NURS11165 *The Profession of Nursing*
Term 1 - 2024

Profile information current as at 03/05/2024 01:29 pm

All details in this unit profile for NURS11165 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

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

Details

Career Level: *Undergraduate*
Unit Level: *Level 1*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Pre-requisite: Must be enrolled in CL91 Bachelor of Nursing or CG41 Start Uni Now
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure (Higher Education Coursework)](.).

Offerings For Term 1 - 2024

- 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. **Online Quiz(zes)**
Weighting: 40%
2. **Reflective Practice Assignment**
Weighting: 60%

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. Analyse historical and contemporary factors that continue to influence the image, status and nature of nursing practice.
2. Investigate the role of professional governing bodies in relation to professional nursing practice, patient safety and governance.
3. Assess the four major bioethical principles and how they are applied in health care.

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
1 - Online Quiz(zes) - 40%	●	●	●
2 - Reflective Practice Assignment - 60%	●		●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
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

There are no required textbooks.

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

Nicole Jensen Unit Coordinator
n.j.jensen@cqu.edu.au
Trish Channell Unit Coordinator
t.channell@cqu.edu.au
Siju Adhikari Unit Coordinator
s.adhikari@cqu.edu.au
Lisa Jackson Unit Coordinator
l.jackson@cqu.edu.au
Sandra Goetz Unit Coordinator
s.goetz@cqu.edu.au

Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Histories that inform the image, status and nature of contemporary nursing.		Moodle Workbook Snap-shot lectures Zoom workshop Topics discussed this week include: • How stories shape the image, status and nature of nursing. • A brief history of nursing • A brief history of nursing in Australia • Some key historical figures

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic

Moodle Workbook
Snap-shot lectures
Zoom workshop

Theories that inform professional
identity and practice in nursing.

Topics discussed this week include:
• Introduction to nursing theory and
theorists.
• Types of nursing theory
• The impact of nursing theory on
nursing practice

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Moodle workbook Snapshot lectures Zoom workshop
Professional governing bodies and documents that shape nursing in Australia.		Topics discussed this week include: • The regulation of nursing practice in Australia. • Australian nursing regulation agencies. • Documents that regulate nursing in Australia.

Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Moodle Workbook Snap-shot lectures Zoom workshop
Health Governance for quality care and public safety		Topics discussed this week include: • National Safety and Quality Healthcare Service Standards • Aged Care Quality Standards • Patient safety competency standards • Mandatory reporting

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Moodle Workbook Snap-shot lectures Zoom workshop
Bioethical Principles and nursing practice.		Topics discussed this week include: • The principle of beneficence in nursing practice • The principle of non-maleficence in nursing practice • The principle of justice in nursing practice • The principle of autonomy in nursing practice

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Vacation Week, no classes.		

Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic

Moodle Workbook
Snap-shot lectures
Zoom workshop

Topics discussed this week include
• The NMBA code of conduct for Nurses
• The ICN Code of Ethics for Nurses
• Nurses and the Law
• Ethical challenges in contemporary nursing practice
• Consumer complaints and mandatory notifications

Assessment One: Quiz 1 opens: 09:00 (AEST) Monday 15th April, 2024 (Week 6 of Term 1), Quiz 1 closes: 18:00 (AEST) Friday 19th April, 2024 (Week 6 of Term 1).

Ethical Conduct in Nursing

Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Nursing Philosophy and the formation of a personal professional philosophy.		Moodle Workbook Snap-shot lectures Zoom workshop Topics discussed this week include: • Philosophical questions in nursing • The CQU Bachelor of Nursing philosophy. • Components of a professional nursing philosophy. • Developing a personal professional philosophy of nursing

Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Revision (Weeks 1-7) and Assessment Two Support with the Academic Learning Centre (ALC)		No new snapshot lectures or Moodle content this week. • Review content from weeks 1-7 Workshop with the Academic Learning Centre to discuss: • Interpreting an assignment question and assessment rubric • Planning your assignment • Researching for your assignment • Referencing your assignment **Assessment One: Quiz 2** opens: 09:00 (AEST) Monday 29th April, 2024 (Week 8 of Term 1), Quiz 2 closes: 18:00 (AEST) Friday 3rd May, 2024 (Week 8 of Term 1)

Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
		Moodle Workbook Snap-shot lectures Zoom workshop
Reflective practice and critical thinking in nursing		Topics discussed this week include: • Continuous reflection in and on nursing practice • Reflective practice models • Clinical reasoning • Evidence-based practice

Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Moodle Workbook Snap-shot lectures Zoom workshop
Cultivating a professional identity		Topics discussed this week include: • Personal vs professional identity in nursing • Personal and professional values in nursing • Worldviews in health and health care

Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Moodle Workbook Snap-shot lectures Zoom workshop
Civility, diversity and advocacy in nursing		Topics discussed this week include: • Civility and safety • Discrimination and collective ideologies • Bias in nursing practice • Advocacy in nursing practice **Assignment Two: Reflective Practice Assignment** Due: Week 11 Wednesday (22 May 2024) 1:00 pm AEST

Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Moodle Workbook Snap-shot lectures Zoom workshop
Self-care and resilience in nursing		Topics discussed this week include: • Resilience in nursing • Strategies for self-care and maintenance of well-being • Recognising and preventing compassion fatigue and burnout • Recognising and managing transition shock

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
There is no exam for this subject.		

Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
There is no exam for this subject.		

1 Assignment One: Online Quizzes

Assessment Type
Online Quiz(zes)

Task Description
Aim:
The aim of this assessment is to assess the student's knowledge, comprehension, application, and analysis of learning content introduced in weeks 1-6 of NURS11165. All questions are extracted from weekly Moodle content, readings and snapshot lecture recordings.

Instructions:
Students will complete two online quizzes that will be accessed via the Assessment portal on the NURS11165 Moodle site.
·   Quiz 1, held in Week 6, will assess student knowledge and understanding of materials covered in Weeks 1-5 and
·   Quiz 2, held in Week 8, will assess student knowledge and understanding of Moodle content, readings and covered in weeks 1-6.
Each quiz consists of 20 questions randomly selected from a bank of questions. Each question is worth one mark. The student has a maximum of 40 minutes to complete the quiz in one sitting. The quiz will automatically close at the end of 40 minutes and will submit the result even if not finished. Once started the quiz cannot be logged out of. Do not refresh or reload the quiz screen once opened as this may close the quiz and record a result.
This is an open book quiz that permits students to refer to the course learning materials at any time during each attempt.
The student has a maximum of two attempts for each quiz. The highest result for each quiz will be recorded as the grade. To pass each quiz the student must achieve a score of 50% or higher. Results for the quiz will be available immediately after the attempt is complete.

Requirements:
Students will require the following to participate:
·   Computer access with a reliable internet connection.
·   Relevant learning materials available to access during the quiz.

Number of Quizzes
2

Frequency of Quizzes
Other

Assessment Due Date

Quiz 1 opens: 09:00 (AEST) Monday 15th April, 2024 (Week 6 of Term 1), Quiz 1 closes: 18:00 (AEST) Friday 19th April, 2024 (Week 6 of Term 1). Quiz 2 opens: 09:00 (AEST) Monday 29th April, 2024 (Week 8 of Term 1), Quiz 2 closes: 18:00 (AEST) Friday 3rd May, 2024 (Week 8 of Term 1)

Return Date to Students

Results for each quiz will be available immediately after the attempt is complete.

Weighting
40%

Minimum mark or grade
50%

Assessment Criteria
No Assessment Criteria

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Analyse historical and contemporary factors that continue to influence the image, status and nature of nursing

practice.
- Investigate the role of professional governing bodies in relation to professional nursing practice, patient safety and governance.
- Assess the four major bioethical principles and how they are applied in health care.

2 Assignment Two: Reflective Practice Assignment

Assessment Type
Reflective Practice Assignment

Task Description
Aim:
A nurse's personal professional philosophy is a statement of core values, ethical principles, and ways of knowing, that guide a person's practice and underpin their commitment to the profession. It is a living work, containing current convictions that should be continuously revised and developed as a person critically reflects in and on their nursing practice. In this assessment, you will present a series of reflections on how your own understanding of what it means to be a nurse has been influenced by what you have learnt in this unit. You will write a statement that captures your emerging personal professional philosophy of nursing and consider the role this statement will play in guiding your first year of learning and practice as a student nurse.

