



# NURS11165 *The Profession of Nursing*

## Term 2 - 2022

Profile information current as at 03/05/2024 12:01 pm

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 2 - 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](#).

## 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 email

**Feedback**

I thoroughly enjoyed the content provided and the assessment pieces, specifically assessment one and two. I have gained a lot of knowledge historically and new found respect for the influence we have as RNs (perhaps others possessed this knowledge before, but it was really eye opening).

**Recommendation**

Continue with the objectives and format of the Assessments which focus on the historical and contemporary nursing practice.

## Feedback from Student email

**Feedback**

The feedback provided on my assessments was very informative, providing constructive points on how to improve and although my individual communication with you all was limited, each response was positive (i feel well received)

**Recommendation**

Continue with the expert moderation model to maintain the quality of marking students' assessments by the allocated markers.

## Feedback from Student email

**Feedback**

Communication regarding assessment feedback or queries feels very disorganised. I have waited almost 2 weeks for a response and still nothing as yet. I understand that this is a busy time but an indication of what the response timeframe and process is would be very helpful. Did not feel supported during the first couple of weeks of Term as it was difficult to contact coordinators with questions.

**Recommendation**

Spoke with students during the ZOOM session regarding this issue. At the commencement of term, all unit coordinators were teaching residential school and would respond in the evening. Apologised for the issue and emails were responded to on a daily basis in the evening after residential schools.

## Feedback from ZOOM session feedback

**Feedback**

The students enjoyed the unit and the coverage of the legal aspects of nursing. Enjoyed linking the standards and codes to specific case studies and saw how they all interrelated with each other.

**Recommendation**

Incorporate relevant case studies for group work to further imbed the importance of understanding the codes and standards in nursing practice. This will build a solid foundation of knowledge to allow scaffolded learning through years 2 and 3.

## Feedback from Student email

**Feedback**

Thank you for the support I received throughout the term. I have had a difficult time due to sickness and family stuff. Without your support, I would not have made it through the term.

**Recommendation**

Continue to be student-focused to improve both the unit and student outcomes. Demonstrating empathy and compassion as a teacher is an important aspect of our position as it improves communication between the unit coordinators and the students so they do not feel afraid or embarrassed approaching us. Working with such a great teaching team also improves the delivery and student/teacher relationships.

## Feedback from SUTE unit comments

**Feedback**

This unit was fantastic for linking the governing standards to both nursing scenarios and the weekly learning material to demonstrate and enable me to understand how essential they are to the profession of nursing. I found group work in the lectures frustrating as others (not all) would not turn their cameras on or participate in the activities. This resulted in the same people always sharing their thoughts and reporting back to the class. This made attending workshops less enjoyable and less of a learning experience than what it could have been if everyone had participated.

**Recommendation**

Using relevant case studies allows the student to see how the codes and standards apply to their nursing practice. During ZOOMs the students were to work in groups to answer questions. Some students found the group work frustrating as other students would turn their cameras off and not participate. The lecturers would work between groups to ensure the participation of all students however due to the ZOOM group layout the lecturer cannot view every group from their screen. ZOOM sessions will continue and the lecturers will continue to monitor participation.

## 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



### 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 versions can be purchased at the CQUni Bookshop here:

<http://bookshop.cqu.edu.au> (search on the Unit code).

### 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.
- 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

**Stephen Yu** Unit Coordinator

[s.yu@cqu.edu.au](mailto:s.yu@cqu.edu.au)

## Schedule

### Week 1 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
The history of nursing		Topics discussed include: <ul style="list-style-type: none"><li>• A brief history of nursing</li><li>• Some key historical figures</li><li>• The Australian context</li><li>• Nursing theories</li></ul>

### Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
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The professional nursing governing bodies

- Topics discussed include:
- Presenting nursing - a carer for life
  - Regulation of nursing practice
  - AHPRA
  - NMBA
  - Registered Nurse Standards of Practice
  - Code of Conduct
  - Code of Ethics
  - ANMAC
  - Nursing unions
  - Inherent requirements

### Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Ethical principles		Topics discussed include: <ul style="list-style-type: none"><li>• Ethics</li><li>• Bioethical principles</li><li>• Informed consent</li><li>• Ethical dilemmas</li><li>• Ethical and unethical professional conduct</li></ul>

### Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Legal principles		<b>[Assignment 1 due 01.08.2022]</b> Topics discussed include: <ul style="list-style-type: none"><li>• Types of law</li><li>• Negligence</li><li>• Informed consent</li><li>• Freedom of movement</li><li>• Patient property</li><li>• Documentation</li><li>• Regulation of medication</li><li>• Complaints and mandatory notifications</li><li>• Mandatory reporting</li></ul> <b>Historical to Current Nursing Perspectives - 750 words</b> Due: Week 4 Monday (1 Aug 2022) 11:59 pm AEST

### Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Critical thinking		Topics discussed include: <ul style="list-style-type: none"><li>• What exactly is critical thinking?</li><li>• Attributes of a critical thinker.</li><li>• Behaviours of a critical thinker.</li><li>• Skills of a critical thinker.</li></ul>

**Vacation Week - 15 Aug 2022**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 22 Aug 2022**

Module/Topic	Chapter	Events and Submissions/Topic
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Drop-in session to discuss assessments and topics that have been covered

**Week 7 - 29 Aug 2022**

Module/Topic	Chapter	Events and Submissions/Topic
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Developing your nursing philosophy and professional portfolio

**[Assignment 2 due 29.08.2022]**

Topics covered:

- What is a nursing philosophy?
- Components of a nursing philosophy.
- Writing your very first nursing philosophy.
- What is a nursing portfolio?
- What to include in your nursing portfolio.

**Case Study - 1500 words** Due: Week 7 Monday (29 Aug 2022) 11:59 pm AEST

**Week 8 - 05 Sep 2022**

Module/Topic	Chapter	Events and Submissions/Topic
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Reflective practice in nursing

Topics discussed include:

- Legal requirements
- Continuing professional development
- Reflective practice models
- Reflective practice components

**Week 9 - 12 Sep 2022**

Module/Topic	Chapter	Events and Submissions/Topic
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Resilience in nursing

Topics discussed include:

- Self-care
- Behaviours
- Expectations
- Resilience
- Incivility

**Week 10 - 19 Sep 2022**

Module/Topic	Chapter	Events and Submissions/Topic
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Drop-in session to discuss assessments and topics that have been covered

**Week 11 - 26 Sep 2022**

Module/Topic	Chapter	Events and Submissions/Topic
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**[Assignment 3 due 26.09.2022]**

Topics discussed include:

- Intergenerational differences
- Personal values
- Professional values
- Moral courage
- Moral distress
- Unconscious bias
- Implicit bias
- Attitudes towards mental health nursing
- LGBTQ bias

The need to be non-biased

**Reflective Practice - 1500 words**

Due: Week 11 Monday (26 Sept 2022) 11:59 pm AEST

**Week 12 - 03 Oct 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Diversity in the workplace		Topics discussed include: <ul style="list-style-type: none"> <li>• What is diversity?</li> <li>• Diversity and human rights</li> <li>• Racial discrimination</li> <li>• Bullying within nursing</li> <li>• Male nurses</li> <li>• Female nurses</li> <li>• Ageism</li> </ul>

**Review/Exam Week - 10 Oct 2022**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 17 Oct 2022**

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

ZOOM sessions are recorded in Term 2 for students.

## Assessment Tasks

### 1 Historical to Current Nursing Perspectives - 750 words

**Assessment Type**

Written Assessment

**Task Description****Assessment 1 - Historical to Current Nursing Perspectives****Type:** Written assessment**Due date:** Monday 1 August 2022 (Week 4 of Term) at 11:59PM (AEST)**Weighting:** 20%**Length:** 750 words**Unit Coordinators:** Stephen Yu

## Aim

The aim of this assessment is for you to demonstrate your knowledge and understanding of the materials covered in Weeks 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 historical and contemporary nursing profession

1) Choose **ONE** nursing practice associated with nursing in the 19th century. Explain this practice and discuss how it influences the image, status and nature of contemporary nursing practice. (*Suggested 250 words*)

*Hints:* You may wish to explore some of the historical nursing jobs located in Appendix A to give you some ideas of what the nursing profession was like in the 19th century. Example of influences you could consider include (but not limited to), nursing as a caring profession; changes in healthcare team dynamic; media influences; technological advancements and so on.

