NURS11165 *The Profession of Nursing*
Term 1 - 2023

Profile information current as at 29/04/2024 04:45 pm

Corrections

Unit Profile Correction added on 20-02-23

There is a small error in Scenario 5 in Assessment 2. It should read:

Scenario 5

Katelyn is struggling to pay the rent and so has to work at another job while she is on her professional placement experience. She has been called by her regular job to do a night shift which will make enough money to pay her rent for the next month. But, Katelyn has a morning shift at the residential facility the following day.

1. Answer the following questions in 300 words:

a. How do the professional standards and codes specifically relate to this scenario?

b. What professional steps could Katelyn take to address **this potential fitness-to-practice issue**?

Unit Profile Correction added on 20-02-23

The weekly schedule has been updated:

Week	Topic
Week 1	The history of nursing
Week 2	Professional nursing governing bodies
Week 3	Ethical principles
Week 4	Nursing governance and the law
Week 5	Critical thinking
	Break Week
Week 6	Drop-in session
Week 7	Developing your nursing philosophy and professional portfolio
Week 8	Reflective practice in nursing
Week 9	Resilience in Nursing
Week 10	Drop in session
Week 11	Personal vs professional identity and practice
Week 12	Civility and professional responsibility

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 - 2023

- Brisbane
- 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

— 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 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

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Schedule

Week 1 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
The history of nursing		Topics discussed include: • A brief history of nursing • Some key historical figures • The Australian context • Nursing theories

Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
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 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Ethical principles		Topics discussed include: • Ethics • Bioethical principles • Informed consent • Ethical dilemmas • Ethical and unethical professional conduct

Week 4 - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Legal principles		Topics discussed include: • Types of law • Negligence • Informed consent • Freedom of movement • Patient property • Documentation • Regulation of medication • Complaints and mandatory notifications • Mandatory reporting **"Tracing the contributions of nursing through history: Carers, advocates and innovators"** Due: Week 4 Monday (27 Mar 2023) 5:00 pm AEST

Week 5 - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Critical thinking		Topics discussed include: • What exactly is critical thinking? • Attributes of a critical thinker. • Behaviours of a critical thinker. • Skills of a critical thinker.

Vacation Week - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 17 Apr 2023

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

Week 7 - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Developing your nursing philosophy and professional portfolio		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. **Examining Professional Standards through a Case Study: A Study of Nursing Care"** Due: Week 7 Monday (24 Apr 2023) 5:00 pm AEST

Week 8 - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Reflective practice in nursing		Topics discussed include: • Legal requirements • Continuing professional development • Reflective practice models • Reflective practice components

Week 9 - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Resilience in nursing		Topics discussed include: • Self-care • Behaviours • Expectations • Resilience • Incivility

Week 10 - 15 May 2023

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

Week 11 - 22 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
The need to be non-biased		Topics discussed include: • Intergenerational differences • Personal values • Professional values • Moral courage • Moral distress • Unconscious bias • Implicit bias • Attitudes towards mental health nursing • LGBTQ+ bias **"Reflecting on My Decision to Become a Nurse: A Journey of Self-Discovery and Professional Development"** Due: Week 11 Monday (22 May 2023) 5:00 pm AEST

Week 12 - 29 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Diversity in the workplace		Topics discussed include: • What is diversity? • Diversity and human rights • Racial discrimination • Bullying within nursing • Male nurses • Female nurses • Ageism

Review/Exam Week - 05 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 12 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

A re-attempt is where you are given a second opportunity to demonstrate your achievement of one or more of the unit's learning outcomes before you can progress to new learning or participate in subsequent learning activities. You may be given the opportunity to re-attempt an assessment but will only achieve a mark no greater than the minimum for a pass standard for the assessment. You must:

- have shown a reasonable attempt to complete the initial assessment task
- be granted a re-attempt by your Unit Lead/Coordinator
- make changes to the nominated assessment task which you have failed and resubmit the revised work for marking within seven consecutive days, no assessment extensions will be approved.

Please note: Only one opportunity for a re-attempt is allowed.
You can have the opportunity for re-attempts with Assessment 2 or Assessment 3.

