



NURS11166 *Health and Assessment in Nursing*

Term 2 - 2021

Profile information current as at 30/04/2024 07:44 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 22-07-21

The conditions set for assessment items 3 and 4 do not apply. To achieve a passing grade for this Unit a cumulative total of 50% is required and at least one of the weighted assessments must achieve a passing grade. Pass/Fail assessments must both be a pass grade.

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 2 - 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](#).

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 Have Your Say

Feedback

I thoroughly enjoyed this unit and really wished there was more opportunity to learn face to face with experienced UC like Sandy, Jo and Tracey. The UC's were such a delightful team, learning from them felt easy as they provided a safe learning space that wasn't scary or intimidating. I felt comfortable asking questions and really enjoyed learning from each UC as they brought individual knowledge and clinical expertise from their chosen fields. I always felt well supported, online and during residential school. I am grateful to have spent this term with such kind, approachable and knowledgeable professionals.

Recommendation

We will continue to offer lectures and live zoom sessions to support the students

Feedback from Have Your Say

Feedback

The weekly zoom sessions were very helpful and the content was directly related to nursing practice which helped to understand it very well especially when it got to applying those things at residential school

Recommendation

We will link theory to practice with zoom session that link to the learning in the Clinical Learning pace

Feedback from Have Your Say

Feedback

the written assessment having more information about the task at hand

Recommendation

Moving forward, a more comprehensive explanation will be provided

Feedback from Have Your Say

Feedback

I was unable to/didn't know how to view my feedbacks for my assessments for this unit.

Recommendation

Clearer instructions will be provided in future offerings

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

[illegible]

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 can be purchased in a book package at a reduced price at the CQUni Bookshop here: <https://bookshop.cqu.edu.au> (search on the Unit code)

Links to eBooks can be found on the individual books.

[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

Schedule

Week 1 - 12 Jul 2021

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

Week 2 - 19 Jul 2021

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

Week 3 - 26 Jul 2021

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

Week 4 - 02 Aug 2021

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

Week 5 - 09 Aug 2021

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

Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 23 Aug 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 - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to physical assessment 1		
· BP (manual) palpatory and auscultatory		
· TPR		
· O2 sats		
· QADDS		Zoom session Thursday 1000-1100 hrs AEST
Recognising deterioration		
· QADDS scoring		
· MET (or similar teams)		
· Graded assertiveness (PACE)		

Week 8 - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to physical assessment 2		
· Methods of assessment (focused vs comprehensive)		Written Assessment due Friday 10 September 2021 1600 hrs
· Inspection, palpation, percussion and auscultation		Zoom session Thursday 1000-1100 hrs AEST
· Intro pain assessment		
· PQRST		
· Pt interview and health history		Written Assessment Due: Week 8 Friday (10 Sept 2021) 4:00 pm AEST

Week 9 - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Integumentary system		
· Skin integrity		
· gait		
· mouth, teeth and gums.		Zoom session Thursday 1000-1100 hrs AEST
· hair		

Week 10 - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Infection control		
· Hand hygiene		
· Chain of infection		
· Health care acquired infections		Zoom session Thursday 1000-1100 hrs AEST
· PPE		

Week 11 - 27 Sep 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		Zoom session Thursday 1000-1100 hrs AEST
Walk belts		

Week 12 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Principles of specimen collection

- MSU v WTU
- Wound swab
- Faecal specimen

Zoom session Thursday 1000-1100 hrs
AEST

Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 18 Oct 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 for mixed mode students. For internal Rockhampton students, 8 x 3 hrs sessions are offered across the term as per the timetable for internal students.

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 Clinical Learning Centre. You are to achieve 100% to pass this assessment.