### Part 2: The professional governing bodies

1) Describe in your own words, the principles of the Code of Conduct, Code of Ethics and Standards for Practice.

(*Suggested 150 words*)

2) Choose **TWO** specific codes or standards within any of the following documents: *Code of Conduct*, *Code of Ethics* or *Standards for Practice*. For each code or standard, describe what the specific code or standard is and then discuss how it contributes to nursing practice with an example. (*Suggested 350 words*)

**An example of Part 2 [Please DO NOT copy and paste]:** Over the years, the nursing profession has evolved into a regulated profession where behaviour such as the wellbeing of the nurses are being considered a critical domain. In the *Code of Conduct* (Nursing and Midwifery Board of Australia [NMBA], 2016), one of the domains focus on promoting the health and wellbeing of the nurses. It specifically highlights elements about the nurses' health and the role of the nurses in advocating for health and wellbeing, not only to themselves, but also to patients, family members and the broader community. For example, in the *Code of Conduct* Section, 7.1.b, it is stated that nurses must: "act to reduce the effect of fatigue and stress on their health, and on their ability to provide safe care" (NMBA, 2016, p.15). In modern day nursing practice, nurses in practice have recreation leaves to help them manage their wellbeing...

## 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 the top right of 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 cover page, the reference list but includes in-text citations (paraphrases 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 about getting started on your assignment task and building your academic writing skills, go to the [ASK ALC NURS11165 Moodle site](#). The ASK ALC site also has other 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

Nursing and Midwifery Board of Australia. (2016). *Code of conduct for nurses*.

<https://www.nursingmidwiferyboard.gov.au/codes-guidelines-statements/professional-standards.aspx>

## Appendix A: Nursing job description from 1887



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

### Assessment Due Date

Week 4 Monday (1 Aug 2022) 11:59 pm AEST

### Return Date to Students

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.

### 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. (5%)	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. (4.23-5.00)	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. (3.73-4.22)	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. (3.23-3.72)	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. (2.48-3.22)	Submission is missing aspects of task or task requirements have been misunderstood. (<2.48)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Part 1: Explain and discuss one historical nursing practice (35%)	Comprehensive details in explaining and discussing one historical nursing practice that influence the image, status and nature of contemporary nursing practice. (29.58-35.00)	Clear details in explaining and discussing one historical nursing practice that influence the image, status and nature of contemporary nursing practice. (26.08-29.58)	Adequate details in explaining and discussing one historical nursing practice that influence the image, status and nature of contemporary nursing practice. (22.58-26.07)	Some details in explaining and discussing one historical nursing practice that influence the image, status and nature of contemporary nursing practice. (17.33-22.57)	Minimal or missing details in explaining and discussing one historical nursing practice that influence the image, status and nature of contemporary nursing practice. (<17.33)	No details in explaining and discussing one historical nursing practice that influence the image, status and nature of contemporary nursing practice. (0)
Part 2: Description of the Standards and Codes (15%)	Comprehensive description of the Standards and Codes. (12.68-15.00)	Clear description of the Standards and Codes. (11.18-12.67)	Adequate description of the Standards and Codes. (9.68-11.17)	Some description of the Standards and Codes. (7.43-9.67)	Minimal description of the Standards and Codes. (<7.43)	No description of the Standards and Codes. (0)

