NURS11166 *Health and Assessment in Nursing*

Term 1 - 2021

Profile information current as at 12/10/2024 05:42 pm

All details in this unit profile for NURS11166 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.

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 at 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).

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

— 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	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
NURS11166

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
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Joanne Harding Unit Coordinator
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Tracey Bell Unit Coordinator
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Schedule

Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to: · Unit · NSQHS standards · National Health Priorities · Decision Making Framework		Zoom session Thursday 1000-1100 hrs AEST

Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to: · Nursing process and ADPIE · Clinical reasoning cycle		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) · Pt advocacy · Comorbid conditions · Bioethical principles · Consent · Cultural considerations		Zoom session Thursday 1000-1100 hrs AEST

Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Risk assessments · Falls assessment and Management · Mobility assessment · Pressure area assessment and Management VTE & TEDs		Zoom session Thursday 1000-1100 hrs AEST

Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Professional communication · Handover and documentation · Admission paperwork · ISBAR · Confidentiality		Zoom session Thursday 1000-1100 hrs AEST

Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic

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

Exam Week - 14 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic

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

assessmentOutcome

- 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.

assessmentGradAttribute

- 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.

assessmentOutcome

- 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.

assessmentGradAttribute

- 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 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
· 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%
Completion of required task (10%)	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)
Question 1: Safety issues and the nursing process (video) (30%)	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)
Question 2: Decision Making Framework and RN Standards for Practice (40%)	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 ***one*** 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 ***one*** 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 ***one*** 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 ***one*** 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 ***one*** 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)
Ability to write and present effectively. (10%)	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)
Intext citations (5%)	Consistently accurate with intext citations in APA 7th style to support and reflect all ideas, information, and quotations. (5%) (3.95-5)	1 or 2 consistent in-text citation errors in APA 7th 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 7th style identified. In-text citations support and reflect all ideas, information, and quotations. (2.85-3.45)	3 or 4 inconsistent in-text citation errors in APA 7th style identified. Intext-citations support and reflect all ideas, information, and quotations. (2.45-2.85)	In-text citations are not consistent with APA 7th style. Many inaccuracies with in-text citations. Limited in-text citations used to support ideas, information, and quotations. (<2.45)	**No Intext citations** used. **(0)**
Reference List (5%)	Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA 7th style. (O errors). (3.95-5)	Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA 7th style. (1-2 errors) (3.45-3.95)	Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA 7th style. (3-4 errors) (2.85-3.45)	Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA 7th 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 7th style. (7 or more errors) (<2.45)	**No reference list evident (0)**

Referencing Style

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

Submission
Online

Submission Instructions
Submit via the assessment block on Moodle

assessmentOutcome

- 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.

assessmentGradAttribute

- 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).

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assessmentOutcome

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assessmentGradAttribute

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