



NURS11165 *The Profession of Nursing*

Term 2 - 2023

Profile information current as at 05/05/2024 02:54 am

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 - 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 (2021)

Authors: John Daly; Debra Jackson

Elsevier

Chatswood, NSW, Australia

ISBN: 978-0-7295-4356-9

Binding: eBook

[View textbooks at the CQUniversity Bookshop](#)

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 - 10 Jul 2023

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

Week 2 - 17 Jul 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---------|--|
| The professional nursing governing bodies | | <p>Topics discussed include:</p> <ul style="list-style-type: none"> • 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 • Zoom tutorial and workshop |

Week 3 - 24 Jul 2023

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

Week 4 - 31 Jul 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------------|---------|--|
| Nursing governance and the law | | <p>Topics discussed include:</p> <ul style="list-style-type: none"> • Types of law • Negligence • Informed consent • Freedom of movement • Patient property • Documentation • Regulation of medication • Complaints and mandatory notifications • Mandatory reporting • Zoom tutorial and workshop • Assessment One due week 4 Wednesday 2nd August at 1600 (Brisbane time) <p>Australian nursing during the COVID-19 pandemic Due: Week 4 Wednesday (2 Aug 2023) 4:00 pm AEST</p> |

Week 5 - 07 Aug 2023

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

Vacation Week - 14 Aug 2023

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

Week 6 - 21 Aug 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---------|--|
| Drop-in session to discuss assessments and topics that have been covered | | <ul style="list-style-type: none">• Zoom tutorial and workshop• Assessment discussion |

Week 7 - 28 Aug 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---------|--|
| Developing your nursing philosophy and professional portfolio | | <p>Topics covered:</p> <ul style="list-style-type: none">• What is a nursing philosophy?• Components of nursing philosophy.• Writing your very first nursing philosophy.• What is a nursing portfolio?• What to include in your nursing portfolio.• Zoom tutorial and workshop• Assessment Two is due. Wednesday 30th August at 1600 (Brisbane time) <p>Examining Professional Standards through a Case study and reflection Due: Week 7 Wednesday (30 Aug 2023) 4:00 pm AEST</p> |

Week 8 - 04 Sep 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------------|---------|--|
| Reflective practice in nursing | | <p>Topics discussed include:</p> <ul style="list-style-type: none">• Legal Requirements• Continuing professional development• Reflective practice models• Reflective practice components• Zoom tutorial and workshop |

Week 9 - 11 Sep 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------|---------|---|
| Resilience in nursing | | <p>Topics discussed include:</p> <ul style="list-style-type: none">• Self-care• Behaviours• Expectations• Resilience• Incivility• Zoom tutorial and workshop• Assessment Three discussion |

Week 10 - 18 Sep 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---------|---|
| Drop-in session to discuss assessments and topics that have been covered | | <ul style="list-style-type: none">• Zoom tutorial and workshop• Discussion of assessment three |

Week 11 - 25 Sep 2023

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

The need to be non-biased. Personal vs professional identity and practice

Topics discussed include:

- Intergenerational differences
- Personal values
- Professional values
- Moral courage
- Moral distress
- Unconscious bias
- Implicit bias
- Attitudes towards mental health nursing
- LGBTQ+ bias
- Zoom tutorial and workshop
- Assessment Three is due Wednesday, the 27th of August at 1600 (Brisbane time)

Construct your own nursing philosophy. Due: Week 11
Wednesday (27 Sept 2023) 4:00 pm AEST

Week 12 - 02 Oct 2023

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

Review/Exam Week - 09 Oct 2023

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

Exam Week - 16 Oct 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 progressing to new learning or participating 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 a re-attempt with either Assessment 2 or Assessment 3, not both.

Assessment Tasks

1 Australian nursing during the COVID-19 pandemic

Assessment Type

Written Assessment

Task Description

Weighting: 20%

Length: 800 +/- 10% (not including the reference list)

Unit Coordinator: Lucinda Brown

Aim

(i) This assessment aims to allow you the opportunity to consider a recent major health issue and apply your knowledge of historical factors and professional bodies in understanding the impact of this health issue.