Instructions:
Complete each of the the three tasks below.
Task 1: (1000-1100 words or equivalent)
You can be as imaginative as you wish in your presentation of Task One. You can use any kind of media (including a mix of media), to communicate your reflective responses to each question in this task. Whichever way you choose to present your experiences, perspectives, and interpretations, you must ensure that all elements of the marking rubric are met. Work submitted must be your own work and use of generative artificial intelligence is not permitted.
Demonstrate your reflection and consideration of the following questions.
     a)   How has one historical nursing theory influenced your understanding of what it means to be a nurse?
     b)   How has a contemporary event involving a nurse or nurses, influenced your understanding of the status and/or image of nursing as a profession?
     c)   What core values do you hold that will shape the nursing care you give?
     d)   How do these core values align with the four bioethical principles?
Task 2 (200 words)
Develop a written statement that communicates your current nursing philosophy using your reflections in Task 1.
Task 3 (200 words)
Reflect on the following question and discuss in writing:
a)   How do you think your philosophical statement (Task 2) will guide your practice when you are on your first clinical placement as a student nurse and providing care for older age consumers?

Literature and references
This task is a reflection, some work will be your own ideas and other discussion points will reference scholarly literature. Use at least seven contemporary (<5 years) valid and relevant peer reviewed references to support your discussion. You may use seminal scholarly literature where relevant. Grey literature sourced from the internet must be from reputable websites such as government, university, or peak national bodies. Use the seventh edition American Psychological Association (APA) referencing style. You must use your own words and ensure all works referenced have been paraphrased appropriately to align with academic integrity expectations.

Requirements:

- Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page margin.
- 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.
- Use formal academic language.
- An introduction, conclusion, or table of contents are not required for this assessment.
- All work submitted must be your own work and use of generative artificial intelligence is not permitted.

Assessment Due Date
Week 11 Wednesday (22 May 2024) 1:00 pm AEST

Return Date to Students
Exam Week Friday (14 June 2024)

Weighting
60%

Minimum mark or grade
50%

Assessment Criteria

Key Criteria	Reflective Practitioner 85-100%	Aware Practitioner 70-84%	Reflective Novice 50-69%	Unacceptable <50%
Task 1.a. How has one historical nursing theory influenced your understanding of what it means to be a nurse? (15 marks)	The reader can create a clear mental picture of the experience/situation being described. The theory being 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. (15-12.5)	The reader can create a reasonable mental picture of the experience/situation being described. The theory and theorist being 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. (12.4-10.5)	The reader can create a fair mental picture of the experience/situation being described. The theory and theorist being reflected upon is mostly relevant and significant to the student and the task. The reflection is mostly descriptive rather than reflective. (10.4-7.5)	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 or task in the reflection. There is minimal or no reflection (<7.5)
Task 1.b. How has a contemporary event involving a nurse or nurses, influenced your understanding of the status and/or image of nursing as a profession? (15 marks)	The reader can create a clear mental picture of the experience/situation being described. The situation being 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. (15-12.5)	The reader can create a reasonable mental picture of the experience/situation being described. The situation being 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. (12.4-10.5)	The reader can create a fair mental picture of the experience/situation being described. The situation being reflected upon is mostly relevant and significant to the student and the task. The reflection is mostly descriptive rather than reflective. (10.4-7.5)	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 seethe significance, meaning or connection to the student or task in the reflection. There is minimal or no reflection (<7.5)
Task 1.c. What core values do you hold that will shape the nursing care you give? (15 marks)	The reflection moves beyond simply describing their core values. The student has excellent insight into how their values may influence their nursing practice and or professionalism. (15 - 12.5)	The reflection moves beyond simply describing core values. The student has good insight into how their values may influence their nursing practice and or professionalism. (12.4 – 10.5)	The reflection is often descriptive rather than reflective. An adequate attempt has been made to describe their core values. There is minimal depth to the reflection on how their core values may influence their nursing practice and/or professionalism. (10.4 - 7.5)	The reflection is descriptive rather than reflective. The student has made minimal attempt to identify and describe their core values. There is no reflection on how the values identified may influence their nursing practice and/or professionalism. (<7.5)