This assessment will be completed on the final day of residential school or internal classes 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. 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

NURS11166 Health & Assessment in Nursing Clinical Skills Assessment Marking Tool Criteria to pass

Student Name:

Assessor Name:

Student Number:

Attempt Number: 1 2 3

Assessment Criteria	Criteria to pass	Achieved	Not Achieved
1. Student demonstrates understanding of the 5 moments of hand hygiene and Infection control principles.	Demonstrates hand hygiene Before touching patient After touching patient Before a procedure After a procedure After touching pt surroundings		
2. Student introduces self to patient	States name and designation		
3. Student identifies the patient	3 patient identifiers are used		
4. Student provides an explanation of the procedure to be undertaken	Explains procedure Gains consent		
5. Student effectively communicates with the patient in a person-centred approach.	Speaks to patient in a respectful manner with appropriate information Demonstrates the ability to develop a therapeutic relationship while maintaining professional boundaries		

6. Student simulates the ability to gather a set of vital signs

Respiratory rate – 1 full minute
Heart rate – 1 full minute
Temperature
Oxygen saturation
Blood pressure

PASS FAIL RESIT

Assessor Feedback

Marker: _____ Date: _____

Referencing Style

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

Submission

Offline

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 10 September 2021 (week 8)

Weighting: 50%

Length: Word count: 1500

Unit Coordinator: Sandy McLellan

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 you to apply the principles of the nursing process to the nursing care of an older person in respite care, and to apply the Nursing and Midwifery Board of Australia (NMBA) Registered Nurse standards for practice (2016) and decision-making framework to support effective decision making in your nursing practice and to demonstrate a knowledge of patient safety when the patient is at risk of developing a pressure injury (PI).

Instructions

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

Case scenario: Malcom Ford admitted for respite at risk of developing PIs.

Question 1: (400 words)

Provide a brief description of the Nursing Process. With the risk of PI in mind, you are to use the Nursing Process (APIE) to formulate a plan of care for Malcolm. Create a table to outline your plan of care to prevent formation of PIs during Malcolm's stay in the ward. The table should contain the following columns:

- Assessment
- Plan
- Intervention
- Evaluation

Question 2: (1100 words)

The Registered Nurse (RN) has asked you to attend to the complex dressing on Malcolm's left leg. As a first year student nurse a complex dressing is not within your scope of practice. Referring to the NMBA Decision Making Framework discuss the steps you will take 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 (800 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 completing the complex dressing.
- Explain the importance of the NMBA Registered Nurse Standards for Practice (2016) and support your decision making around the instruction to complete the complex dressing 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 (10 Sept 2021) 4:00 pm AEST

Submit via the assessment block on Moodle

Return Date to Students

Week 11 Friday (1 Oct 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 Malcolm's 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 Malcolm's care. (20.7-23.6)	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 Malcolm's care (17.7-20.6)	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 Malcolm's care. (14.7-17.6)	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 Malcolm's 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 complex wound dressing. Discussion is supported with the application using seven of the Registered Nurses Standards for Practice (2016) – standards to support the discussion. (35.0-40)	Clear and logical construct of the chosen steps in the NMBA Decision Making framework to guide decision-making relating to scope of practice and complex wound dressing. Discussion is supported with the application using five or six of the Registered Nurses Standards for Practice (2016) – standards to support the discussion. (27.6-34.9)	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 complex wound dressing. Discussion is supported with the application using four or five of the Registered Nurses Standards for Practice (2016) – standards to support the discussion. (22.8-27.5)	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 complex wound dressing. 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 – 22.7)	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 complex wound dressing. Discussion is not supported with the application 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 in-text citations in APA 7 th 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 th style identified. Intext citations support and reflect all ideas, information, and quotations. (3.45-3.94)	3 or 4 consistent in-text citations errors in APA 7 th style identified. In-text citations support and reflect all ideas, information, and quotations. (2.85-3.44)	3 or 4 inconsistent in-text citation errors in APA 7 th style identified. Intext-citations support and reflect all ideas, information, and quotations. (2.45-2.84)	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. (<2.44)	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. (0 errors). (5%) (3.95-5)	Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA 7th style. (1-2 errors) (3.45-3.94)	Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA 7th style. (3-4 errors) (2.85-3.44)	Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA 7th style. (5-6 errors) (2.45-2.84)	Reference list is not in alphabetical order and does not adhere to reference list presentation guidelines for APA 7 th style. (7 or more errors) (<2.44)	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

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