Instructions

In this 800-word assessment, you will address the following two topics:

Part One:

Florence Nightingale and Mary Seacole were nursing leaders during the Crimean War. Their theories, practices and philosophies have significantly impacted nursing today. Discuss how their nursing practice and theories influenced the public's perception of nursing practice in Australia during the COVID-19 pandemic (200 words)

Part Two:

The nursing professional governing bodies had to adapt to numerous challenges during the COVID-19 pandemic in Australia. These organisations' websites and professional journals documented the significant changes during the pandemic. Discuss two changes made in relation to each of the following:

- a) The practice of Australian nurses. (200 words)
- b) The safety of the Australian community and/or patients. (200 words)
- c) The governance of Australian Health Services. (200 words)

Directions:

- Do not include an introduction or conclusion.
- Use the template provided for assessment one located on the Moodle site.

The nursing professional bodies discussed MUST be Australian.

Literature and references

- In this assessment, use at least five contemporary references (<5 years) to support your discussion.
- The references sourced MUST be available from the CQU library database.
- You may also use seminal scholarly literature where relevant.
- Suitable references include peer-reviewed journal articles, 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 government, university, or peak national bodies, such as 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.
- 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 CQU APA Referencing Style Guide.
- The word count is considered from the introduction's first word to the conclusion's last word. The word count excludes headings used in the template and the reference list but includes in-text references and direct quotations.

Resources

- You can reference your argument using unit-provided materials and other credible sources (e.g., journal articles, books). The quality and credibility of your sources are important.
- All journal articles MUST be accessible from the CQU library database
- We recommend 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 on academic communication, please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources, including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

Submission

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

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 role of professional governing bodies in relation to professional nursing practice, patient safety and governance.

Assessment Due Date

Week 4 Wednesday (2 Aug 2023) 4:00 pm AEST

Return Date to Students

Week 6 Friday (25 Aug 2023)

A message will be posted on the forum when grades have been released. Please make sure you read the feedback provided carefully.

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% |
|---|--|---|--|--|--|--|
| Part One (20%) | Excellent discussion involving Mary Seacole's and Florence Nightingale's theories, practices, and philosophies. Excellent insight into how the Australian public's perception of nursing practice was influenced during COVID-19. All the examples given were relevant to Australia. Adhered to word count. (17-20.00) | Well-developed discussion involving Mary Seacole's and Florence Nightingale's theories, practices, and philosophies. Comprehensive insight into how the Australian public's perception of nursing was influenced during COVID-19. All the examples given were relevant to Australia. Adhered to word count. (15-16.9) | Adequate discussion involving Mary Seacole's and Florence Nightingale's theories, practices, and philosophies. Good insight into the Australian public's perception of nursing was influenced during COVID-19. Most of the examples given were relevant to Australia. Adhered to word count. (13-14.9) | Some discussion involving Mary Seacole's and Florence Nightingale's theories, practices, and philosophies. Some insight into how the Australian public's perception of nursing was influenced during COVID-19. Some of the examples given were relevant to Australia. Adhered to word count. (10-12.9) | Minimal discussion, with only one of Mary Seacole's and Florence Nightingale's philosophies, discussed. Minimal insight into how the Australian public's perception of nursing was influenced during COVID-19. Few of the examples given were relevant to Australia. Did not adhere to word count. (<10) | Poor or no discussion OR The discussion was not set during the COVID-19 pandemic in Australia. There was no inclusion of Mary Seacole or Florence Nightingale. None of the examples given was relevant to Australia. Did not adhere to word count. (0) |
| Part Two (a) The practice of Australian nurses' (20%) | Comprehensive discussion. At least two Australian professional bodies were included. Two changes relating to the practice of Australian nurses during COVID-19 were comprehensively discussed. (17-20.00) | Well-developed discussion. At least two Australian professional bodies were included. Two changes relating to the practice of Australian nurses during COVID-19 were discussed in detail. (15-16.9) | Adequate discussion. At least two Australian professional bodies were included. Two changes relating to the practice of Australian nurses during COVID-19 were discussed well. (13-14.9) | Some discussion. At least two Australian professional bodies were included. Two changes relating to the practice of Australian nurses during COVID-19 were discussed. (10-12.9) | Minimal discussion. Only one Australian professional was included. Only one change relating to the practice of Australian nurses during COVID-19 was discussed. (<10) | Poor or no discussion. No Australian professional bodies are included. No changes relating to the practice of Australian nurses during COVID-19 were discussed. (0) |
| Part Two (b) The safety of the Australian community and/or patients (20%) | Comprehensive discussion. At least two Australian professional bodies were included. At least two changes impacting the safety of the Australian community and/or patients of Australian nurses during COVID-19 were comprehensively discussed. (17-20.00) | Well-developed discussion. At least two Australian professional bodies were included. At least two changes impacting the safety of the Australian community and/or patients of Australian nurses during COVID-19 were discussed in detail. (15-16.9) | Adequate discussion. At least two Australian professional bodies were included. At least two changes impacting the safety of the Australian community and/or patients of Australian nurses during COVID-19 were discussed well. (13-14.9) | Some discussion. Only one Australian professional body was included. At least one change impacting the safety of the Australian community and/or patients of Australian nurses during COVID-19 was discussed. (10-12.9) | Minimal discussion. Only one Australian professional body is included. A professional body was NOT included. NO change impacting the safety of the Australian community and/or patients of Australian nurses during COVID-19 was discussed. (<10) | Poor or no discussion. No Australian professional bodies were included. No changes relating to the safety of the Australian community and/or patients during COVID-19 were discussed. (0) |