Part 2: Description and discussion of two specific Standards or Codes to nursing practice (40%)	Comprehensive description and discussion of two specific Code or Standards. Exemplary illustration of the Code or Standards with examples. (33.80-40.00)	Clear description and discussion of two specific Code or Standards. Excellent illustration of the Code or Standards with examples. (29.80-33.79)	Adequate description and discussion of two specific Code or Standards. Good effort in the illustration of the Code or Standards with examples. (25.58-29.79)	Some description and discussion of one or two specific Code or Standards. Satisfactory effort in the illustration of the Code or Standards with examples. (19.80-25.79)	Minimal or missing description and discussion of one or two specific Code or Standards. No illustration of the Code or Standards with examples. (<19.80)	No details the description and discussion of specific Code or Standards. No illustration of the Code or Standards with no example. (0)
Ability to write and present effectively (5%)	Exemplary academic writing standard. Correct grammar, spelling and punctuation. Uses appropriate headings and referencing styles. Writing supported by 3 or more references including in-text citations. No or very minor mistakes evident. (4.23-5.00)	Quality of academic writing is of a high standard with only minor grammar, spelling, punctuation and referencing mistakes evident. Uses appropriate headings and referencing style. Writing supported by 3 or less references. (3.73-4.22)	Quality of academic writing is of a good standard with a few grammar, spelling punctuation and referencing mistakes evident. Adequate use of headings and referencing style. Writing supported by 2 or more references. (3.23-3.72)	Quality of academic writing and presentation is of a satisfactory standard with quite a few grammar, punctuation, spelling and referencing mistakes evident. Some uses of headings and referencing style. Writing supported by 2 or less references. (2.48-3.22)	Quality of academic writing and presentation is at a poor standard with many mistakes and lack of clarity evident. No references cited. (<2.48)	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.

## 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:** Monday 29 August 2022 (Week 7 of Term) at 11:59PM (AEST)

**Weighting:** 40%

**Length:** 1500 words

**Unit Coordinators:** Stephen Yu

## 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 Michael James Calder:

[https://www.courts.qld.gov.au/\\_data/assets/pdf\\_file/0008/483497/cif-calder-mj-20160902.pdf](https://www.courts.qld.gov.au/_data/assets/pdf_file/0008/483497/cif-calder-mj-20160902.pdf)

Discuss the case using the following headings. Some prompts under the headings have also been provided to help you in your writing.

### Introduction

- Introduce the structure of your case study i.e., identify what you will discuss within the case study. Use the headings to guide you. There is to be no description of the coroner's case in the introduction.

### Description of the Coroner's Case

- What was the situation?

- How did it occur?
- Who were the key persons involved in the case?

### **Ethical Implications**

- Were there any ethical issues present in this case? If so, what were they?
- Describe the bioethical principles and explain how they apply to this coroner's case.
- How does the care delivered connect to the bioethical principles?

### **Implications To Nursing Practice**

- Discuss how this incident could have been avoided.
- What could be done to improve our nursing practice?
- How could the nursing *Standards for Practice*, *Code of Conduct* and/or *Code of Ethics* have prevented this case from happening?
- Support the implications to nursing practice with the standards and/or codes.

### **How The Coroner's Findings Shape My Nursing Philosophy**

- 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?

### **Conclusion**

- Summarise key points from your discussion.
- Ensure there is no new information in the conclusion.

### **References**

- Remember this is an academic writing. You are therefore required to support your writing with in-text citations and a reference list.
- Ensure the reference list starts on a new page.

## 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 the top right or 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 heading to the last word of the conclusion. The word count excludes the cover page, 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 about getting started on your assignment task and building your academic writing skills, go to the [ASK ALC NURS11165 Moodle site](#). The ASK ALC site also has other 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. (2016). *Inquest into the death of Michael James Calder* (2014/2468). Queensland Courts.**

[https://www.courts.qld.gov.au/\\_data/assets/pdf\\_file/0008/483497/cif-calder-mj-20160902.pdf](https://www.courts.qld.gov.au/_data/assets/pdf_file/0008/483497/cif-calder-mj-20160902.pdf)

## Assessment Due Date

Week 7 Monday (29 Aug 2022) 11:59 pm AEST

## Return Date to Students

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.

