



# **NURS11170 Professional Experience Placement 1**

## **Term 3 - 2022**

Profile information current as at 27/04/2024 05:32 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.

## 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 3 - 2022

- Mixed Mode

### 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**

I am a hands on learner so the information provided in conjunction with the hands on application were great. I learnt so much from this unit.

**Recommendation**

Continue to review current practice and contemporary literature in aged care aligned with learning outcomes to enable students a successful professional experience placement.

#### Feedback from Student evaluation

**Feedback**

Brisbane campus teachers were amazing and lots of help. Only thing I was say would warn students about the parking arrangements at the Brisbane campus.

**Recommendation**

Continue to engage with and support students in their learning environments. Notify students of care parking options prior to residential school.

#### Feedback from Student evaluation

**Feedback**

The only feedback I have is that only having three days of practical work in the lab at uni is not enough over an entire semester. I understand as online students it is difficult for some to travel to campus however if there was an option for those that could travel to utilise the lab and practice those skills it would be very beneficial, and I would feel more confident going onto placement.

**Recommendation**

Continue to provide avenues for students to attend the lab to practice skills when suitable times are available. Include discussion around lab availability in residential school planner.

#### Feedback from Student evaluation

**Feedback**

ANSAT outcomes need to be clear with better instructions. You can't shun students who receive a 5 on their ANSAT when it doesn't fit who you think they are. Especially when you have never met them. It also needs to say Student Comments are mandatory and how they should answer it.

**Recommendation**

Continue to provide an exemplar to support students learning at residential school and zoom session discussion on completing the ANSAT tool to ensure students fully understand the requirements when completing assessment.

## 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

[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 - 07 Nov 2022

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Professional Experience Placement 1 (PEP1). Preparation for Residential School.	<b>Modules</b> 1. Read Modules 1-5 and complete all activities. 2. Read 'Preparation for Residential School & Internal Classes' Module and complete activities. 3. Read 'Preparation for Professional Practice Placement' Module.	<b>Attend scheduled Zoom</b> - 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. <b>Check SONIA and confirm you have registered for an upcoming residential school.</b>

### Week 2: Preparation for Residential School - 14 Nov 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Preparation for Residential School.	<p><b>Modules</b></p> <ol style="list-style-type: none"> <li>1. Read Modules 1-5 and complete all activities.</li> <li>2. Read 'Preparation for Residential School &amp; Internal Classes' Module and complete activities.</li> <li>3. Read 'Preparation for Professional Practice Placement' Module.</li> </ol>
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### Week 3: Preparation for Residential School - 21 Nov 2022

Module/Topic	Chapter	Events and Submissions/Topic
Preparation for Residential School and Placement.	<p><b>Modules</b></p> <ol style="list-style-type: none"> <li>1. Read Modules 1-5 and complete all activities.</li> <li>2. Read 'Preparation for Residential School &amp; Internal Classes' Module and complete activities.</li> <li>3. Read 'Preparation for Professional Practice Placement' Module.</li> </ol>	

### Week 4 - 28 Nov 2022

Module/Topic	Chapter	Events and Submissions/Topic
Preparation for Clinical Placement, and commencement of student placements.	<p><b>Modules</b></p> <ol style="list-style-type: none"> <li>1. Read Modules 1-5 and complete all activities.</li> <li>2. Read 'Preparation for Residential School &amp; Internal Classes' Module and complete activities.</li> <li>3. Read 'Preparation for Professional Practice Placement' Module.</li> </ol>	<p><b>Attend scheduled Zoom</b> - 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>

### Vacation Week - 05 Dec 2022

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

### Week 5 - 12 Dec 2022

Module/Topic	Chapter	Events and Submissions/Topic
Preparation for Clinical Placement, and commencement of student placements.	<p><b>Modules</b></p> <ol style="list-style-type: none"> <li>1. Read 'Preparation for Professional Practice Placement' Module.</li> </ol>	

### Week 6 - 19 Dec 2022

Module/Topic	Chapter	Events and Submissions/Topic
Preparation for Clinical Placement, and commencement of student placements.	<p><b>Modules</b></p> <ol style="list-style-type: none"> <li>1. Read 'Preparation for Professional Practice Placement' Module.</li> </ol>	<p><b>Attend scheduled Zoom</b> - 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>

### Vacation Week - 26 Dec 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Enjoy your break. Be safe. <b>Merry Christmas &amp; Happy New Year!</b>

### Week 7 - 02 Jan 2023

Module/Topic	Chapter	Events and Submissions/Topic
Preparation for Clinical Placement, and commencement of student placements.	<p><b>Modules</b></p> <ol style="list-style-type: none"> <li>1. Read 'Preparation for Professional Practice Placement' Module.</li> </ol>	

### Week 8 - 09 Jan 2023

Module/Topic	Chapter	Events and Submissions/Topic



Preparation for Clinical Placement, and commencement of student placements.

#### Modules

1. Read 'Preparation for Professional Practice Placement' Module.

Written assessment Due: Week 8  
Wednesday (11 January 2023) 5:00pm  
AEST

**Written Assessment** Due: Week 8  
Wednesday (11 Jan 2023) 5:00 pm  
AEST

### Week 9 - 16 Jan 2023

#### Module/Topic

Preparation for Clinical Placement, and commencement of student placements.

