



NURS11170 Professional Experience Placement 1

Term 2 - 2022

Profile information current as at 04/05/2024 04:23 am

All details in this unit profile for NURS11170 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 05-07-22

NURS11170 Professional Practice Placement 1

Assessment 4 Written Assessment

Type: Written assessment

Due date: Week 7: Wednesday 31st August 2022 at 5 pm (AEST)

Weighting: 0% PASS / FAIL

To pass assessment 4 you must meet all criteria of the assessment rubric. If you do not pass this assessment item, you will have an opportunity to reattempt.

Unit Coordinators: Tric Channell, Pammie Ellem, Deepa Rijal

Learning Outcome Assessed

- Apply the Nursing and Midwifery Board of Australia (NMBA) registered nurse standards for practice in the physical and psychosocial assessment, planning, implementation, and evaluation of people in aged care in the simulated and clinical environment
- Identify potential risks associated with the aged care environment and determine strategies to minimise the risk.
- Develop strategies for self-care when managing decline in cognition in the older person with delirium and/or dementia.

Aim

The aim of this assessment is for you to demonstrate your knowledge and understanding of the potential risks associated with the aged care environment. Additionally, you will demonstrate your knowledge and understanding of physical and psychosocial assessment, planning, and evaluation of people in aged care with cognitive impairment.

Scenario

John Williamson is an 89-year-old man who resides in an aged care facility. John is visited by his daughter Amy, weekly. John has a diagnosis of dementia - Alzheimer's type. He has started showing cognitive changes of memory loss, confusion, significant mood changes, and outbursts of anger. Over the last 24hrs, John's cognition has steadily declined. He is also having difficulty walking and has had a fall in his bathroom trying to get to the toilet.

Instructions

Use the exemplar template on the Moodle site to answer the following questions.

NURS11170 Professional Practice Placement 1 Assessment 4 Written Assessment Student name:

Student number: Due Date:

Question 1 Most injuries to older people in aged care environments are the result of falls. Given John's current level of mobility and cognitive functioning: 1. Identify three (3) potential risk factors for falls

2. List three (3) strategies that could be implemented to prevent further falls and harm to John

ANSWER:

Question 2 List three (3) self-care strategies the nurse should consider when managing the older person with delirium and/or dementia. ANSWER:

Question 3 Identify three (3) communication strategies to use with John when he is beginning to show signs of frustration ANSWER:

References

Literature and references

1. In this assessment use 5 contemporary references including Berman et.al (<5 years) to support your answers..
2. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites.
3. 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 government, university, or peak national bodies: for example, the Australian College of Nursing.

Requirements

- Please provide a detailed cover sheet with name, student number, unit code, due date, coordinators, and word count.
- Use the template provided. Cut and paste it into a word document. Ensure the font is a legible academic font like Times New Roman size 12 and 2.0 line spacing.
- Include page numbers on each page in a footer.
- An introduction and conclusion are not required for this assessment.
- Write in the third-person perspective.
- Use formal academic language.
- Use the seventh edition (7th) American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- The word count excludes the template headings and reference list but includes in-text references and direct quotations.

Resources to Consider

- Aged Care Quality and Safety Commission. (2019). *Aged Care Quality Standards*. <https://www.agedcarequality.gov.au/providers/standards>.
- Royal Commission into Aged Care Quality and Safety (2019). Interim Report: Neglect. <https://agedcare.royalcommission.gov.au/publications/Documents/interim-report/interim-report-volume-1.pdf>.
- [Decision-making framework](#) (DMF) (NMBA, 2020)
- Nursing and Midwifery Board of Australia (NMBA) [registered nurse standards for practice](#) (2016).
- National Safety and Quality Health Service (NSQHS) [Standards](#) (2017)
- [Patient Safety Competency Framework for Nursing Students](#) (PSCF) (Levett-Jones et al., 2017)
- You can use unit-provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access the discipline-specific [Nursing Resource Guide](#)
- For information on academic writing and referencing 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.

EXEMPLAR ONLY

Scenario

John Williamson is an 89-year-old man who resides in an aged care facility. John is visited by his daughter Amy, weekly. John has a diagnosis of dementia – Alzheimer’s type. He has started showing cognitive changes of memory loss, confusion, significant mood changes, and outbursts of anger. Over the last 24hrs, John’s cognition has steadily declined. He is also having difficulty walking and has had a fall in his bathroom trying to get to the toilet.

Instructions

Use the template below to answer the following questions.