Assessment Tasks

1 "Tracing the contributions of nursing through history: Carers, advocates and innovators"

Assessment Type
Written Assessment

Task Description
Length: 800 +/- 10% (not including the reference list)
Unit Coordinators: Carmen Barnard, Lydia Mainey, and Nicole Jensen

Aim
The aim of this assessment is to help you understand (i) historical and contemporary factors that influence the image, status and nature of nursing practice and (ii) the role of professional governing bodies in relation to professional nursing practice, patient safety and governance.

Instructions
In this assessment, you will address the following two topics:
1. Explain two ways in which nurses have contributed to health care during pandemics (1 recent example, 1 historical example).
2. Explain three ways in which the professional bodies that govern health changed the rules around nursing during the COVID-19 pandemic.

Direction:
· You will write two short answer (paragraph style) responses.
· Spend 400 words explaining how nurses have contributed to health care during pandemics. Extra marks will be awarded if you can link this back to the image, status and nature of nursing practice.
· Spend 400 words explaining three ways in which the rules around nursing changed during the pandemic. Extra marks will be awarded if you explain what the original rule was, the reason why it was enforced and then the rationale as to why it was changed during the pandemic.
Hint: Many interesting mixed media resources can help you with this assessment. For example, "Past Caring – Pandemics" a podcast made by the Royal College of Nursing (UK). This podcast is available with closed captions on YouTube (https://youtu.be/SWsHGkoKRYc). Make sure you cite them correctly in your reference list.

Literature and references
In this assessment, use at least three contemporary references (<5 years) to support your discussion. You may also use seminal (original) scholarly literature where appropriate (e.g. if nurses are mentioned in the Bible, this is a seminal document). 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, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
· Include page numbers on the top right side of each page in a header.
· You should write in third-person perspective for this assessment
· Use formal academic language.
· Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online CQU APA Referencing Style Guide.
· The word count excludes the reference list but includes in-text citations (i.e., paraphrasing or direct quotations). Note. Paraphrasing is preferred.

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.

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

Learning Outcomes Assessed
· Discuss the 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.

Assessment Due Date
Week 4 Monday (27 Mar 2023) 5:00 pm AEST

Return Date to Students
Vacation Week Monday (10 Apr 2023)

Weighting
20%

Assessment Criteria

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 two ways in which nurses have contributed to health care during pandemics (45%)	Comprehensive details in explaining and discussing two ways in which nurses have contributed to health care during pandemics Comprehensive description of how this has influenced the image, status and nature of contemporary nursing practice. (38.025-45.00)	Clear details in explaining and discussing two ways in which nurses have contributed to health care during pandemics Clear description of how this has influenced the image, status and nature of contemporary nursing practice (33.525 – 38.020)	Adequate details in explaining and discussing two ways in which nurses have contributed to health care during pandemics Adequate description of how this has influenced the image, status and nature of contemporary nursing practice (29.025 – 33.52)	Some details in explaining and discussing two ways in which nurses have contributed to health care during pandemics Some description of how this has influenced the image, status and nature of contemporary nursing practice (22.275 – 29.02)	Minimal or missing details in explaining and discussing two ways in which nurses have contributed to health care during pandemics (<22.275)	No details in explaining and discussing two ways in which nurses have contributed to health care during pandemics . (0)
Part 2: Description of three ways in which the professional bodies that govern health changed the rules around nursing during the COVID-19 pandemic (45%)	Comprehensive description of three ways in which the professional bodies that govern health changed the rules around nursing during the COVID-19 pandemic. Comprehensive understanding of how the codes and standards shape nursing care with examples . (38.025-45.00)	Clear description of three ways in which the professional bodies that govern health changed the rules around nursing during the COVID-19 pandemic. Clear understanding of how the codes and standards shape nursing care with examples. (33.525 – 38.020)	Adequate description of three ways in which the professional bodies that govern health changed the rules around nursing during the COVID-19 pandemic. Adequate understanding of how the codes and standards shape nursing care with examples. . (29.025 – 33.52)	Some description of three ways in which the professional bodies that govern health changed the rules around nursing during the COVID-19 pandemic. Some understanding of how the codes and standards shape nursing care with examples. . (22.275 – 29.02)	Minimal description of three ways in which the professional bodies that govern health changed the rules around nursing during the COVID-19 pandemic. Minimdal understanding of how the codes and standards shape nursing care with examples. . (<22.275)	No description of ways in which the professional bodies that govern health changed the rules around nursing during the COVID-19 pandemic. (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

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 Examining Professional Standards through a Case Study: A Study of Nursing Care"

Assessment Type
Case Study

Task Description

Length: 1500 +/- 10% (not including the reference list)
Unit Coordinators Carmen Barnard, Lydia Mainey, and Nicole Jensen

Aim
The aim of this 1500-word short answer written assessment is to develop your professional nursing identity by applying the professional standards and codes to a case study centring on Pete and Katelyn, nursing students doing their professional experience placement in residential aged care.