#### Chapter

#### Modules

1. Read 'Preparation for Professional Practice Placement' Module.

#### Events and Submissions/Topic

### Week 10 - 23 Jan 2023

#### Module/Topic

Preparation for Clinical Placement, and commencement of student placements.

#### Chapter

#### Modules

1. Read 'Preparation for Professional Practice Placement' Module.

#### Events and Submissions/Topic

**Attend scheduled Zoom** - 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 - 30 Jan 2023

#### Module/Topic

Preparation for Clinical Placement, and commencement of student placements.

#### Chapter

#### Modules

1. Read 'Preparation for Professional Practice Placement' Module.

#### Events and Submissions/Topic

### Week 12 - 06 Feb 2023

#### Module/Topic

Preparation for Clinical Placement, and commencement of student placements.

#### Chapter

#### Modules

1. Read 'Preparation for Professional Practice Placement' Module.

#### Events and Submissions/Topic

**Attend scheduled Zoom** - 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.

### Exam Week - 13 Feb 2023

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

## Assessment Tasks

### 1 Invigilated Medication Calculation Test

#### Assessment Type

In-class Test(s)

#### Task Description

#### Aim

This assessment aims to assess your ability to safely perform medication calculations.

#### Instructions

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 (Module 5) to access preparatory resources for this test. The invigilated online test will occur on day two of the residential school.

#### Resources

Medication formulas can be used to assist you in your calculations. You may also use a calculator, pen/pencil, and blank paper.

### **Assessment Due Date**

This assessment will take place on day two of the residential school.

### **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. Students must complete remediation prior to their second attempt. Any suspected breaches in academic integrity may result in an academic integrity investigation. You will have a maximum of three attempts to obtain 100%. Students will have two attempts to complete the in-class test during residential school or internal classes (refer to the remediation process on Moodle). The third 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**

#### **Aim**

This assessment aims to assess your ability to assess, plan, implement, and evaluate an older person's care and to safely recognise and respond to the deteriorating patient in the aged care context.

#### **Instructions**

This Clinical Skills Assessment will be based on the preparatory information from modules 1-5 in the Moodle site and skills taught during residential school.

You will undertake one of two scenarios. The scenarios for this assessment are available on the NURS11170 Moodle site (please review these prior to the assessment). You will have 20 minutes to complete the scenario. Immediately following the scenario, you will be advised of the outcome and whether remediation is required.

You will be allowed three attempts to pass this assessment.

#### **Resources**

Please read all materials provided on the NURS11170 Moodle site and your clinical text to prepare for the clinical assessment.

### **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 Marking Tool:

- Correct administration of medication.
- Demonstrates appropriate hand hygiene.
- Communicates effectively.
- Discusses strategies to ensure care of self when managing aggressive behaviour.
- Discusses actions required to recognise and respond to patient deterioration.

Please see the Unit Moodle site for the Practical Skills 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

Upload a copy of your completed Marking Criteria to Assessment 2, in the Assessment tile within 72 hours of Assessment completion.

### 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**

#### **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**

Charlotte Johnson is a 91-year-old female who is a resident of Palm Springs Aged Care facility. Charlotte has Lewy Body Dementia and associated Parkinson's symptoms. She has been previously diagnosed with hypertension and is on regular oral antihypertensives. Charlotte's husband passed away three years ago and she has two children. Both live out of town, and only visit on special occasions. Charlotte has been showing signs of cognitive decline with increased memory loss, increased tremors, occasional hallucinations, and disturbed sleep patterns. Overnight, Charlotte became confused and hitting out at staff, and fell out of bed when trying to reach for her glasses on her nightstand.

#### **Questions**

-Most injuries within the aged care setting occur as a result of falls. Given Charlottes medical condition and current symptoms: identify three potential risk factors for falls, and, list three strategies that could be implemented to prevent falls.

-The nurse is feeling distressed at being hit at by Charlotte. List three self-care strategies the nurse could take to manage their distress.

-Identify three communication strategies to use with Charlotte that could prevent her from becoming frustrated.

## Literature and References

1. In this assessment use at least three 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

- This assessment has no word limit, however, please answer succinctly with relevant information.
- 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.
- An introduction and conclusion are not required for this assessment.
- Write in the third-person perspective.
- Use formal academic language.
- All information must be cited appropriately as per the below-referencing style.
- Use the seventh edition (7th) American Psychological Association (APA) referencing style.

## Assessment Due Date

Week 8 Wednesday (11 Jan 2023) 5:00 pm AEST

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

## Return Date to Students

Week 10 Wednesday (25 Jan 2023)

Coordinators and markers 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

This is a **PASS/FAIL** assessment. To achieve a passing grade in this assessment you must meet each criteria. If you do not meet all criteria, you may be offered an opportunity to re-attempt if you have demonstrated a reasonable attempt to complete all components of the task.

### Meets Criteria

**Question 1** All risk factors identified were correct. All strategies identified to prevent falls were correct.

**Question 2** All self-care strategies identified were relevant.

**Question 3** All communication strategies identified were relevant.

**Referencing** Correctly acknowledges reference sources as per APA guidelines.

### Does not meet criteria

One or more risk factors were not correct. One or more strategies to prevent falls, were not correct.

One or more strategies were not relevant.

One or more communication strategies were not relevant.

No acknowledgment of reference sources with little adherence to APA guidelines.

## 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