10 Monday (16 May 2022)
Assessments will be returned 3 weeks after the due date with comments throughout your paper and overall feedback left in the feedback section in turnitin.

**Weighting**
40%

**Assessment Criteria**
# ASSESSMENT 2 – Case Study

| Key Criteria | High Distinction 84.5 – 100% | Distinction 74.50 – 84.49% | Credit 64.50 – 74.49% | Pass 49.50 – 64.49% | Fail <49.5% | Fail (content absent) 0% |
|---|---|---|---|---|---|---|

| Criteria | Exemplary | Excellent | Good | Satisfactory | Needs Improvement | Unsatisfactory |
|---|---|---|---|---|---|---|
| Completion of required task (10%) | Exemplary effort. Professional approach with no or very minor gaps that impact on presentation and understanding by the reader and/or audience. Attention to detail is without fault and all requirements of task have been met. (8.45-10) | Excellent effort attending to requirements of the tasks. All items demonstrate due attention to detail with some minor gaps that impact on presentation and understanding by the reader and/or audience. (7.45-8.44) | Good effort attending to requirements of the task. All items demonstrate due attention to detail with some gaps that impact on presentation and understanding by the reader and/or audience. (6.45-7.44) | Satisfactory effort attending to requirements of the task. Most items demonstrate due attention to detail with some gaps that impact on presentation and understanding by the reader and/or audience. (4.95-6.44) | Submission is missing aspects of task or task requirements have been misunderstood. (<4.95) | Submission is missing most aspects of task. Little evidence of task requirements. (0) |
| Introduction and conclusion (10%) | Introduction and conclusion clearly connect all aspects of the discussion. (8.45-10) | Introduction and conclusion mostly connect all aspects of the discussion. (7.45-8.44) | Introduction and conclusion connect some (but misses others) aspects of the discussion. (6.45-7.44) | Although there are gaps, there are sufficient introduction and conclusion that connect to aspects of the discussion. (4.95-6.44) | There is little or no connection between introduction and conclusion to aspects of discussion. (<4.95) | No introduction and conclusion. (0) |
| Description and analysis of the coroner's case (40%) | Comprehensive description of the case. Succinct analysis of the case. (33.80-40) | Clear description of the case. Mostly succinct analysis of the case. (29.80-33.79) | Adequate description of the case. Mostly demonstrate analysis of the case. (25.80-29.79) | Some description of the case. Some analysis of the case. (19.80-25.79) | Minimal description of the case. No analysis of the case. (<19.80) | No description or analysis of the case. (0) |
| Discussion of applications (20%) | Exemplary insight to the relevance of nursing practice and comprehensive explanations to own nursing philosophy. (16.90-20) | Clear insight to the relevance of nursing practice and clear explanations to own nursing philosophy. (14.90-16.89) | Adequate insight to the relevance of nursing practice and mostly clear explanations to own nursing philosophy. (12.90-14.89) | Some insight to the relevance of nursing practice and some explanations to own nursing philosophy. (9.90-12.89) | Minimal insight to the relevance of nursing practice and no explanations to own nursing philosophy. (<9.90) | No insight or explanations. (0) |
| Use of appropriate headings (10%) | Use of appropriate headings is clear, logical and connect to contents. (8.45-10) | Use of appropriate headings is mostly clear, logical and connect to contents. (7.45-8.44) | Use of appropriate headings is clear somewhat logical connection to contents. (6.45-7.44) | Some use of headings but minimal logical connection to contents. (4.95-6.44) | Minimal use of headings and no logical connection to contents. (<4.95) | No headings. (0) |
| Ability to write and present effectively (10%) | Exemplary writing standard. Correct grammar, spelling and punctuation. Uses appropriate writing and referencing styles. Writing supported by 8 or more references. No or very minor mistakes evident. (8.45-10) | Quality of writing is of a high standard with only minor grammar, spelling, punctuation and referencing mistakes evident. Writing supported by 8 or less references. (7.45-8.44) | Quality of writing is of a good standard with a few grammar, spelling punctuation and referencing mistakes evident. Writing supported by 6 or more references. (6.45-7.44) | Quality of writing and presentation is of a satisfactory standard with quite a few grammar, punctuation, spelling and referencing mistakes evident. Writing supported by 6 or less references. (4.95-6.44) | Quality of writing and presentation is at a poor standard with many mistakes and lack of clarity evident. No references supporting writing. (<4.95) | Little to no meaningful writing. (0) |

## Referencing Style

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

## Submission
Online

## Submission Instructions
Submit your assessment via the unit Moodle site in Microsoft Word format only. PDF will not be accepted and your assessment returned to draft.

