



# NURS11166 *Health and Assessment in Nursing*

## Term 1 - 2021

Profile information current as at 25/04/2024 03:27 am

All details in this unit profile for NURS11166 have been officially approved by CQUiversity 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.

### Corrections

#### Unit Profile Correction added on 30-03-21

In Question 2 of the marking criteria instead of saying ' Discussion is supported with the application using **one** of the Registered Nurses Standards for Practice (2016) - standards to support the discussion' across all grade levels it will be changed to:

HD -Discussion is supported with the application using **seven** of the Registered Nurses Standards for Practice (2016) - standards to support the discussion. (33.9-40)

D- Discussion is supported with the application using **five or six** of the Registered Nurses Standards for Practice (2016) - standards to support the discussion. (29.8-33.8)

C- Discussion is supported with the application using **four or five** of the Registered Nurses Standards for Practice (2016) - standards to support the discussion. (29.8-33.8)

P- Discussion is supported with the application using **one or two** of the Registered Nurses Standards for Practice (2016) - standards to support the discussion. (19.8 - 25.7)

F- Discussion is not supported with the application of the Registered Nurses Standards for Practice (2016) - standards to support the discussion. (<19.8)

## General Information

### Overview

Throughout this unit, you will acquire fundamental knowledge and skills to provide basic nursing care at a beginning level. In particular, you will be able to conduct a holistic assessment and assist a person with their activities of daily living in the simulated environment. You will be introduced to the significance of the Nursing and Midwifery Board of Australia (NMBA) Registered Nurse Standards for Practice (2016) and other policies, codes, and guidelines relevant to professional nursing practice. You will explore the importance of the National Safety and Quality Health Service (NSQHS) Standards (2017) to all nursing practice in Australia and commence using the Patient Safety Competency Framework (PSCF) (Levett-Jones et al., 2017) in your practice as a nursing student. You will become familiar with scope of practice using the decision-making framework (DMF) (NMBA, 2020). You are required to participate in compulsory on-campus workshops or a residential school for this unit.

### 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 - 2021

- Mixed Mode
- 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).

### Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

### 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. **In-class Test(s)**

Weighting: Pass/Fail

#### 2. **Practical Assessment**

Weighting: Pass/Fail

#### 3. **Written Assessment**

Weighting: 50%

#### 4. **Examination**

Weighting: 50%

### 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](#).

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Demonstrate and explain safe practice while assisting a person with their activities of daily living in the simulated environment
2. Perform a holistic assessment of a person including the completion of appropriate documentation in the simulated environment
3. Demonstrate the principles of the nursing process and the Nursing and Midwifery Board of Australia (NMBA) decision-making framework (DMF) (2020) in the simulated environment
4. Apply the NMBA registered nurse standards for practice (2016) in the provision of evidence based nursing care in the simulated environment
5. Recognise unsafe environments and implement strategies to ensure safety.

### **Content in this unit incorporates a number of professional nursing requirements**

#### **Nursing and Midwifery Board of Australia decision-making framework (DMF) - nursing**

#### **Nursing and Midwifery Board of Australia 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 Nursing Code of Conduct**

Legal compliance

Person-centred practice

Cultural practice and respectful relationships

Professional behaviour

Research in health

Health and wellbeing

#### **International Council of Nursing Code of Ethics for Nursing**

Nurses and People

Nurses and Practice

Nurses and the Profession

Nurses and co-workers

#### **National Safety and Quality Health Service Standards**

Partnering with consumers

Preventing and Controlling healthcare-associated infection

Medication safety

Comprehensive care

Communicating for safety

Recognising and responding to acute deterioration

#### **Patient Safety Competency Framework**

Person-centred care

Therapeutic communication

Cultural competence

Teamwork and collaborative practice

Clinical reasoning

Evidence-based practice

Preventing, minimising and responding to adverse events

Infection prevention and control

Medication safety

#### **Aged Care Quality Standards**

Consumer dignity and choice

Ongoing assessment and planning with consumers

Personal care and clinical care

Services and supports for daily living

Organisation's service environment

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - In-class Test(s) - 0%	•				•
2 - Practical Assessment - 0%	•	•	•	•	•
3 - Written Assessment - 50%			•	•	•
4 - Examination - 50%	•			•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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					

