NURS12155 *Medical-Surgical Nursing*
Term 1 - 2017

Profile information current as at 14/05/2024 09:45 pm

All details in this unit profile for NURS12155 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
This unit takes a lifespan approach to the nursing management of individuals experiencing acute medical and surgical conditions. It will provide you with theoretical knowledge that will support Clinical Nursing Practice 2. You will build on your critical thinking and clinical reasoning skills through the development of knowledge with regards to nursing interventions required to provide safe nursing care to individuals and families in the medical and surgical setting.

Details
Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites
Pre-requisites NURS11161 Clinical Nursing Practice 1 or NURS11154 Foundations of Nursing Practice 2 BIOH11005 Introductory Anatomy and Physiology Co-requisites for 2016 only and then revert to pre-requisites from 2017 NURS11158 Evidence Informed Nursing Practice or NHLT12001 Evidence Informed Practice
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 1 - 2017

- Bundaberg
- Distance
- Rockhampton

Attendance Requirements
All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website
This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment
Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview
1. **Written Assessment**
Weighting: 50%
2. **Written Assessment**
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 Student feedback

Feedback
Very positive comments in regards to course structure and content. Some suggestions raised in regards to changing modules to weeks and having a specific place on the site for the blackboard collaborate sessions. Therefore not having

to find within the weekly content.

Recommendation
1. Maintain same framework for Moodle site but rearrange into weekly mode. 2. Add section to keep all Blackboard Collaborate sessions in one area for ease of finding.

Action
Unit was rearranged into weekly mode as requested. Zoom accessed from 1 area to make it easier for students to find.

Feedback from Coordinator and students

Feedback
Echo 360 videos often not viewed and many problems with noise and volume for students

Recommendation
Review the need for these in the course; 1. Maybe 1 ISL weekly 2. Maybe utilise Zoom instead of Blackboard Collaborate to carry out weekly lectures and record.

Action
Echo lectures taken down after discussion. Then re uploaded at the last minute as a request from this cohort of students. These require further refinement for 2018. Zoom was placed at the end of the week to allow time for reading of content and resources. A forum was set up weekly to enable students to post questions that they may want answering in the zoom if they were unable to attend. Zoom sessions were recorded and added into the zoom area to watch at a time relevant to the student. There were issues with the time zoom took to upload and get ready for the unit. and students to view.

Feedback from Students, markers, tutors and coordinators

Feedback
Assessment tasks not clear in the expectation and requirement.

Recommendation
1. Review assessment tasks and ensure clarity and succinctness. 2. Ensure marking criteria aligns with expectations of tasks. 3. Ensure task addresses the learning outcomes.

Action
Assessments reviewed by assessment team and changes made in regards to suggestions and assistance from Kerry Reid-Searl Marking criteria reviewed and changed to make it more succinct and related to assessment tasks LO aligned more effectively with assessment task Assessment expectations sent to students and markers Zoom sessions held in regards to questions and expectations around assessment tasks and marking criteria

Feedback from Students (as they enjoyed the weekly quizzes but they where not part of the overall mark for the course).

Feedback
Requests for quizzes in each week that would attribute towards the overall marks and be counted as part of the assessments.

Recommendation
1. Suggest maybe reflect on assessments used and consider part of the assessment to be weekly quizzes. 2. Also maybe review essay as an assessment task and run small case studies through the course in relation to the MaskEd character in the course to construct learning.

Action
Workload and writing another course did not allow for initiating weekly formative quizzes as originally planned. This will be done for 2018. Assessments changed to a story board case scenario around a Mask Ed character

Unit Learning Outcomes

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

1. Apply legal and ethical frameworks and evidence based practice principles to explore the complexity of person centred nursing care in the medical-surgical setting
2. Examine the use of technology to inform person centred nursing care within the medical-surgical setting
3. Discuss communication patterns and process required to inform person safety and quality within the medical-surgical setting
4. Use cultural sensitvity principles to develop person centred nursing interventions and discharge planning relevant to the medical-surgical setting.

The learning outcomes are linked to the Australian Nursing and Midwifery Accreditation (ANMAC) Standards for registered nurses and the Nursing and Midwifery Board of Australia (NMBA) registered nurse standards for practice.