| | | | | | | |
|--|--|--|---|---|--|--|
| Part Two (c) The governance of the Australian Health Service (20%) | Comprehensive discussion. At least two Australian professional bodies were included. At least two changes impacting the governance of an Australian health service during COVID-19 was comprehensively discussed. (17-20.00) | Well-developed discussion. At least two Australian professional bodies were included. At least two changes impacting the governance of the Australian health service during COVID-19 were discussed. (15-16.9) | Adequate discussion. At least two Australian professional bodies were included. At least two changes impacting the governance of the Australian health service during COVID-19 were discussed. (13-14.9) | Some discussion. Only one Australian professional body was included. Only one change impacting the governance of the Australian health service during COVID-19 was discussed. (10-12.9) | Minimal discussion. Only one or No Australian professional bodies were included. Only one or no change impacting the governance of the Australian health service during COVID-19 was discussed. (<10) | Poor or no discussion. No Australian professional bodies were included, and No changes impacting the governance of the Australian health service during COVID-19 were discussed. (0) |
| Structure (5%) | Exemplary academic writing standard. Used template provided. Correct grammar, spelling, and punctuation. Appropriate headings and referencing styles were used. (4.4-5.00) | The quality of academic writing is of a high standard, with only minor grammar, spelling, and punctuation mistakes. Used template provided. (3.8-4.3) | The quality of academic writing is good, with a few grammar, spelling, and punctuation mistakes. Used template provided. (3.7 - 3.3) | The quality of academic writing is of a satisfactory standard, with quite a few grammar, punctuation, and spelling mistakes. Used template provided. (2.5-3.2) | Academic writing and presentation quality are at a poor standard, with many mistakes and a lack of clarity evident. Template not used. (<2.5) | Little to no meaningful writing. (0) |
| In-text Citations 5% | Consistently accurate with in-text citations in APA 7 th style to support and reflect all ideas and information. (4.4-5.00) | One or two consistent in-text citation errors in APA 7 th style. In-text citations support and reflect all ideas and information. (3.8-4.3) | Three or four consistent in-text citation errors in APA 7 th style. In-text citations support and reflect most ideas and information. (3.7 - 3.3) | Five or six consistent in-text citation errors in APA 7 th style. In-text citations support and reflect some ideas and information. (2.5-3.2) | In-text citations are inconsistent with APA 7 th style. Seven to ten inaccuracies with in-text citations. Limited in-text citations are used to support ideas and information. (<2.5) | APA 7 th style not used. No in-text citations included, or more than 10 inaccuracies, ideas and information not supported. (0) |
| Number and quality references 5% | All references can be sourced from the CQU library databases. Eight or more contemporary, credible references were used, including at least four journal articles and at least two references are Australian professional bodies. (4.4-5.00) | All references can be sourced from the CQU library databases. Seven or more contemporary, credible references were used, including at least three journal articles and at least two references are Australian professional bodies. (3.8-4.3) | All references can be sourced from the CQU library databases. Six or more contemporary, credible references were used, including at least three journal articles and at least two references that are Australian professional bodies. (3.7 - 3.3) | All references can be sourced from the CQU library databases. Five or more contemporary, credible references were used, including at least three journal articles and at least two references are Australian professional bodies. (2.5-3.2) | Some references cannot be sourced from the CQU library databases. Less than 5 or more contemporary, credible references were used, including at least three journal articles and at least one of the references referred to non-Australian. (<2.5) | No references are included. (0) |
| Reference List 5% | The reference list is in alphabetical order and fully adheres to reference style presentation guidelines APA 7th style. (4.4-5.00) | The reference list is in alphabetical order and fully adheres to reference style presentation guidelines APA 7th style with 1-2 different errors. (3.8-4.3) | The reference list is in alphabetical order and fully adheres to reference style presentation guidelines APA 7th style with 3-4 different errors. (3.7 - 3.3) | The reference list is in alphabetical order and occasionally adheres to reference style presentation guidelines APA 7th style with 5 - 6 different errors. (2.5-3.2) | The reference list is not in alphabetical order and does not fully adhere to reference style presentation guidelines of APA 7th style. More than 6 different errors. (<2.5) | No reference list is included. (0) |