NURS11170 Professional Practice Placement 1 Assessment 4 - Written Assessment

Student name: Student number: Due Date:

Question 1 Most injuries to older people in aged care environments are the result of falls. Given John's current level of mobility and cognitive functioning: 1. Identify three (3) potential risk factors for falls 2. List three (3) strategies that could be implemented to prevent further falls and harm to John **ANSWER 1.1** · Risk Factor 1 · Risk Factor 2 · Risk Factor 3 **ANSWER 1.2** · Strategy 1 · Strategy 2 · Strategy 3

Question 3 Identify three (3) communication strategies to use with John when he is beginning to show signs of frustration.**ANSWER:** · Strategy 1 · Strategy 2 · Strategy 3

References

NURS11170 PROFESSIONAL PRACTICE PLACEMENT 1

Term 2, 2022

ASSESSMENT 4 Written Assessment Rubric

To achieve a pass in this assessment students must be successful in half of major criteria e.g., 3/5. This is a PASS/FAIL portfolio. To achieve a passing grade for this unit you are required to pass this assessment item. If you do not pass this assessment item, you may be offered an opportunity to re-attempt. A re-attempt may be offered if you have demonstrated a reasonable initial attempt to complete all components of the task.

Meets Criteria

Question 1 Content clearly identifies three (3) potential risk factors for falls. Clearly lists three (3) strategies that could be implemented to minimise falls risk.

Question 2 Clearly lists three (3) self-care strategies the nurse should consider when managing the older person with delirium and/or dementia.

Question 3 Content clearly identifies three (3) communication strategies to use when the older person is beginning frustration

Structure Minimal spelling and/or grammatical errors

Referencing Acknowledgement of reference sources used.

Does not meet criteria

Content identifies less than three (3) risk factors for falls and/or less than three (3) strategies to minimise falls.

Content does not provide (3) self-care strategies the nurse should consider when managing the older person with delirium and/or dementia.

Content does not provide three (3) communication strategies to use when the older person is beginning frustration

More than five (5) spelling and/or grammatical errors

No acknowledgement of reference sources used.

General Information

Overview

In this unit, you will have the opportunity to practice fundamental nursing care in the aged care environment. You will apply the Nursing and Midwifery Board of Australia (NMBA) registered nurse standards for practice (2016). You will continue to explore the importance of the National Safety and Quality Health Service (NSQHS) Standards (2017) to all nursing practice in Australia and use the Patient Safety Competency Framework (PSCF) (Levett-Jones et al., 2017) in your practice as a nursing student. You will be expected to identify risk and recognise and respond appropriately to the deteriorating patient in the simulated and clinical environment. You will review the concept of scope of practice using the decision-making framework (DMF) (NMBA, 2020). You are required to participate in a compulsory three (3) day residential school or alternatively, an on-campus workshop prior to attending professional experience placement for this unit. This unit includes a 120 hour block professional experience placement in an aged care environment. You must meet specific mandatory health, safety and security requirements to be eligible to attend each professional experience placement. Professional experience placements may be limited in your community and you may be placed in other locations. Please be prepared financially and personally to cover the costs to relocate for placements. Due to the limited availability of placements, some block placements have start and/or end dates that fall outside standard term dates.

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

Prerequisites: NURS11164 Effective Communication in the Health Care Environment or NURS11163 Recovery Approach to Mental Health NURS11165 The Profession of Nursing or NURS11159 Introduction to Nursing NURS11166 Health and Assessment in Nursing or NURS11160 Fundamentals of Clinical Nursing Practice. Co-requisites: BIOH11005 Introductory Anatomy and Physiology or BMSC11010 Human Anatomy and Physiology 1 NURS11169 Health Across Life Stages or NURS11157 Lifespan Approach to Health and Wellness for Nursing

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 - 2022

- 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. **Professional Practice Placement**

Weighting: Pass/Fail

4. **Written Assessment**

Weighting: Pass/Fail

Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from student evaluation

Feedback

The unit contents should include more assistance with understanding interventions to deal with dementia prior to placement as this was very confronting within the initial few days.