## 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%
Completion of required task (5%)	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. (4.23-5.00)	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. (3.73-4.22)	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. (3.23-3.72)	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. (2.48-3.22)	Submission is missing aspects of task or task requirements have been misunderstood. (<2.48)	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 of the coroner's case (15%)	Succinct description of the case. (12.68-15.00)	Mostly succinct description of the case. (11.18-12.67)	Adequate description of the case. (9.68-11.17)	Some description of the case. (7.43-9.67)	Minimal description of the case. (<7.43)	No description of the case. (0)
Ethical implications (20%)	Comprehensive description and applications of bioethical principles. (16.90-20.00)	Clear description and applications of bioethical principles. (14.90-16.89)	Adequate description and applications of bioethical principles. (12.90-14.89)	Some description and applications of bioethical principles. (9.90-12.89)	Minimal description and applications of bioethical principles. (<9.9)	No description and applications of bioethical principles. (0)
Implications to nursing practice (25%)	Exemplary insight to the implications of nursing practice with excellent support from the Codes and/or Standards. (21.13-25.00)	Clear insight to the implications of nursing practice with good support from the Codes and/or Standards. (18.63-21.12)	Adequate insight to the implications of nursing practice with some support from the Codes and/or Standards. (16.13-18.62)	Some insight to the implications of nursing practice with minimal support from the Codes and/or Standards. (12.38-16.12)	Minimal insight to the implications of nursing practice with no support from the Codes and/or Standards. (<12.38)	No insight or explanations. (0)

How the case shapes your nursing philosophy (20%)	Comprehensive and logical construct of how the case shapes your nursing philosophy. (16.90-20.00)	Clear and logical construct of how the case shapes your nursing philosophy. (14.90-16.89)	Adequate and mostly logical construct of how the case shapes your nursing philosophy. (12.90-14.89)	Some construct and somewhat logical description to how the case shapes your nursing philosophy. (9.90-12.89)	Minimal construct and illogical description to how the case shapes your nursing philosophy. (<9.9)	No description to how the case shapes your nursing philosophy. (0)
Ability to write and present effectively (5%)	Exemplary academic writing standard. Correct grammar, spelling and punctuation. Uses appropriate headings and referencing styles. Writing supported by 8 or more references including in-text citations. (4.23-5.00)	Quality of academic writing is of a high standard with only minor grammar, spelling, punctuation and referencing mistakes evident. Uses appropriate headings and referencing style. Writing supported by 8 or less references. (3.73-4.22)	Quality of academic writing is of a good standard with a few grammar, spelling punctuation and referencing mistakes evident. Adequate use of headings and referencing style. Writing supported by 6 or more references. (3.23-3.72)	Quality of academic writing and presentation is of a satisfactory standard with quite a few grammar, punctuation, spelling and referencing mistakes evident. Some uses of headings and referencing style. Writing supported by 6 or less references. (2.48-3.22)	Quality of academic writing and presentation is at a poor standard with many mistakes and lack of clarity evident. No references cited. (<2.48)	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.

## 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:** Monday 26 September, 2022 (Week 11 of Term) at 11:59PM (AEST)

**Weighting:** 40%

**Length:** 1500 words

**Unit Coordinator:** Stephen Yu

## Aim

The aim of this assessment is to introduce you to reflective practice through exploring your decision to become a nurse. You will demonstrate reflective skills through consolidating your learnings from Assessments 1 and 2.

## 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, you are required to use the Gibbs' Reflective Cycle (see Appendix A for a summary of Gibbs' Reflective Cycle) to reflect on your decision to pursue the nursing profession. Write your reflection using the headings below. Some prompts under each of the headings have been provided to help you with your reflective practice.

### Description and Feelings:

- Set the context for this reflective practice by providing a brief description of the experience about your decision to pursue the nursing profession. Remember this assessment is to help you consolidate your understanding about the nursing profession through an exploration of the history of nursing (e.g. Assessment 1) and nursing practice through the experience of working with a coroner's case (e.g. Assessment 2).
- Describe how your experience of understanding aspects of the history of nursing helped you consolidate, impact or influence your decision to become a nurse?