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - In-class Test(s) - 0%	•	•	•	•	•	•	•			

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
2 - Practical Assessment - 0%	•	•	•	•	•	•	•			
3 - Written Assessment - 50%	•		•		•					
4 - Examination - 50%	•	•	•	•	•	•	•			

## Textbooks and Resources

### Textbooks

NURS11166

#### Prescribed

#### Kozier & Erb's Fundamentals of Nursing

5th Australian Edition

Authors: Berman, A, Frandsen, G, Snyder, S, Levett-Jones, T et al

Pearson Australia

Melbourne , Victoria , Australia

ISBN: 9781488626593

Binding: Paperback

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#### Prescribed

#### Skills in Clinical Nursing

Edition: 2nd (2021)

Authors: Berman, Snyder, Levett-Jones, Burton, Harvey

Pearson

Melbourne , VIC , Australia

ISBN: 9 781488620690

Binding: Spiral

#### Additional Textbook Information

The above two books are packaged together and are available for purchase at the CQUni Bookshop here:

<https://bookshop@cqu.edu.au> (search on the unit code).

The individual texts can also be purchased separately.

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## 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

**Sandy Mclellan** Unit Coordinator  
[s.j.mclellan@cqu.edu.au](mailto:s.j.mclellan@cqu.edu.au)  
**Joanne Harding** Unit Coordinator  
[j.l.harding@cqu.edu.au](mailto:j.l.harding@cqu.edu.au)  
**Tracey Bell** Unit Coordinator  
[t.j.bell@cqu.edu.au](mailto:t.j.bell@cqu.edu.au)

## Schedule

### Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to: <ul style="list-style-type: none"><li>· Unit</li><li>· NSQHS standards</li><li>· National Health Priorities</li><li>· Decision Making Framework</li></ul>		Zoom session Thursday 1000-1100 hrs AEST

### Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to: <ul style="list-style-type: none"><li>· Nursing process and ADPIE</li><li>· Clinical reasoning cycle</li></ul>		Zoom session Thursday 1000-1100 hrs AEST

### Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Holistic v dualistic care (pt centered care) <ul style="list-style-type: none"><li>· Pt advocacy</li><li>· Comorbid conditions</li><li>· Bioethical principles</li><li>· Consent</li><li>· Cultural considerations</li></ul>		Zoom session Thursday 1000-1100 hrs AEST

### Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Risk assessments <ul style="list-style-type: none"><li>· Falls assessment and Management</li><li>· Mobility assessment</li><li>· Pressure area assessment and Management</li></ul> VTE & TEDs		Zoom session Thursday 1000-1100 hrs AEST

### Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Professional communication <ul style="list-style-type: none"><li>· Handover and documentation</li><li>· Admission paperwork</li><li>· ISBAR</li><li>· Confidentiality</li></ul>		Zoom session Thursday 1000-1100 hrs AEST

### Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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#### ADLs

- Pt hygiene
- Facilitating healthy eating
- Facilitating elimination
- Urinary and bowel function
- Bristol stool chart
- Incontinence
- Assist with dressing with IVT
- Nail care

Zoom session Thursday 1000-1100 hrs  
AEST

#### **Week 7 - 26 Apr 2021**

##### **Module/Topic**

##### **Chapter**

##### **Events and Submissions/Topic**

Introduction to physical assessment 1

- BP (manual) palpatory and auscultatory
- TPR

· O2 sats

· QADDS

Recognising deterioration

· QADDS scoring

· MET (or similar teams)

· Graded assertiveness (PACE)