Referencing Style

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

Submission

Online

Submission Instructions

Submit your assessment via the unit Moodle site

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 and reflection

Assessment Type

Case Study

Task Description

Weighting: 40%

Length: 1200 +/- 10% (not including the reference list)

Unit Coordinator: Lucinda Brown

Aim

The aim of this 1200-word case study is to consider your professional nursing identity by applying the

professional standards and codes to case studies centering on Chris and Mary, nursing students completing their professional experience placement in residential aged care.

The second part of this assessment is to consider how the learning from these scenarios helped shape your ethical consideration when caring for patients and their families.

Instructions

There are two to this assessment.

Please use.

- (i) The assessment two template that is provided on the Moodle site.
- (ii) References (APA 7th ed.) to support your answers. All journals must be able to be sourced from the CQU databases.
- (iii) a reference list on a separate page at the end of the assessment.

Part One:

You will answer questions related to two case studies.

Scenario 1:

In his first week of placement, Chris notices a concerning trend. Chris observed that some staff at the facility were often performing procedures on the residents without first seeking their consent. This ranged from simple activities, such as blood pressure monitoring, to more invasive procedures, like drawing blood and inserting catheters.

Answer the following questions (500 words):

- a. Which Nursing and Midwifery Board of Australia registered nurse standards for practice relate to this scenario? Explain how this standard/these standards relate to this scenario. (150 words)
- b. Identify one bioethical issue apparent in this scenario. Discuss why the identified issue is a concern. (200 words)
- c. What actions could Chris take to address this issue? (150 words)
- d. Reflect on the actions that you recommended. Identify any challenges you may face if you were Chris and required to take these steps. (100 words)

Scenario 2:

During her placement, Mary noticed a staff member, James, taking photographs of the residents and other staff members. She initially did not think much of it, assuming James might have been capturing images for the facility newsletter. However, later that evening, while scrolling through her social media feed, Mary was shocked to find the same photographs posted publicly on James' profile.

1. Answer the following questions (500 words).

- a) Which Nursing and Midwifery Board of Australia registered nurse standards for practice relate to this scenario? Explain how this standard / these standards relate to this scenario. (150 words)
- b) Identify one bioethical issue apparent in this scenario. Discuss why the identified issue is a concern. (200 words)

c) What actions could Mary take to address this issue? (150 words)

d) Reflect on the actions that you recommended. Identify any challenges you may face if you were Mary and required to take these steps. (100 words)

Literature and references

In this assessment, use at least six contemporary references (<5 years) to support your discussion. You may also use seminal scholarly literature where relevant.

Suitable references include peer-reviewed journal articles, 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 government, university, or peak national bodies, such as 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).
- Use the template provided for Assessment Two in your Moodle Site
- Include a Reference List
- 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 headings, scenarios and reference list but includes in-text citations (i.e., paraphrasing or direct quotations). Note. Paraphrasing is preferred.

Resources

- You can reference your argument using unit-provided materials and other credible sources (e.g., journal articles, books). The quality and credibility of your sources are important.
- We recommend 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.
- Construct your own nursing philosophy as a basis for your own professional practice portfolio.

Assessment Due Date

Week 7 Wednesday (30 Aug 2023) 4:00 pm AEST

Return Date to Students

Week 9 Friday (15 Sept 2023)

A message will be posted on the forum when grades have been released. Please make sure you read the feedback provided carefully.