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**
1 - Written Assessment - 50%	●	●	●	●
2 - Written Assessment - 50%	●	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	**2**	**3**	**4**
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				

Graduate Attributes	Learning Outcomes			
	1	**2**	**3**	**4**
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

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

Textbooks and Resources

Textbooks
NURS12155
Prescribed

Medical surgical nursing: Three Volume Set + MyNursingLab
Edition: 3rd edn Australian (2017)
Authors: Lemone, P, Burke, K, Dwyer, T et al
Pearson Australia
Frenchs Forest , NSW , Australia
Binding: Paperback

Additional Textbook Information

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 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Colleen Mcgoldrick Unit Coordinator
c.mcgoldrick@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Concepts in Nursing Practice	**Please review Chapters 8 & 52 in your Lemone 3rd Ed. Med/Surg textbook prior to commencing this week's study** **Community Care; Nursing care of people experiencing pain & nursing care of people in regional, rural and remote areas of Australia** You will be referred to further specific readings within your module in relation to specified learning needs.	

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Altered respiratory function	**Please review Chapter 33- in your LeMone 3rd Ed. Med/Surg textbook prior to commencing this week's study** **A person-centred approach to assessing the Respiratory system** You will be referred to further specific readings within your module in relation to specified learning needs.	

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Altered cardiac function	**Please review Chapter 28 in your LeMone 3rd Ed. Med/Surg textbook prior to commencing this week's study** **A person-centred approach to assessing the cardiovascular and lymphatic systems** You will be referred to further specific readings within your module in relation to specified learning needs.	

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Altered endocrine function	**Please review Chapter 17-in your LeMone 3rd Ed. Med/Surg text book prior to commencing this week's study** **A person-centred approach to assessing the endocrine system** You will be referred to further specific readings within your module in relation to specified learning needs.	

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Altered reproductive function	**Please review Chapter 46-in your LeMone 3rd Ed. Med/Surg textbook prior to commencing this week's study. A person-centred approach to assessing the male and female reproductive systems and Ch. 50-Nursing care of people who have sexually transmitted infections** You will be referred to further specific readings within your module in relation to specified learning needs.	

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Altered movement and coordination	**Please review Chapter Ch. 37 in your LeMone 3rd Ed. Med/Surg textbook prior to commencing this week's study A Person-centred approach to assessing the Musculoskeletal System and Ch. 40 A person-centred approach to assessing the Nervous System** You will be referred to further specific readings within your module in relation to specified learning needs.	**Written Assessment following an academic essay format. You as a student nurse will follow Molly through her medical journey and using critical thinking address her nursing care and management as her journey unfolds** Due: Week 6 Tuesday (18 Apr 2017) 11:45 pm AEST

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Pre and intra-operative nursing	**Please review Chapter 3 in LeMone 3rd Ed. Med/Surg textbook prior to commencing this week's study. Nursing care of people having surgery** You will be referred to further specific readings within your module in relation to specified learning needs.	

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Postoperative nursing including surgical wounds	You will be referred to further specific readings within your module in relation to specified learning needs.	

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic

| Altered urinary function | **Please review Chapter Ch. 27- A Person-centred approach to assessing the Renal System in your LeMone 3rd Ed. Med/Surg textbook prior to commencing this week's stud**y

You will be referred to further specific readings within your module in relation to specified learning needs. | |

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Altered gastrointestinal function	**Please review Chapters 20-24–related to the gastrointestinal system- in your LeMone 3rd Ed. Med/Surg textbook prior to commencing this week's study.** You will be referred to further specific readings within your module in relation to specified learning needs.	

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Alterations of the visual, auditory and integumentary systems and nursing the person with burns	**Please review Chapter 14, 15, 16, 44 & 45 in your LeMone 3rd Ed. Med/Surg textbook prior to commencing this week's study** You will be referred to further specific readings within your module in relation to specified learning needs.	**Written Assessment following an academic essay format. You as a student nurse will follow Molly through her surgical journey and using critical thinking address her nursing care and management as her journey unfolds** Due: Week 11 Monday (22 May 2017) 11:45 pm AEST

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Caring for the person with cancer and palliative care	**Please review Chapter 4 & 13-in your LeMone 3rd Ed. Med/Surg textbook prior to commencing this week's study** You will be referred to further specific readings within your module in relation to specified learning needs.	