Zoom session Thursday 1000-1100 hrs  
AEST

#### **Week 8 - 03 May 2021**

##### **Module/Topic**

##### **Chapter**

##### **Events and Submissions/Topic**

Introduction to physical assessment 2

- Methods of assessment (focused vs comprehensive)
- Inspection, palpation, percussion and auscultation

· Intro pain assessment

· PQRST

· Pt interview and health history

Written Assessment due Friday 7 May  
1600 hrs

Zoom session Thursday 1000-1100 hrs  
AEST

**Written Assessment Due:** Week 8  
Friday (7 May 2021) 4:00 pm AEST

#### **Week 9 - 10 May 2021**

##### **Module/Topic**

##### **Chapter**

##### **Events and Submissions/Topic**

Integumentary system

· Skin integrity

· gait

· mouth, teeth and gums.

· hair

Zoom session Thursday 1000-1100 hrs  
AEST

#### **Week 10 - 17 May 2021**

##### **Module/Topic**

##### **Chapter**

##### **Events and Submissions/Topic**

Infection control

· Hand hygiene

· Chain of infection

· Health care acquired infections

· PPE

Zoom session Thursday 1000-1100 hrs  
AEST

#### **Week 11 - 24 May 2021**

##### **Module/Topic**

##### **Chapter**

##### **Events and Submissions/Topic**

Manual handling

· OH&S legislation

· Safe pt handling

· Risk assessment and level of assistance required

· Slide sheets

Walk belts

Zoom session Thursday 1000-1100 hrs  
AEST

#### **Week 12 - 31 May 2021**

##### **Module/Topic**

##### **Chapter**

##### **Events and Submissions/Topic**



Principles of specimen collection

- MSU v WTU
- Wound swab
- Faecal specimen

Zoom session Thursday 1000-1100 hrs  
AEST

### Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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### Exam Week - 14 Jun 2021

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

On campus Clinical Learning Sessions are a mandatory component of this Unit . Attendance at a three (3) day residential school is necessary. Rockhampton campus offers 8 x 3 hrs sessions across the term as per the timetable. 2 assessment items are completed during the Clinical Learning Sessions. These assessments are pass/fail and form part of your overall grade for the Unit.

## Assessment Tasks

### 1 Maths Quiz

#### Assessment Type

In-class Test(s)

#### Task Description

You are to complete the maths quiz using the Medsafe program during the last session in the CLC.

100% is required to achieve a pass grade

This assessment will be completed on the final day of residential school in a computer lab. You will be told your results on completion of the quiz

#### Assessment Due Date

Last session of on campus clinical learning sessions

#### Return Date to Students

Results will be available on the day of completion

#### Weighting

Pass/Fail

#### Minimum mark or grade

100%

#### Assessment Criteria

No Assessment Criteria

#### Referencing Style

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

#### Submission

Offline

#### Submission Instructions

In computer lab

#### Learning Outcomes Assessed

- Demonstrate and explain safe practice while assisting a person with their activities of daily living in the simulated environment
- Recognise unsafe environments and implement strategies to ensure safety.

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence

## 2 Clinical Skill Assessment

### Assessment Type

Practical Assessment

### Task Description

You will be assessed on a clinical skill in the CLC with the criteria taken from your Clinical Skills text. You will be instructed to complete a clinical skill. You have 20 minutes to complete this skill. You will be required to document your findings on the relevant clinical form and provide a clinical handover to your lecturer. The assessment criteria for the range of tasks which you may be called to undertake is available from your Clinical Skills text. While the clinical skill assessment marking tool is provided to students prior to their clinical learning session to assist in learning the marking tool cannot be taken into the assessment. All assessments in this unit are assessed as per the Assessment Policy and Procedure (Higher Education Coursework).

### Assessment Due Date

Last session of clinical learning session on campus

### Return Date to Students

Results will be available on the day of completion

### Weighting

Pass/Fail

### Assessment Criteria

No Assessment Criteria

### Referencing Style

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

### Submission

No submission method provided.