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% |
|--|---|--|--|---|--|---|
| These key criteria apply to: Scenario 1a (10%) ALSO Scenario 2a (10%) TOTAL 20% Which Nursing and Midwifery Board of Australia registered nurse standards for practice relate to this scenario? Explain how this standard/these standards relate to this scenario. (150 words) per scenario. | Comprehensive discussion. Identified appropriate NMBA registered nurse practice standard/s for the scenario. Excellent insight and discussion into how the standards/codes identified were relevant to patients/staff or families in this scenario AND All the examples given were relevant to Australia. Adhered to word count. (8.5-10) per scenario. | Well-developed discussion. Identified appropriate NMBA registered nurse practice standard/s for the scenario. A well-developed insight and discussion into how the standards/codes identified were relevant to patients/staff or families in this scenario AND All the examples given were relevant to Australia. Adhered to word count. (7.5-8.4) per scenario. | Adequate discussion. Identified appropriate NMBA registered nurse practice standard/s for the scenario. There was adequate insight and discussion into how the standards/codes identified were relevant to patients/staff or families in this scenario AND All the examples given were relevant to Australia. Adhered to word count. (6.5-7.4) per scenario. | Some discussion. Adequately identified appropriate NMBA registered nurse practice standard/s for the scenario. There was some insight and discussion into how the standards/codes identified were relevant to patients/staff or families in this scenario OR Only some of the examples given were relevant to Australia. Minor differences in the word count. (5 - 6.4) per scenario. | Minimal discussion. Did not identify appropriate NMBA registered nurse practice standard/s for the scenario. OR There was minimal insight and discussion into how the standards/codes identified were relevant to patients/staff or families in this scenario OR Few to none of the examples given were relevant to Australia. Did not adhere to the word count. (< 5) per scenario. | Poor or no discussion. OR No standard or code was identified. (0) |
| These key criteria apply to: Scenario 1b (15%) ALSO Scenario 2b (15%) TOTAL 30% Discuss one bioethical issue you identified from this scenario. Include in your discussion why the identified issue is a concern. (200 words) per scenario. | Comprehensive discussion. AND At least ONE bioethical issue was identified that was relevant to the scenario AND Excellent insight into why the issue identified was a concern AND All the examples given were relevant to Australia. Adhered to word count. (12.8-15) per scenario. | Well-developed discussion. AND At least ONE bioethical issue was identified that was relevant to the scenario AND There was a well-developed insight into why the issue identified was a concern AND All the examples given were relevant to Australia. Adhered to word count. (11.4 -12.7) per scenario. | Adequate discussion. AND At least ONE bioethical issue was identified that was relevant to the scenario AND There was a good insight into why the issue identified was a concern OR All the examples given were relevant to Australia. Adhered to word count. (9.8-12.6) per scenario. | Some discussion. AND ONE bioethical issue was identified that was relevant to the scenario AND Satisfactory insight into why the issue identified was a concern OR Only some of the examples given were relevant to Australia. Minor differences in the word count. (7.5- 11.3) per scenario. | Minimal discussion. AND One or fewer bioethical issues were identified that were not relevant to the scenario AND There was a poor insight into why the issue identified was a concern AND Nearly all the examples given were not relevant to Australia. Did not adhere to the word count. (< 7.5) per scenario. | Poor or no discussion OR The issues identified were not bioethical or No issues were identified. OR None of the examples given was relevant to Australia. Did not adhere to word count. (0) |
| These key criteria apply to: Scenario 1c (10%) ALSO Scenario 2c (10%) TOTAL 20% What actions could be taken to address the identified issues (150 words) per scenario. | Comprehensive discussion. AND Identified at least two professional steps Chris could take. AND Excellent insight into how the steps related back to the issue. AND All the examples given were relevant to Australia. Adhered to word count. (8.5-10) per scenario. | Well-developed discussion. AND Identified at least two professional steps Chris could take. AND Well-developed insight into how the steps related back to the issue. AND All the examples given were relevant to Australia. Adhered to word count. (7.5-8.4) per scenario. | Adequate discussion. AND Identified two professional steps, Chris could take. AND Good insight into how the steps related back to the issue. OR Most of the examples given were relevant to Australia. Adhered to word count. (6.5-7.4) per scenario. | Some discussion. AND Identified at least one professional step, Chris could take. OR fair insight into how the steps related back to the issue OR Only some of the examples given were relevant to Australia. Minor differences in the word count. (5 - 6.4) per scenario. | Minimal discussion. OR Identified one or fewer professional steps, Chris could take. OR Minimal insight into how the steps related back to the issue OR Nearly all the examples given were relevant to Australia. Minor differences in the word count. (5 - 6.4) per scenario. | Poor or no discussion. NO professional steps were identified. OR None of the examples given was relevant to Australia. Did not adhere to word count. (0) per scenario. |

These key criteria apply to: Scenario 1d 10 marks **ALSO** Scenario 2d 10 marks



TOTAL 20%

Reflect on the actions that you recommended. Identify any challenges you may face if you were a student and required to take these steps. (100 words) per scenario. 10 marks

Highly developed reflection and excellent insight into the challenges a student may face if following the recommended steps. Adhered to word count (8.5-10) per scenario.