### Evaluation and Analysis:



- Evaluate the four major bioethical principles and how they are applied in health care.
- In what way do you see the role of bioethical principles helping you to shape you as a nurse and your future nursing practice? Are there any challenges? (*Hint: Refer back to the bioethical principles from the previous assessments. You may also consider giving examples to illustrate your discussion points.*)

### **Conclusion and Action Plan:**

- What have you learned from this reflective exercise? How has this reflective experience shaped your nursing philosophy? Construct your own nursing philosophy as a basis for your professional portfolio. Some additional prompts to consider: What are your core values? How you want others to see you as a nurse? What kind of nurse do I want to be?
- What do you plan to do now? How will you use this reflective exercise to transform into action the type of nurse you intend to become? Some additional prompts to consider: Where do you see yourself in five years? How do you think you can contribute to the nursing profession?

Remember this is an academic writing. You are therefore, required to support your writing with references.

**Note:** You are not required to create a professional portfolio in this Unit. However, 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.

## 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 the top right of 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 heading, i.e. Description, to the last word of the Action plan. The word count excludes the cover page, 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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- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

## Submission

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## Return Date to Students

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## 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 re-attempt, 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

Gibbs, G. (1988). *Learning by doing: A guide to teaching and learning methods*. Oxford Further Education Unit.

### Appendix A: Gibbs' Reflective Cycle

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)

### Assessment Due Date

Week 11 Monday (26 Sept 2022) 11:59 pm AEST

### Return Date to Students

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.

### 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 (5%)	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. (4.23-5.00)	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. (3.73-4.22)	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. (3.23-3.72)	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. (2.48-3.22)	Submission is missing aspects of task or task requirements have been misunderstood. (<2.48)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Description and feelings (30%)	Comprehensive discussion of relevance of historical nursing in your decision to become a nurse. (25.35-30)	Clear discussion of relevance of historical nursing in your decision to become a nurse. (22.35-25.34)	Adequate discussion of relevance of historical nursing in your decision to become a nurse. (19.35-22.34)	Some discussion of relevance of historical nursing in your decision to become a nurse. (14.85-19.34)	Minimal discussion of relevance of historical nursing in your decision to become a nurse. (<14.85)	No discussion of relevance of historical nursing in your decision to become a nurse. (0)
Evaluation and analysis (30%)	Exemplary evaluation and analysis of the bioethical principles and how it influences your nursing practice. (25.35-30)	Clear evaluation and analysis of the bioethical principles and how it influences your nursing practice. (22.35-25.34)	Adequate evaluation and analysis of the bioethical principles and how it influences your nursing practice. (19.35-22.34)	Some evaluation and analysis of the bioethical principles and how it influences your nursing practice. (14.85-19.34)	Minimal evaluation and analysis of the bioethical principles and how it influences your nursing practice. (<14.85)	No evaluation and analysis of the bioethical principles and how it influences your nursing practice. (0)
Conclusion and action plan (30%)	Comprehensive and logical construct of nursing philosophy and action plan. (25.35-30)	Clear and logical construct of nursing philosophy and action plan. (22.35-25.34)	Adequate and mostly logical construct of nursing philosophy and action plan. (19.35-22.34)	Some construct of nursing philosophy and action plan. (14.85-19.34)	Minimal construct of nursing philosophy and illogical action plan. (<14.85)	No nursing philosophy or action plan. (0)

Ability to write and present effectively (5%)	Exemplary academic writing standard. Correct grammar, spelling and punctuation. Uses appropriate headings and referencing styles. Writing supported by 8 or more references including in-text citations. (4.23-5.00)	Quality of academic writing is of a high standard with only minor grammar, spelling, punctuation and referencing mistakes evident. Uses appropriate headings and referencing style. Writing supported by 8 or less references. (3.73-4.22)	Quality of academic writing is of a good standard with a few grammar, spelling punctuation and referencing mistakes evident. Adequate use of headings and referencing style. Writing supported by 6 or more references. (3.23-3.72)	Quality of academic writing and presentation is of a satisfactory standard with quite a few grammar, spelling and referencing mistakes evident. Some uses of headings and referencing style. Writing supported by 6 or less references. (2.48-3.22)	Quality of academic writing and presentation is at a poor standard with many mistakes and lack of clarity evident. No references cited. (<2.48)	Little to no meaningful writing. (0)
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## 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.

### 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