Recommendation

Continue to make small improvements with the unit content on dementia and interventions to manage older people with dementia. To ensure students have the skill and knowledge to safely care for older people with dementia

Feedback from student evaluation

Feedback

The amount of reading material was comprehensive and relevant with good additional learning through videos etc. The written assignment was also good, not overcomplicated, and relevant

Recommendation

Continue to review Moodle content and assessments. To ensure assessments tasks have clear instructions and aims to meet the learning objectives of the unit

Feedback from student evaluation

Feedback

The content was thorough and enabled learning opportunities relevant for aged care

Recommendation

Continue to review current practice and contemporary literature in aged care to enable students a successful professional experience placement

Unit Learning Outcomes

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

1. Apply the Nursing and Midwifery Board of Australia (NMBA) Registered nurse standards for practice in the physical and psychosocial assessment, planning, implementation and evaluation of people in aged care, including those with cognitive impairment in the simulated and clinical environment
2. Identify potential risks in the aged care environment and determine strategies to minimise the risk
3. Recognise and respond appropriately to the deteriorating patient in the aged care context
4. Develop strategies for self-care when managing decline in cognition in the older person with delirium and/or dementia.
5. Demonstrate knowledge and application of safe supply and administration of non-parenteral medication.

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

Clinical governance

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

Feedback and complaints

Human resources

Organisation governance

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 - Professional Practice Placement - 0%	•		•	•	•
4 - Written Assessment - 0%	•	•		•	

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					

Textbooks and Resources

Textbooks

NURS11170

Prescribed

Skills in Clinical Nursing

Edition: Second (2021) (2021)

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

Pearson

Melbourne , Victoria , Australia

Binding: Spiral

Additional Textbook Information

Both the paper and eBook versions can be purchased at the CQUni Bookshop here:

<http://bookshop.cqu.edu.au> (search on the Unit code).

[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

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Schedule

Week 1: Preparation for Residential School - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Introduction to the unit. Preparation for Residential School.	<p>Read Modules</p> <p>1.1-5 and complete all activities. 2. Preparation for residential School and Internal classes 3. Professional Experience Placement.</p>	<p>Attend welcome zoom. See Moodle tile that says 'Virtual Classes' for the date and time. A recorded zoom will be uploaded for students who are unable to attend this session. Check SONIA and register for upcoming residential school.</p>
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Week 2: Preparation for Residential School - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Preparation for Residential School.	<p>Read Modules</p> <p>1.1-5 and complete all activities. 2. Preparation for residential School and Internal classes 3. Professional Experience Placement.</p>	<p>Attend week 2 zoom. See Moodle tile that says 'Virtual Classes' for the date and time. A recorded zoom will be uploaded for students who are unable to attend this session. Check SONIA for clinical placement updates.</p>

Week 3: Preparation for Residential School - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Preparation for Residential School.	<p>Read Modules</p> <p>1.1-5 and complete all activities. 2. Preparation for residential School and Internal classes 3. Professional Experience Placement.</p>	

Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Professional experience placement begins for students.	<p>Read Modules</p> <p>1.1-5 and complete all activities. 2. Preparation for residential School and Internal classes 3. Professional Experience Placement.</p>	<p>Attend scheduled Zoom - 'Drop-in ask questions about placement. See Moodle tile 'Virtual Classes' for the date and time. A recorded zoom will be uploaded for students who are unable to attend this session.</p>

Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Professional experience placement begins for students.	<p>Read Module</p> <p>Professional Experience Placement.</p>	

Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Enjoy your break. Be safe.

Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Professional experience placement begins for students.	<p>Read Module</p> <p>Professional Experience Placement.</p>	<p>Attend scheduled Zoom - 'Drop-in ask questions about placement and/or Assessment 4 due next week (week 7). See Moodle tile 'Virtual Classes' for the date and time. A recorded zoom will be uploaded for students who are unable to attend this session.</p>

Week 7 - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic

Written assessment Due: Week 7
Wednesday (31 Aug 2022) 5:00pm
AEST

Written Assessment Due: Week 7
Wednesday (31 Aug 2022) 5:00 pm
AEST

Professional experience placement
begins for students.

Read Module
Professional Experience Placement.

Week 8 - 05 Sep 2022

Module/Topic

Chapter

Events and Submissions/Topic

Professional experience placement
begins for students.

Read Module
Professional Experience Placement.

Attend scheduled Zoom - 'Drop-in
ask questions' about placement. See
Moodle tile 'Virtual Classes' for the
date and time. A recorded zoom will be
uploaded for students who are unable
to attend this session.

Week 9 - 12 Sep 2022

Module/Topic

Chapter

Events and Submissions/Topic

Professional experience placement
begins for students.

Read Module
Professional Experience Placement.

Week 10 - 19 Sep 2022

Module/Topic

Chapter

Events and Submissions/Topic

Professional experience placement
begins for students.