Task 1.d. How do these core values align with the four bioethical principles? (15 marks)	The student demonstrates an excellent understanding of the four bioethical principles. The student provides an in-depth discussion of how their core values align with all four bioethical principles, that makes sense to an uninformed reader. (15 -12.5)	The student demonstrates a good understanding of at least three of the four bioethical principles. There is a good discussion of how their core values align with at least three of the bioethical principles that make sense to an uninformed reader. (12.4-10.5)	The student demonstrates comprehension of at least two of the four bioethical principles. There is an adequate discussion of how the student's core values align with at least two of the four bioethical principles, that mostly make sense to an uninformed reader. (10.4 - 7.5)	There is no/minimal understanding of the bioethical principles. There is minimal/no discussion of how the student's core values align with at least two of the four bioethical principles. The discussion does not always make sense to an uninformed reader. (<7.5)
Task 2. Develop a written statement that communicates your current nursing philosophy using your reflections in Task 1 (15 marks)	The language is clear and expressive. Adheres to word count. The statement is excellent, and clearly demonstrates connection between the experiences and reflections in task one. The reader has an excellent picture of the student's nursing philosophy. (15 -12.5)	Minor, infrequent lapses in clarity and expression. Adheres to word count. The statement is good and almost always demonstrates connections between the student's experience and reflections in task one. The reader has a good picture of the student's nursing philosophy. (12.4-10.5)	There are frequent lapses in clarity and expression. Does not adhere to word count. The statement is adequate. There is some attempt to demonstrate connections between the student's experience and reflections in task one. The reader has an adequate picture of the student's nursing philosophy. (10.4 - 7.5)	Language is unclear and confusing throughout. Does not adhere to word count. There is minimal or no attempt to demonstrate connections to previous reflections in task one. The reader has an inadequate picture of the student's nursing philosophy. (<7.5)
Task 3. How do you think your philosophical statement will guide your practice when you are on your first clinical placement as a student nurse and providing care for elderly consumers? (15 marks)	The student demonstrates highly developed reflection and excellent insight into how their philosophy may guide their practice during their first clinical placement. (15 -12.5)	The student demonstrates good reflection and insight into how their philosophy may guide their practice during their first clinical placement. (12.4-10.5)	The writing is often descriptive rather than reflective. The student demonstrates some insight into how their philosophy may guide their practice during their first clinical placement. (10.4 - 7.5)	The student demonstrates minimal reflection, and the response is mostly descriptive. The student demonstrates little or no insight into how their philosophy may guide their practice during their first clinical placement. (<7.5)
Writing, structure, and creativity (5 marks)	Creativity used is excellent. The content is clearly relevant to the topic. The work comprehensively addresses all the assignment tasks. The structure of the work is logical and progression of ideas easy to follow. Written work contains no spelling mistakes and is grammatically accurate. The work is the students own work. (5-4.2)	Creativity used is well done. The content is relevant to the topic. The work comprehensively addresses all the assignment tasks. The structure of the work is logical and progression of ideas easy to follow. Written work contains minimal spelling or grammatical errors. The work is the students own work. (4.1-3.5)	Creativity used is adequate. The content adequately addresses all assignment tasks. The structure of the work is not always logical and progression of ideas sometime difficult to follow. Written work contains a moderate amount of spelling and/or grammatical errors. The work is the students own work. (3.4 – 2.5)	Limited creativity demonstrated. The content does not adequately address all the assignment tasks. The structure of the work is illogical, and difficult to follow. Written work contains many spelling and/or grammatical errors. The work is not the students own work.(<2.5)

	The reference list and intext citations fully adhere to APA 7th edition protocol. Intext citations are accurate and consistently applied. At least seven contemporary quality references were used.	The reference list and intext citations mostly adhere to APA 7th edition protocol. Intext citations are mostly accurate and consistently applied. At least seven contemporary quality references were used.	The reference list and intext citations sometimes adhere to APA 7th edition protocol. Intext citations are consistently applied. At least five contemporary quality references were used.	The reference list and intext citations rarely adhere to APA 7th edition protocol. Intext citations are never or inconsistently applied. Less than five contemporary quality references were used.
Referencing(5 marks)	(5 – 4.2)	(4.1-3.5)	(3.4 – 2.5)	(<2.5)

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Analyse historical and contemporary factors that continue to influence the image, status and nature of nursing practice.
- Assess the four major bioethical principles and how they are applied in health care.

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