Instructions
You will be answering questions related to 5 scenarios. Your answers should be short essays. This means you need to include a short introduction and conclusion (both of 1-2 sentences)
Please use (i) headings to structure your assessments (ii) references to support your answers (iii) a single reference list on a separate page at the end of the assessment.

Scenario 1:
In his first week of placement, Pete notices that some of the residents are looking uncared for over several shifts and that their soiled incontinence pads are unchanged. He also observes that the nurse responsible for the residents' care spends lots of time on smoke breaks (off the facility grounds).
1. Answer the following questions in 300 words:
a. How do the professional standards and codes specifically relate to this scenario?
b. What professional steps could Pete take to address this lack of care?

Scenario 2:
Pete notices that he has a favourite resident, Michael, whom he likes to spend a lot of time with. Pete and Michael have both previously been in the military, so they have a lot to talk about. One day Michael offers to give Pete his war medals.
1. Answer the following questions in 300 words:
a. How do the professional standards and codes specifically relate to this scenario?

b. What professional steps could Pete take to address his professional boundaries?

Scenario 3:
In the afternoons, Pete and Katelyn meet with their CQUniversity facilitator to discuss their day and practice their "clinical handover" skills. A clinical handover is a process by which important information about a patient/resident's condition, care, and treatment is communicated between healthcare providers. It typically occurs when the patient is transferred from one care setting to another or when one healthcare provider is handing over care to another. The goal of a clinical handover is to ensure that all relevant information is communicated and that continuity of care is maintained for the patient/resident. This process is critical to ensure patient safety.
The facilitator likes to meet with Pete and Katelyn in an outside courtyard, which is often busy with other residents and their family members.
1. Answer the following questions in 300 words:
a. How do the professional standards and codes specifically relate to this scenario?
b. What professional steps could Pete and Katelyn take to address this confidentiality issue?

Scenario 4:
Katelyn started to observe that the facilitator is making disparaging remarks about Pete behind his back. For example, sometimes Pete is slow when assisting residents with their care which means he is often late for the afternoon practice handover. The facilitator says things like, "Pete would be late to his own funeral". Then, when Pete arrives, she berates him in front of his classmates. Katelyn feels very uncomfortable during these events.
1. Answer the following questions in 300 words:
a. How do the professional standards and codes specifically relate to this scenario?
b. What professional steps could Katelyn take to address this potential bullying and harassment issue?

Scenario 5
Katelyn is struggling to pay the rent and so has to work at another job while she is on her professional placement experience. She has been called by her regular job to do a night shift which will make enough money to pay her rent for the next month. But, Katelyn has a morning shift at the residential facility the following day.
1. Answer the following questions in 300 words:
a. How do the professional standards and codes specifically relate to this scenario?
b. What professional steps could Katelyn take to address this potential bullying and harassment issue?

Literature and references
In this assessment, use at least 3 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, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
• Include page numbers on the top right side of each page in a header.
• You may write in the first-person perspective (I, my) for reflective writing tasks, or as directed by your lecturer.
• Use formal academic language.
• Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online CQU APA Referencing Style Guide.
• The word count excludes the reference list but includes in-text citations (i.e., paraphrasing or direct quotations). Note. Paraphrasing is preferred

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; Social Work and Community Services 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.

Marking Criteria

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

.

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.

