

## In Progress

Please note that this Unit Profile is still in progress. The content below is subject to change.



# NURS11165 *The Profession of Nursing*

## Term 2 - 2024

Profile information current as at 17/05/2024 12:42 pm

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

## General Information

### Overview

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

### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

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

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

### Offerings For Term 2 - 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

#### 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



### 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

Information for Textbooks and Resources has not been released yet.

This information will be available on Monday 17 June 2024

## Academic Integrity Statement

Information for Academic Integrity Statement has not been released yet.

This unit profile has not yet been finalised.