### Learning Outcomes Assessed

- Demonstrate and explain safe practice while assisting a person with their activities of daily living in the simulated environment
- Perform a holistic assessment of a person including the completion of appropriate documentation in the simulated environment
- Demonstrate the principles of the nursing process and the Nursing and Midwifery Board of Australia (NMBA) decision-making framework (DMF) (2020) in the simulated environment
- Apply the NMBA registered nurse standards for practice (2016) in the provision of evidence based nursing care in the simulated environment
- Recognise unsafe environments and implement strategies to ensure safety.

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence

## 3 Written Assessment

### Assessment Type

Written Assessment

### Task Description

UNIT CODE: NURS 11166

UNIT TITLE: Health and Assessment in Nursing

Assessment 3 - Written Assessment

Type: Written assessment

Due date: 1600 hrs Friday 7 May 2021 (week 8)

Weighting: 50%

Length: Word count: 1500

Unit Coordinator: Sandy McLellan and Jo Harding

### Learning Outcomes Assessed

- Demonstrate the principles of the nursing process and the Nursing and Midwifery Board of Australia (NMBA) decision-making framework (DMF) (2020) in the simulated environment,
- Apply the NMBA registered nurse standards for practice (2016) in the provision of evidence-based nursing care in the simulated environment,
- Recognise unsafe environments and implement strategies to ensure safety.

### Aim

The aim of this assessment is for the student to apply the principles of the nursing process to the nursing care of an older person in respite care; and an explanation of how the Nursing and Midwifery Board of Australia (NMBA) Registered Nurse standards for practice (2016) and decision-making framework can be applied to support effective decision making in your nursing practice.

This assessment also allows you to demonstrate a knowledge of patient safety when the patient is at risk of falling.

### Instructions

Please read the following case scenario and view the video to answer the questions for this assessment.

[Watch video here](#)

### Case scenario:

Mrs Rose Malcom is a 72-year-old woman who has been admitted to an aged care facility for respite care while her home is renovated. Rose lives at home with her husband, who has been caring for her since her arthritis in her hips (bilateral) has limited her mobility. Rose can no longer manage the stairs into her home as she relies on a wheely walker to mobilise. Rose has hypertension and is currently prescribed an antihypertensive medication. Rose's blood pressure is within normal range whilst being prescribed this medication.

You are a student nurse caring for Rose. When you enter Rose's room you notice Rose lying in bed wearing TED stockings. You are working alongside a registered nurse (RN). The RN has asked you to assist her to give Rose her medications. This is outside your scope of practice.

### Question 1: (300 words)

Review the recording and view Rose's bed space and environment. Identify and select two (2) safety issues identified from the recording. Applying/using the nursing process (APIE) create a table to outline your plan of care.

The table should have the following labels for the columns:

- Assess
- Plan
- Implement
- Evaluation

### Question 2: (1000 words)

The RN has asked you administer the antihypertensive medication to Rose. This is outside your scope of practice. Referring to the NMBA Decision Making framework discuss the steps you would choose to guide your decision-making relating to your scope of practice and delegation of the RN for you to complete this task. Support your answer by applying the Registered Nurses Standards for Practice (2016) - standards. Your answer should include:

1. Introduction (150 words) - The introduction will introduce your topic and outline the key points of your essay. It will inform the reader what you are writing about - why you are writing about it and how you will discuss this topic.

2. The main body of the essay (700 words)

- Define and explain the importance of the NMBA decision making framework.
- Describe, step by step, your decision-making process to justify your decision about the administration of the medication.

- Define the importance of the NMBA Registered Nurse Standards for Practice (2016) and support your decision making surrounding the instruction to administer the medication which is outside of your scope of practice.
3. Conclusion (150) – no references in this section.
- The conclusion should summarise the key areas that address the set task. No new information should be included.
4. Reference list (not included in word count)

### **Literature and references**

- In this assessment use at least 5 contemporary references (<10 years) to support your discussion.
- You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites.
- When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, a Queensland Health publication

### **Requirements**

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a header.
- Write in the third-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.
- You can use unit provided materials and other credible sources (e.g. journal articles, books, grey literature) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific [library guide](#): the [Nursing and Midwifery Guide](#); [Social Work and Community Services Guide](#).
- 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.