## Learning Outcomes Assessed

- Explore the role of professional governing bodies in relation to professional nursing practice, patient safety and governance
- Explore the four major bioethical principles and how they are applied in health care
- Construct your own nursing philosophy as a basis for your professional portfolio.

# 3 Reflective Practice - 1500 words

## Assessment Type
Reflective Practice Assignment

## Task Description
**Assessment 3 – Reflective Practice**
**Type:** Reflective practice
**Due date:** 20th May, 2022 (Week 10 of Term) at 11:59PM (AEST)
**Weighting:** 40%
**Length:** 1500 words
**Unit Coordinators:** Belinda Jensen, Stephen Yu, Deb Richards

## Aim
The aim of this assessment is to help you demonstrate reflective skills through consolidating your learnings from Assessment 1 and 2. This assessment addresses learning outcomes 1, 3 and 4.

**Learning Outcomes Assessed**

· LO1 – Discuss historical and contemporary factors that influence the image, status and nature of nursing practice.

· LO3 – Explore the four major bioethical principles and how they are applied in health care.

· LO4 – Construct your own nursing philosophy as a basis for your professional portfolio.

**Instructions**

In this assessment, use the Gibbs' Reflective Cycle to reflect upon your learning about the profession of nursing and the bioethical principles from the previous assessments. You are required to undertake the reflective practice by addressing the following questions:

· How has the experience of understanding historical nursing helped you consolidate or impact on your decision to become a nurse? (*Hint:* You may include a brief description about your decision to want to become a nurse)

· How do you see the role of bioethical principles in shaping you as a nurse and how it influences your nursing practice? (*Hint:* Refer back to the bioethical principles from the previous assessments. You may also consider giving examples to illustrate your discussion points)

· How has this reflective experience shaped your nursing philosophy? Construct and state your own nursing philosophy as a basis for your professional portfolio. Some prompts to consider: your core values, how you want others to see you as a nurse, where do you see yourself in the future. (*Note:* You are not required to create a professional portfolio in this Unit. Rather, your input in this assessment will contribute to your own development of a professional portfolio which also plays an important part in your nursing journey)

You may want to refresh your understanding of reflective practice by going through Week 8 materials again. Remember that Gibbs' Reflective Cycle offers a framework for examining experiences (Gibbs, 1988). It covers the following 6 stages:

- **Description** *(brief description of the experience or event to set the scene and give context)*
- **Feelings** *(consider what you were thinking and how you felt before and after the experience)*
- **Evaluation** *(looking objectively at both positive and negative aspects of the experience)*
- **Analysis** *(making sense of the experience)*
- **Conclusion** *(focus on what you have learned)*
- **Action plan** *(what can you now take to build on your knowledge or skills)*

When presenting your writing, you should include the **6 stages from the Gibbs Reflective Cycle as your headings** that help you demonstrate your reflective writing. Introduction is **NOT REQUIRED.** Remember this is an academic writing. You are therefore, required to support your writing with references.

**Literature and references**

In this assessment use at least 8 contemporary references (<5 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing or the Australian Association of Social Workers.

**Requirements**

· Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).

· Include page numbers on each page in a header.

· Include a title page (i.e. Unit name and number, unit coordinators, title of assessment piece and number, due date and any extension if granted, word count, student name and ID).

· You have the option of using the Word Doc template provided to you on the Moodle site.

· Use appropriate headings for your writing.

· Introduction is not required.

· You may write in the first-person perspective.

· Use formal academic language.

· Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).

· The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text citations (paraphrases or direct quotations).

**Resources**

· You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.

· We recommend that you access your discipline specific [library guide](#): the Nursing and Midwifery Guide.

· We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).

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**Submission**

Submit your assessment via the unit Moodle site in Microsoft Word format only.

**Return Date to Students**

Three weeks after the due date. In accordance with policy: Any marks and/or grades for assessments released to students prior to Certification of Grades are provisional and are subject to moderation and confirmation through the relevant Program and Divisional Assessment Committees.

**Assessment task re-attempt**

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**Marking Criteria**

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

**References**

Gibbs, G. (1988). *Learning by Doing: A Guide to Teaching and Learning Methods*. Oxford: Oxford Further Education Unit

**Assessment Due Date**

Week 10 Friday (20 May 2022) 11:59 pm AEST

**Return Date to Students**

Review/Exam Week Friday (10 June 2022)

Assessments will be returned 3 weeks after the due date with comments throughout your paper and overall feedback left in the feedback section in turnitin.