Read Module
Professional Experience Placement.

Attend scheduled Zoom - 'Drop-in
ask questions' about placement. See
Moodle tile 'Virtual Classes' for the
date and time. A recorded zoom will be
uploaded for students who are unable
to attend this session.
Let us prepare you for PEP 2. The
Unit Coordinator for PEP 2 will attend
this session. See Moodle tile 'Virtual
Classes' for the date and time. This
session will be recorded.

Week 11 - 26 Sep 2022

Module/Topic

Chapter

Events and Submissions/Topic

Professional experience placement
begins for students.

Read Module
Professional Experience Placement.

Week 12 - 03 Oct 2022

Module/Topic

Chapter

Events and Submissions/Topic

Professional experience placement
begins for students.

Read Module
Professional Experience Placement.

Attend scheduled Zoom - Final
catch up and reminder about
evaluations. See Moodle tile 'Virtual
Classes' for the date and time. A
recorded zoom will be uploaded for
students who are unable to attend this
session.

Review/Exam Week - 10 Oct 2022

Module/Topic

Chapter

Events and Submissions/Topic

Exam Week - 17 Oct 2022

Module/Topic

Chapter

Events and Submissions/Topic

Assessment Tasks

1 Invigilated Medication Calculation Test

Assessment Type

In-class Test(s)

Task Description

This assessment will be conducted online in Moodle. Please test that your CQU Moodle login and password are working before attending the residential school.

Please follow the steps on the NURS11170 Moodle site to access preparatory resources for this test. The invigilated online test will occur on Day 2 of your PEP1 residential school

Assessment Due Date

This assessment will take place on day two of the residential school, or day 2 of the internal classes.

Return Date to Students

Students will be notified of their result at the completion of the in-class text.

Weighting

Pass/Fail

Minimum mark or grade

A result of 100% is required to pass this assessment.

Assessment Criteria

This assessment will require the students to complete an in-class test that consists of 10 medication calculation questions. A result of 100% is required to pass this assessment. If 100% is not obtained, you must speak with a lecturer and show your screen. Any suspected breaches in academic integrity may result in an academic integrity investigation.

You will have a maximum of three (3) attempts to obtain 100%. Students will have two (2) attempts to complete the in-class test during residential school or internal classes (refer to the remediation process on Moodle). The third (3) attempt will be arranged for a future date and time via an invigilated zoom session. Failure to achieve 100% after three attempts may result in a Fail grade and you may not be able to progress to clinical placement.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Apply the Nursing and Midwifery Board of Australia (NMBA) Registered nurse standards for practice in the physical and psychosocial assessment, planning, implementation and evaluation of people in aged care, including those with cognitive impairment in the simulated and clinical environment
- Demonstrate knowledge and application of safe supply and administration of non-parenteral medication.

2 Practical Clinical Skills Assessment

Assessment Type

Practical Assessment

Task Description

The assessment will focus on your clinical abilities, safe nursing practice, recognising client deterioration, physiologically and psychologically and the safe administration of medication. You will undertake one of two scenarios.

The scenarios for this assessment are available on the NURS11170 Moodle site. You will have 20 minutes to complete one of the assessments.

Assessment Due Date

This assessment will take place on day three (3) of the residential school, or day three (3) of the internal classes.

Return Date to Students

The student will be notified of their result at the completion of the assessment.

Weighting

Pass/Fail

Minimum mark or grade

To attain a pass, you must pass all components for each skill in the Practical Skill Assessment 2 Marking Tool.

Assessment Criteria

To attain a pass, you must achieve all the following components for each skill in the Practical Skills Assessment 2 Marking Tool:

- Correct administration of medication.
- Demonstrate appropriate hand hygiene.
- Communicate effectively.
- Discuss minimising patient harm and care of self when managing aggressive behaviour.
- Discuss actions to be taken in recognising and responding to patient deterioration.

Please see the Unit Moodle site for the NURS11170 Professional Experience Placement 1: Practical Skills 2 Assessment Marking Tool

A maximum of 3 attempts at achieving a pass for these assessments will be permitted.

- If a second attempt is required, your lecturer will negotiate a time to complete the second attempt with the campus facilitator.
- If a third attempt is required, you will be required to complete this attempt face to face or online with a unit coordinator. A remediation plan for re attempts at assessments is in the Moodle in the assessment tile. If you are not successful on the 3rd attempt, you may not be able to proceed to clinical placement and may receive a Fail grade.