Assessment Due Date

Week 7 Monday (24 Apr 2023) 5:00 pm AEST

Return Date to Students

Week 9 Monday (8 May 2023)

Weighting

40%

Assessment Criteria

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%)	Introductions and conclusions clearly connect all aspects of the discussion. (8.45-10)	Introductions and conclusions mostly connect all aspects of the discussion. (7.45-8.44)	Introductions and conclusions connect some (but misses others) aspects of the discussion. (6.45-7.44)	Although there are gaps, there are sufficient introductions and conclusions that connect to aspects of the discussion. (4.95-6.44)	There is little or no connection between introductions and conclusions to aspects of discussion. (<4.95)	No introduction and conclusion. (0)
Professional standards and codes (30%)	Comprehensive description and applications of professional standards and codes (25.35 -30)	Clear description and applications of professional standards and codes. (22.35-25.34)	Adequate description and applications of professional standards and codes. (19.35-22.34)	Some description and applications of professional standards and codes. (14.85-19.34)	Minimal description and applications of professional standards and codes. (<14.85)	No description and applications of professional standards and codes s. (0)
Professional practice (50%)	Exemplary insight to professional steps with excellent support from the Codes and/or Standards. (42.5-50)	Clear insight into professional steps with good support from the Codes and/or Standards. (37.25-42.24)	Adequate insight into professional steps with some support from the Codes and/or Standards. (32.25-37.25)	Some insight into professional steps with minimal support from the Codes and/or Standards. (24.75-32.24)	Minimal insight into professional steps with no support from the Codes and/or Standards. (<24.75)	No discussion of professional steps. (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

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 "Reflecting on My Decision to Become a Nurse: A Journey of Self-Discovery and Professional Development"

Assessment Type

Reflective Practice Assignment

Task Description
Length: 1500 words +/- 10% (not including the reference list)
Unit Coordinators: Carmen Barnard, Lydia Mainey, and Nicole Jensen

Aim
The aim of this 1500-word written assessment is to introduce you to reflective practice by exploring your decision to become a nurse. You will demonstrate reflective skills by consolidating your learnings from Assessments 1 and 2.

Instructions
In this assessment, you must use 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.
1. Description and Feelings:
a. Set the context for this reflective practice by providing a brief description of why you decided to pursue the nursing profession. Remember that this assessment is to help you consolidate your understanding of the nursing profession through an exploration of the history of nursing (e.g. Assessment 1). Therefore, discuss is there anything about the history of nursing that either reinforced your decision to become a nurse or prompted you to question your decision to become a nurse.
b. Describe how your your image of nursing was influenced by what you learnt in the first assessments for this unitUnit.
2. Evaluation and Analysis:
a. Explain how you see the bioethical principles shaping your identity as a nurse?
b. Describe the challenges people might face when incorporating bioethical principles into their professional identities? (Hint: Refer back to the challenges identified in the previous assessments. You may also consider giving examples to illustrate your discussion points.)
3. Conclusion and Action Plan:
a. Construct your own nursing philosophy.
Some prompts to consider: What are your core values? How do you want others to see you as a nurse? What kind of nurse do you want to be? Which nurses from history (if any) do you identify with? How will you contribute to the nursing profession?
b. Describe how you will use your personal nursing philosophy to shape your nursing identity into the future?
Some prompts to consider: How will you use your philosophy in your undergraduate nursing studies? How will you use your philosophy during your professional placement experiences? How will your philosophy guide you when you face professional challenges? How will your philosophy guide your choice of employers?
This is a reflection and therefore some of the work is your own ideas. Other points are taken from literature such as the bioethical principles or the historical components of nursing. You are required to support all writing that is not your own ideas with references..

Literature and references
In this assessment use at least 5 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, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
• Include page numbers on the top right side of each page in a header.
• You may write in the first-person perspective (I, my) for reflective writing tasks, or as directed by your lecturer.
• Use formal academic language.
• Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online CQU APA Referencing Style Guide.
• The word count excludes the reference list but includes in-text citations (i.e., paraphrasing or direct quotations). Note. Paraphrasing is preferred

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; Social Work and Community Services 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.

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

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.

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 (22 May 2023) 5:00 pm AEST

Return Date to Students

Return in two weeks after submission

Weighting
40%

Assessment Criteria

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%
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Ability to write and present effectively (5%)	Exemplary academic reflection 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 reflection 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 reflection 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 reflection 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 reflection 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)
Description and feelings (30%)	Comprehensive reflection around of relevance of historical nursing in your decision to become a nurse. (25.35-30)	Clear reflection of relevance of historical nursing in your decision to become a nurse. (22.35-25.34)	Adequate reflection of relevance of historical nursing in your decision to become a nurse. (19.35-22.34)	Some reflection of relevance of historical nursing in your decision to become a nurse. (14.85-19.34)	Minimal reflection of relevance of historical nursing in your decision to become a nurse. (<14.85)	No reflection 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)

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

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