**Weighting**

40%

**Assessment Criteria**

# ASSESSMENT 3 – Reflective Practice

| Key Criteria | High Distinction 84.5 – 100% | Distinction 74.50 – 84.49% | Credit 64.50 – 74.49% | Pass 49.50 – 64.49% | Fail <49.5% | Fail (content absent) 0% |
|---|---|---|---|---|---|---|
| Completion of required task (10%) | Exemplary effort. Professional approach with no or very minor gaps that impact on presentation and understanding by the reader and/or audience. Attention to detail is without fault and all requirements of task have been met. (8.45-10) | Excellent effort attending to requirements of the tasks. All items demonstrate due attention to detail with some minor gaps that impact on presentation and understanding by the reader and/or audience. (7.45-8.44) | Good effort attending to requirements of the task. All items demonstrate due attention to detail with some gaps that impact on presentation and understanding by the reader and/or audience. (6.45-7.44) | Satisfactory effort attending to requirements of the task. Most items demonstrate due attention to detail with some gaps that impact on presentation and understanding by the reader and/or audience. (4.95-6.44) | Submission is missing aspects of task or task requirements have been misunderstood. (<4.95) | Submission is missing most aspects of task. Little evidence of task requirements. (0) |
| Description of experience (20%) | Comprehensive discussion of relevance of historical nursing in your decision to become a nurse. (16.90-20) | Clear discussion of relevance of historical nursing in your decision to become a nurse. (14.90-16.89) | Adequate discussion of relevance of historical nursing in your decision to become a nurse. (12.90-14.89) | Some discussion of relevance of historical nursing in your decision to become a nurse. (9.90-12.89) | Minimal discussion of relevance of historical nursing in your decision to become a nurse. (<9.90) | No discussion of relevance of historical nursing in your decision to become a nurse. (0) |
| Evaluation and analysis of bioethical principles relating to nursing (30%) | Clear explanation of the role of bioethical principles in your own expectations of nursing. (25.35-30) | Mostly clear explanation of the role of bioethical principles in your own expectations of nursing. (22.35-25.34) | Adequate explanation of the role of bioethical principles in your own expectations of nursing. (19.35-22.34) | Some explanation of the role of bioethical principles in your own expectations of nursing. (14.85-19.34) | Minimal explanation of the role of bioethical principles in your own expectations of nursing. (<14.85) | No explanation of the role of bioethical principles in your own expectations of nursing. (0) |
| Reflection and action plan (30%) | Comprehensive and logical construct of statement to own nursing philosophy. (25.35-30) | Clear and logical construct of statement to own nursing philosophy. (22.35-25.34) | Adequate and mostly logical construct of statement to own nursing philosophy. (19.35-22.34) | Some construct and somewhat logical statement to own nursing philosophy. (14.85-19.34) | Minimal construct and illogical statement to own nursing philosophy. (<14.85) | No statement on own nursing philosophy. (0) |
| Ability to write and present effectively (10%) | Exemplary writing standard. Correct grammar, spelling and punctuation. Uses appropriate writing and referencing styles. Writing supported by 8 or more references. No or very minor mistakes evident. (8.45-10) | Quality of writing is of a high standard with only minor grammar, spelling, punctuation and referencing mistakes evident. Writing supported by 8 or less references. (7.45-8.44) | Quality of writing is of a good standard with a few grammar, spelling punctuation and referencing mistakes evident. Writing supported by 6 or more references. (6.45-7.44) | Quality of writing and presentation is of a satisfactory standard with quite a few grammar, punctuation, spelling and referencing mistakes evident. Writing supported by 6 or less references. (4.95-6.44) | Quality of writing and presentation is at a poor standard with many mistakes and lack of clarity evident. No references supporting writing. (<4.95) | Little to no meaningful writing. (0) |

**Referencing Style**

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

**Submission**
Online

**Submission Instructions**
Submit your assessment via the unit Moodle site in Microsoft Word format only. PDF will not be accepted and your assessment returned to draft.

**Learning Outcomes Assessed**

- Discuss historical and contemporary factors that influence the image, status and nature of nursing practice
- Explore the four major bioethical principles and how they are applied in health care
- Construct your own nursing philosophy as a basis for your professional portfolio.

## 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