Referencing Style

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

Submission

Online

Submission Instructions

Student to upload the Practical Skills Assessment Tool at residential school or internal classes.

Learning Outcomes Assessed

- Apply the Nursing and Midwifery Board of Australia (NMBA) Registered nurse standards for practice in the physical and psychosocial assessment, planning, implementation and evaluation of people in aged care, including those with cognitive impairment in the simulated and clinical environment
- Recognise and respond appropriately to the deteriorating patient in the aged care context
- Develop strategies for self-care when managing decline in cognition in the older person with delirium and/or dementia.
- Demonstrate knowledge and application of safe supply and administration of non-parenteral medication.

3 Professional Practice Placement

Assessment Type

Professional Practice Placement

Task Description

You are required:

1. To complete 120 hours of clinical placement.
2. To complete an ANSAT assessment with your assessor at both Formative and Summative stages. Formative Assessment is due at the end of 60 hours. Summative Assessment is due at the completion of the last day of placement.
3. To submit a student ANSAT self-assessment at the Formative and Summative assessment points in alignment with the ANSAT assessment timeframes. The ANSAT will be provided to you electronically through the SONIA system which is located under the 'forms' section. You will receive an email via the WIL team with a link to the ANSAT form. Examples of the Formative and Summative Assessments are available on the WIL Moodle site.
4. To record your clinical hours at the end of each shift on your CQU Attendance Record (available in Moodle under Assessment 3). This needs to be verified/countersigned each shift by the RN you have worked with. The log of hours will

need to be uploaded to the NURS11170 Moodle site no later than 3 days after completing placement.

Assessment Due Date

To complete an ANSAT assessment with your assessor at both Formative and Summative stages. Formative assessment is due after 60 hours. Summative Assessment is due on the final day of placement.

Return Date to Students

ANSAT assessments will be graded when students upload the ANSAT and completed timesheet.

Weighting

Pass/Fail

Minimum mark or grade

The required hours of clinical practice (120hrs) must be completed in entirety and with a satisfactory ANSAT summative to be eligible for a Pass grade for this unit of study.

Assessment Criteria

The required hours of clinical practice (120hrs) must be completed in entirety and with a satisfactory ANSAT summative to be eligible for a Pass grade for this unit of study. Please see the CQUniversity Clinical Placement Attendance policy for further information. If you are not meeting satisfactory practice standards at any point of the placement, a meeting will be scheduled with the facilitator, yourself, and the Unit Coordinator to discuss your progress. A support plan may be implemented to assist you to meet the ANSAT criteria satisfactorily. If you do not meet each ANSAT criteria at a satisfactory level at the Summative assessment, you may receive a Fail grade for this assessment.

Any unsatisfactory performance that jeopardises the safety of people in your care or which does not adhere to the NMBA Registered Nurse Standards for Practice, both Code of Professional Conduct, Code of Ethics, and/or Social Media Policy criteria may result in you being removed from placement. Please refer to The Work-integrated Learning-Student Placement Policy and Procedure that can be found on the WIL Moodle site.

Referencing Style

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

Submission

Online

Submission Instructions

Submit your log of hours (timesheet) to the NURS 11170 Moodle site no later than 3 days after completing placement.

Learning Outcomes Assessed

- Apply the Nursing and Midwifery Board of Australia (NMBA) Registered nurse standards for practice in the physical and psychosocial assessment, planning, implementation and evaluation of people in aged care, including those with cognitive impairment in the simulated and clinical environment
- Recognise and respond appropriately to the deteriorating patient in the aged care context
- Develop strategies for self-care when managing decline in cognition in the older person with delirium and/or dementia.
- Demonstrate knowledge and application of safe supply and administration of non-parenteral medication.

4 Written Assessment

Assessment Type

Written Assessment

Task Description

The aim of this assessment is for you to demonstrate your knowledge and understanding of the potential risks associated with the aged care environment. Additionally, to demonstrate your knowledge and understanding of physical and psychosocial assessment, planning, and evaluation of people in aged care with cognitive impairment.

Scenario

John Williamson is an 89-year-old gentleman who resides in an aged care facility. John is often visited by his daughter Amy, once a week. John has a diagnosis of dementia – Alzheimer’s type who recently started showing a sudden onset of cognitive changes of memory loss, confusion with significant mood changes, and outbursts of anger. Over the last 24hrs, John’s cognition has steadily declined, he is having difficulty walking and had a fall in his bathroom trying to get to the toilet. A urinalysis was conducted on John’s urine sample which showed signs of a urinary tract infection.