### **References**

- Nursing and Midwifery Board. Decision making framework. [file:///C:/Users/monsona/Downloads/Nursing-and-Midwifery-Board---Framework---Decision-making-framework-for-nursing-and-midwifery---Advance-copy%20\(3\).PDF](file:///C:/Users/monsona/Downloads/Nursing-and-Midwifery-Board---Framework---Decision-making-framework-for-nursing-and-midwifery---Advance-copy%20(3).PDF)
- Registered nurse standards for practice. (2016). <https://www.nursingmidwiferyboard.gov.au/codes-guidelines-statements/professional-standards/registered-nurse-standards-for-practice.aspx>
- Nursing process <https://www.nursingmidwiferyboard.gov.au/codes-guidelines-statements/frameworks.aspx>

### **Assessment Due Date**

Week 8 Friday (7 May 2021) 4:00 pm AEST  
Submit via the assessment block on Moodle

### **Return Date to Students**

Week 11 Friday (28 May 2021)  
Results will be available via the assessment block in Moodle

### **Weighting**

50%

### **Minimum mark or grade**

50%

## Assessment Criteria

### NURS11166

### HEALTH AND ASSESSMENT IN NURSING

### ASSESSMENT 3 - WRITTEN ASSESSMENT

Key Criteria	High Distinction 84.5 - 100%	Distinction 74.50 - 84.49%	Credit 64.50 - 74.49%	Pass 49.50 - 64.49%	Fail <49.5%	Fail (content absent) 0%
<b>Completion of required task (10%)</b>	Exemplary effort. Professional approach with no or very minor gaps. Attention to detail is without fault and all requirements of task have been met. (8.5-10)	Excellent effort attending to requirements of the tasks. All items demonstrate due attention to detail with some minor gaps. (7.5-8.4)	Good effort attending to requirements of the task. All items demonstrate due attention to detail with some gaps that impact on presentation and understanding by the reader and/or audience. (6.5-7.4)	Satisfactory effort attending to requirements of the task. Most items demonstrate due attention to detail with some gaps that impact on presentation and understanding by the reader and/or audience. (5-6.4)	Submission is missing aspects of task or task requirements have been misunderstood. (<5)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
<b>Question 1: Safety issues and the nursing process (video) (30%)</b>	identification of two safety issues and comprehensive application of the nursing process APIE with the inclusion of each phase in a table format to plan of Roses' care (23.7-30)	identification of two safety issues with a clear application of the nursing process APIE with the inclusion of each phase in a table format to plan of Roses' care. (20.7-23.7)	identification of two safety issues mostly demonstrating a application of the nursing process APIE with the inclusion of each phase in a table format to plan of Roses' care (17.7-20.7)	identification of two safety issues showing some application of the nursing process APIE with the inclusion of each phase in a table format to plan of Roses' care. (14.7-17.7)	identification of 1 or less safety issues with minimal application of the nursing process APIE with the inclusion of each phase in a table format to plan of Roses' care. (<14.7)	No safety issues identified. No application of the nursing process APIE. (0)
<b>Question 2: Decision Making Framework and RN Standards for Practice (40%)</b>	Comprehensive and logical construct of the chosen steps in the NMBA Decision Making framework to guide decision-making relating to scope of practice and medication administration. Discussion is supported with the application using <b>one</b> of the Registered Nurses Standards for Practice (2016) - standards to support the discussion. (33.9-40)	Clear and logical construct of the chosen steps in the NMBA Decision Making framework to guide decision-making relating to scope of practice and medication administration. Discussion is supported with the application using <b>one</b> of the Registered Nurses Standards for Practice (2016) - standards to support the discussion. (29.8-33.8)	Adequate and mostly logical construct of the chosen steps in the NMBA Decision Making framework to guide decision-making relating to scope of practice and medication administration. Discussion is supported with the application using <b>one</b> of the Registered Nurses Standards for Practice (2016) - standards to support the discussion. (25.8-29.7)	Some construct