Well-developed reflection and insight into the challenges a student may face if following the recommended steps. Adhered to word count. (7.5-8.4) per scenario.

Adequately developed reflection and insight into a student's challenges if following the recommended steps. Adhered to word count. (6.5-7.4) per scenario.

Somewhat developed reflection and insight into a student's challenges if following the recommended steps. Minor differences in the word count. (5 - 6.4) per scenario.

Little or limited reflection or insight into the challenges a student may face if following the recommended steps. Most of the points are descriptive rather than reflective. Minor differences in the word count. (5 - 6.4) per scenario.

Poor or no reflection or insight into the challenges a student may face if following the recommended steps. Points made are descriptive rather than reflective. (0) per scenario.

Structure and the number and quality references and text citations 5 marks

Exemplary academic writing standard. Used template provided. Correct grammar, spelling and punctuation. All references can be sourced from the CQU library databases. Consistently accurate with in-text citations. Eight or more contemporary, credible references were used, including at least four journal articles and at least one Australian professional body reference. (4.4-5.00)

Quality of academic writing is of a high standard, with only minor grammar, spelling, punctuation and referencing mistakes evident. Used template provided. (3.8-4.3) All references can be sourced from the CQU library databases. Seven or more contemporary, credible references were used, including at least three journal articles and at least one Australian professional body reference. (3.8-4.3)

Quality of academic writing is of a good standard, with a few grammar, spelling, and punctuation. Used template provided. All references can be sourced from the CQU library databases. Six or more contemporary, credible references were used, including at least three journal articles and at least one Australian professional body reference. (3.7 - 3.3)

Quality of academic writing is of a satisfactory standard, with quite a few grammar, punctuation, and spelling mistakes. Used template provided. All references can be sourced from the CQU library databases. Five or more contemporary, credible references were used, including at least three journal articles and at least one Australian professional body reference. (2.5-3.2)

Academic writing and presentation quality are at a poor standard, with many mistakes and a lack of clarity evident. Template not used. Some references cannot be sourced from the CQU library databases. Less than five or more contemporary, credible references were used, including at least two journal articles and there was no Australian professional body reference. (<2.5)

Little to no meaningful writing. No references included. (0)

Reference List 5 marks

The reference list is in alphabetical order and fully adheres to reference style presentation guidelines APA 7 style. (4.4-5.00)

The reference list is in alphabetical order and fully adheres to reference style presentation guidelines APA 7 style with one to two different errors. (3.8-4.3)

The reference list is in alphabetical order and fully adheres to reference style presentation guidelines APA 7 style. With three to four different errors. (3.7 - 3.3)

The reference list is in alphabetical order and occasionally adheres to reference style presentation guidelines APA 7 style. -Five to Six different errors (2.5-3.2)

The reference list is not in alphabetical order and fully adheres to reference style presentation guidelines APA 7 style. More than six different errors (<2.5)

No reference list is included. (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 Construct your own nursing philosophy.

Assessment Type

Reflective Practice Assignment

Task Description

Weighting: 40%

Length: 1500 words or equivalent +/- 10% (not including the reference list)

Unit Coordinator: Lucinda Brown

Aim

A nursing philosophy represents a nurse's core values, ethical principles, and personal convictions, which underpin their commitment to the profession. It encompasses their perspective on education, practice, and the ethical considerations they uphold when providing care to patients. In this assessment you will be developing and expressing your own nursing philosophy.

Task 1

Demonstrate your reflection and consideration of the following questions.

- What historical person, event or period has influenced the way you think about nursing?
- How do you desire to be perceived by your colleagues, patients, and their respective families in your role as a nurse?
- What are your core values? Why are these core values important to you?
- How do your core values align with the four key principles of bioethics?