Instructions

Use the template below to answer the following questions. The word count for each question is 300 to 350 words.

NURS11170 Professional Practice Placement 1

Assessment 4 Written Assessment

Student name:

Student number:

Due Date:

Actual word count:

Question 1

Most injuries to older people in aged care environments are the result of falls. Given John's current level of mobility and cognitive functioning:

1. Discuss three (3) potential risk factors for falls

2. Describe three (3) strategies that could be implemented to prevent further falls and harm to John

ANSWER:

Question 2

An untreated urinary tract infection can often lead to delirium.

(1) Define delirium and three (3) signs and symptoms.

(2) Discuss the importance of early interventions in diagnosing and treating an older person with delirium

ANSWER:

Question 3

Using two of the NMBA Registered Nurse Standards for Practice, discuss how you will provide safe quality nursing care for John (this care includes falls and delirium care and management).

Include in your answer the importance of including John's daughter Amy and how you will involve her in the nursing care and decisions based on his nursing care.

ANSWER:

References

Assessment Due Date

Week 7 Wednesday (31 Aug 2022) 5:00 pm AEST

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Return Date to Students

Week 9 Wednesday (14 Sept 2022)

Coordinators to grade student assessments and notify students (via Moodle) forum when grading is complete.

Weighting

Pass/Fail

Minimum mark or grade

To pass assessment 4 you must meet all criteria of the assessment rubric. If you do not pass this assessment item, you will have an opportunity to reattempt.

Assessment Criteria

To achieve a pass in this assessment students must be successful in half of major criteria e.g., 3/5.

This is a PASS/FAIL portfolio. To achieve a passing grade for this unit you are required to pass this

assessment item. If you do not pass this assessment item, you may be offered an opportunity to re-attempt.

A re-attempt may be offered if you have demonstrated a reasonable initial attempt to complete all components of the task.

Exceeds Criteria	Meets criteria	Does not meet criteria
Content		
Question 1 Content provides a strong and relevant discussion of three risk factors of falls. Demonstrates a very comprehensive understanding of how to minimise the associated risks.	Content provides an adequate and relevant discussion of three risk factors of falls. Demonstrates a fair understanding of how to minimise the associated risk.	Content does not provide an adequate discussion of risk factors of falls and how to minimise the risk of fall
Question 2 Content provides a strong and relevant discussion of delirium and the importance of early interventions in diagnosing and treating an older person with delirium	Content provides an adequate and relevant discussion of delirium and the importance of early interventions in diagnosing and treating an older person with delirium	Content does not provide an adequate discussion of delirium and the importance of early interventions in diagnosing and treating an older person with delirium.
Question 3 Content provides a strong and relevant discussion that demonstrates a very comprehensive understanding of nursing care in relation to at least 2 NMBA standards including John's daughter Amy	Content provides an adequate and relevant discussion that demonstrates a fair understanding of nursing care in relation to at least 2 NMBA standards including John's daughter Amy.	Content does not provide an adequate discussion and understanding of nursing care in relation to at least 2 NMBA Registered Nurse Standards for Practice. Content does not include a discussion of John's daughter Amy.
Word count, spelling, grammar		
1. Word count is adhered to. 2. The document contains 1-2 spelling errors 3. Discussion is written in third person	1. Word count is adhered to. 2. The document contains 3-5 spelling errors 3. Discussion is written in third person	1. Word count is not adhered to. 2. The document contains >6 spelling errors 3. Discussion is not written in third person
Referencing		

1. Referencing adheres to APA style guidelines with 1-2 consistent errors in-text and reference list
2. Discussion is well substantiated with (> 8) peer-reviewed references.

1. Referencing generally adheres to APA style guidelines with up to 5 errors in-text and reference list
2. Discussion is substantiated with (8) peer-reviewed literature

1. Referencing does not adhere to APA style guidelines with more than 6 consistent errors.
2. Discussion is not substantiated with peer-reviewed literature

Referencing Style

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

Submission

Online

Submission Instructions

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Learning Outcomes Assessed

- Apply the Nursing and Midwifery Board of Australia (NMBA) Registered nurse standards for practice in the physical and psychosocial assessment, planning, implementation and evaluation of people in aged care, including those with cognitive impairment in the simulated and clinical environment
- Identify potential risks in the aged care environment and determine strategies to minimise the risk
- Develop strategies for self-care when managing decline in cognition in the older person with delirium and/or dementia.

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