and somewhat logical construct of the chosen steps in the NMBA Decision Making framework to guide decision-making relating to scope of practice and medication administration. Discussion is supported with the application using <b>one</b> of the Registered Nurses Standards for Practice (2016) - standards to support the discussion. (19.8 - 25.7)	Minimal construct and illogical construct of the chosen steps in the NMBA Decision Making framework to guide decision-making relating to scope of practice and medication administration. Discussion is supported with the application using <b>one</b> of the Registered Nurses Standards for Practice (2016) - standards to support the discussion. (<19.8)	No chosen steps in NMBA Decision Making Framework relating to scope of practice. No application of one of the Registered Nurse Standards for Practice (2016). (0)
<b>Ability to write and present effectively. (10%)</b>	Exemplary writing standard. Correct grammar, spelling and punctuation. Uses appropriate writing and referencing styles. No or very minor mistakes evident. (8.5-10)	Quality of writing is of a high standard with only minor grammar, spelling, punctuation and referencing mistakes evident. (7.5-8.4)	Quality of writing is of a good standard with a few grammar, spelling punctuation and referencing mistakes evident. (6.5-7.4)	Quality of writing and presentation is of a satisfactory standard with quite a few grammar, punctuation, spelling and referencing mistakes evident. (5-6.4)	Quality of writing and presentation is at a poor standard with many mistakes and lack of clarity evident. (<5)	Little to no meaningful writing. (0)
<b>Intext citations (5%)</b>	Consistently accurate with intext citations in APA 7 <sup>th</sup> style to support and reflect all ideas, information, and quotations. (5%) (3.95-5)	1 or 2 consistent in-text citation errors in APA 7 <sup>th</sup> style identified. Intext citations support and reflect all ideas, information, and quotations. (3.45-3.95)	3 or 4 consistent in-text citations errors in APA 7 <sup>th</sup> style identified. Intext citations support and reflect all ideas, information, and quotations. (2.85-3.45)	3 or 4 inconsistent in-text citation errors in APA 7 <sup>th</sup> style identified. Intext-citations support and reflect all ideas, information, and quotations. (2.45-2.85)	In-text citations are not consistent with APA 7 <sup>th</sup> style. Many inaccuracies with in-text citations. Limited in-text citations used to support ideas, information, and quotations. (<2.45)	<b>No Intext citations used. (0)</b>
<b>Reference List (5%)</b>	Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA 7 <sup>th</sup> style. (0 errors). (3.95-5)	Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA 7 <sup>th</sup> style. (1-2 errors) (3.45-3.95)	Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA 7 <sup>th</sup> style. (3-4 errors) (2.85-3.45)	Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA 7 <sup>th</sup> style. (5-6 errors) (2.45-2.85)	Reference list is not in alphabetical order and does not adhere to reference list presentation guidelines for APA 7 <sup>th</sup> style. (7 or more errors) (<2.45)	<b>No reference list evident (0)</b>

## Referencing Style

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

## Submission

Online

## Submission Instructions

Submit via the assessment block on Moodle

## **Learning Outcomes Assessed**

- Demonstrate the principles of the nursing process and the Nursing and Midwifery Board of Australia (NMBA) decision-making framework (DMF) (2020) in the simulated environment
- Apply the NMBA registered nurse standards for practice (2016) in the provision of evidence based nursing care in the simulated environment
- Recognise unsafe environments and implement strategies to ensure safety.

## **Graduate Attributes**

- Communication
- Critical Thinking
- Team Work

## **Examination**

### **Outline**

Complete an invigilated examination.

### **Date**

During the examination period at a CQUniversity examination centre.

### **Weighting**

50%

### **Length**

120 minutes

### **Minimum mark or grade**

50%

### **Exam Conditions**

Closed Book.

### **Materials**

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

## 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