This is a reflection; some of the work will be your own ideas. Other points will be taken from the literature, such as the bioethical principles or the historical components of nursing. You are required to support any ideas that are not your own

with references.

Task 2

Develop a statement that articulates your own nursing philosophy from your reflections in Task 1 (150-200 words) 20 marks.

Task 3

Now that you have developed your nursing philosophy, we want you to reflect on the following question and discuss:

a) How do you think your philosophy will guide you while on clinical placement? (200 words) 10 marks

This is a reflection; some of the work will be your own ideas. Other points will be taken from the literature, such as the bioethical principles or the historical components of nursing. You are required to support all reflection that is not your own ideas with references.

Literature and references

In this assessment, use at least five contemporary references (<5 years) to support your discussion.

You may also use seminal scholarly literature where relevant.

Suitable references include peer-reviewed journal articles, textbooks, and credible websites. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage.

The Journals you use must be able to be accessed from the CQU library database.

Grey literature sourced from the internet must be from reputable websites such as government, university, or peak national bodies, such as the Australian College of Nursing.

Requirements

- When writing, use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54 cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- Do not include an introduction, conclusion, or table of contents.
- If submitting a video and it is over 100MB please include a youtube link, as Moodle will not accept videos over 100MB
- 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 [APA Referencing Style Guide](#).
- The word count excludes the reference list and headings but includes in-text citations (i.e., paraphrasing or direct quotations). Note. Paraphrasing is preferred.

Resources

- You can reference your argument using unit-provided materials and other credible sources (e.g., journal articles, books). The Journals you use must be able to be accessed from the CQU library database. The quality and credibility of your sources are important.
- We recommend 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.

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.

Assessment Due Date

Week 11 Wednesday (27 Sept 2023) 4:00 pm AEST

Return Date to Students

Review/Exam Week Wednesday (11 Oct 2023)

A message will be posted on the forum when grades have been released. Please make sure you read the feedback provided carefully.

Weighting

40%

Assessment Criteria

| Key Criteria | Reflective Practitioner | Aware Practitioner | Reflective Novice | Unacceptable |
|---|--|---|---|--|
| | 85-100% | 70 -84% | 50-69% | <50% |
| What historical person, event or period has influenced the way you think about nursing 10 marks | The reader can create a clear mental picture of the situation being described. The subject reflected upon is relevant and significant to the student and the task. The reflection illustrates that the student can relate experiences and/or knowledge to their personal conception of nursing. (8.5-10) | The reader can create a reasonable mental picture of the situation being described. The subject reflected upon is mostly relevant and significant to the student and the task. The reflection largely illustrates that the student can relate experiences and/or knowledge to their personal conception of nursing. (7-8.4) | The reader can create a fair mental picture of the situation being described. The subject reflected upon is occasionally relevant and significant to the student and the task. The reflection is mostly descriptive rather than reflective. (5-6.9) | The reader struggles to create a mental picture of the subject being described, or there is no description. Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately. It is difficult for the reader to see the significance, meaning/connection to the student/task in the reflection. There is minimal -no reflection present. (<5) |
| How do you desire to be perceived by your colleagues, patients, and their respective families in your role as a nurse? 10 marks | The reader can create a clear mental picture of the perceptions being described. The learning experience reflected upon is relevant and significant to the student and the task. (8.5-10) | The reader can create a reasonable mental picture of the perceptions being described. The learning experience reflected upon is mostly relevant and significant to the student and the task. (7-8.4) | The reader can create a fair mental picture of the perceptions being described. The reflection is mostly descriptive rather than reflective. The learning experience reflected upon is occasionally relevant and significant to the student and the task. (5-6.9) | The reader struggles to create a mental picture of the perceptions being described, or there is no description. It is difficult for the reader to see the significance, meaning/connection to the student/task in the reflection. There is minimal -no reflection present. (<5) |

| | | | | |
|--|---|--|--|--|
| What are your core values? Why are these values important to you? 20 marks | The reflection moves beyond simply describing the core values to the student having excellent insight into their understanding of self and why their values are important to them. (17-20) | The reflection moves beyond simply describing the core values to the student having good insight into their understanding of self and why their values are important to them. (14-16.9) | Student makes an adequate attempt at describing their core values; their understanding of self and why the values are important to them fails to demonstrate a depth of analysis. The reflection is often descriptive rather than reflective. (10-13.9) | Student makes poor/minimal attempts at describing their core values; the student has not reflected on why the values are important to them or fail to demonstrate a depth of analysis. The reflection is all descriptive rather than reflective. (<10) |
| How do your core values align with the four key principles of bioethics? 20 marks | There is an in-depth message/discussion of how the student's core values align with at least two of the four key principles of bioethics that make sense to an uninformed reader. The learning experience reflected upon is always relevant and meaningful to the student and the task. (17-20) | There is a good message/discussion of how the student's core values align with at least two of the four key principles of bioethics that make sense to an uninformed reader. The learning experience reflected upon is mostly relevant and meaningful to the student and the task. (14-16.9) | There is an adequate message/discussion of how the student's core values align with at least two of the four key principles of bioethics that mostly make sense to an uninformed reader. The learning experience reflected upon is occasionally relevant and meaningful to the student and the task. The reflection is often descriptive rather than reflective. (10-13.9) | The message/discussion of how the student's core values align with at least two of the four key principles of bioethics is poor/minimal, and it does not always make sense to an uninformed reader. It is difficult for the reader to see the significance, meaning/connection to the student/task in the reflection. The reflection is mostly descriptive rather than reflective. (<10) |
| Task Two Develop a statement that will articulate your own nursing philosophy from your reflections in task one (150-200 words) 20 marks. | The language is clear and expressive. The statement is excellent. It always demonstrates connections between the experience and reflections in task one. The reader has an excellent picture of the student's nursing philosophy. Adheres to word count. (17-20) | Minor, infrequent lapses in clarity and expression The statement is good and almost always demonstrates connections between the experience and reflections in task one. The reader has a good picture of the student's nursing philosophy. Adheres to word count. (14-16.9) | There are frequent lapses in clarity and expression. The statement is adequate. There is some attempt to demonstrate connections to previous reflections in task one. The reader has an adequate picture of the student's nursing philosophy. Does not adhere to the word count. (10-13.9) | Language is unclear and confusing throughout. Poor or minimal attempt to demonstrate connections to previous reflections in task one. The reader has a poor – minimal picture of the student's nursing philosophy. Does not adhere to the word count. (<10) |
| Task Three Reflect on the following question and discuss: How do you think your philosophy will guide you while on clinical placement? (150 -200 words) 10 marks | The learning experience reflected upon is always relevant and meaningful to the student and the task. Highly developed reflection and excellent insight into how the student's philosophy will guide them while on clinical placement. (8.5-10) | The learning experience reflected upon is mostly relevant and meaningful to the student and the task. Well-developed reflection and good insight into how the student's philosophy will guide them while on clinical placement. (7-8.4) | Adequately developed reflection and some insight into how the student's philosophy will guide them while on clinical placement. The learning experience reflected upon is occasionally relevant and meaningful to the student and the task. The reflection is often descriptive rather than reflective. (5-6.9) | It is difficult for the reader to see the significance, meaning/connection to the student/task in the reflection. Little or limited reflection as the reflection is mostly descriptive rather than reflective. (<5) |
| Structure and/or creativity 5 marks | If creativity has been used, it is excellent. The content is clearly relevant to the topic. The approach comprehensively addresses the assignment task, and the discussion/story proceeds logically. Excellent organisation and structure of the assignment. (4.2-5) | If creativity has been used, it is very well done the content is relevant to the topic. The approach addresses the assignment task clearly, and the discussion/story proceeds logically. The organisation and structure of the assignment are well done. (3.5-4.1) | If creativity has been used, it is adequate. Content addresses the assignment task although the discussion/story is at times repetitive or lacks cohesion. The organisation and structure of the assignment are appropriate. (2.5 -3.4) | If creativity has been used, it is poorly done or not appropriate and does not address the questions/task. The organisation and structure of the assignment are poor/hard to follow. (<2.5) |
| Reference List and in- text citations 5 marks | The reference list fully adheres to reference list presentation guidelines APA. Accurate in-text citation (4.2-5) | The reference list frequently adheres to reference list presentation guidelines APA 7 with 3-4 different reference lists and in-text citation errors. (3.5-4.1) | The reference list occasionally adheres to reference list presentation guidelines APA 7 with 5-6 reference lists and in-text citation errors. (2.5 -3.4) | The reference list does not adhere to reference list presentation guidelines for APA 7, with more than 6 different reference lists and in-text citation errors. . Or the reference list is not included. (<2.5) |

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