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Written Assessment following an academic essay format. You as a student nurse will follow Molly through her medical journey and using critical thinking address her nursing care and management as her journey unfolds

Assessment Type
Written Assessment

Task Description
Assessment 1 Expectations

Management of complex conditions in the elderly population is an ever increasing issue. It has an impact on patients, families and the healthcare system.

For this assessment, you are required to follow Molly through her medical admission and using critical thinking address the many issues Molly has to contend with.

You as the student nurse are required to manage Molly and her comorbidities ensuring patient-centred care. Please read the task description carefully.

Your essay should provide an overview of COPD and diabetes in relation to the scenario given. Demonstrate principles of communication and self-management concepts ensuring you are demonstrating an understanding of your knowledge and using critical discussion throughout. Your discussions should be related to Molly throughout.

Please note the following details:
• Title page-student name, student number, course code, term/year, name of course coordinator, name of assignment and due date for submission
• 2000 words +/- 10% including in-text referencing
• To refer to the marking criteria. It is expected that your essay will contain 10% of the total word count for your introduction, 10% of the word count for your conclusion. Therefore 1600 words should be divided equally between the tasks requested of you in your assessment piece
• Essay format includes an introduction, body paragraphs and conclusion. Use double line spacing, Times New Roman, size 12 font
• Include header with student name and number and a footer or page numbers
• Do not use headings. The essay must flow with good paragraph structure
• The inclusion of evidence-based clinical guidelines that may be accessed from websites is acceptable. It is preferred that you use academic, peer reviewed articles/journals. NB: Journal articles used must be less than 5 years old and textbooks less than 10 years old
• A Reference list that adheres to APA presentation guidelines and indicates that you have read widely must be included

IMPORTANT INFORMATION!
The CQUniversity Assessment Policy and Procedure (4.58) states:
• If a student does not submit an extension request or does not give sound reasons for a late request, a penalty of five percent (or equivalent) of the total available marks for the assessment will be deducted for each calendar day (full or part) the assessment task is overdue.

What this means for you. If you are having any issues or problems, make contact with the unit co-ordinator BEFORE the due date.

Finally, if you have any questions regarding this assessment item, please address your questions in the first instance to the Q&A Discussion Forum on the Moodle site. If it is of a personal nature, then, of course, please contact your unit coordinator directly.

Assessment Due Date
Week 6 Tuesday (18 Apr 2017) 11:45 pm AEST
Tuesday 18th April 11.45 Australian Eastern Standard Time

Return Date to Students
Monday (8 May 2017)

Weighting
50%

Assessment Criteria

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
Structure -15% 5%	4%	3%	2.5%	>2.5%	
Clear and succinct introduction that introduces the topic of COPD and diabetes and outlines the direction of the paper. (5%)	Clear and appropriate introduction that introduces the topic of COPD and diabetes and outlines the direction of the paper.	Appropriate introduction that introduces the topic of COPD and diabetes and outlines the direction of the paper.	Introduction is apparent although consists only of a list of the contents of the paper. Topic of COPD and diabetes not clearly introduced.	No recognisable introduction— the topic of diabetes is not introduced and/or there is no direction offered in respect of the paper.	
Clear and succinct conclusion that outlines the main points and brings the argument to a logical close. (5%)	Clear and appropriate conclusion that outlines the main points and brings the argument to a close.	Conclusion outlines most of the main points and brings some sense of closure.	Conclusion apparent - outlines most of the main points and endeavours to bring the argument to a close -some incongruity.	No recognisable conclusion – little reference to the main points does not offer a clear conclusion to the paper.	/15
Consistently accurate with spelling, grammar, use of punctuation. Excellent presentation of assignment, double spaced with 12 point font. Organisation and structure is clear and concise. (14%)	Generally accurate (1-3inaccuracies) with spelling, grammar, use of punctuation. A well-presented assignment, double spaced with 12 point font. Organisation and structure is clear	Occasional inaccuracies (4-6) with spelling, grammar, use of punctuation. A well-presented assignment, double spaced with 12 point font. Organisation and structure is appropriate.	Frequent inaccuracies (6-8) with spelling, grammar, use of punctuation. A well-presented assignment, double spaced with 12 point font. Organisation and structure allows misinterpretation of the meaning of the content.	Many inaccuracies (>8) with spelling, grammar, use of punctuation. Poorly presented assignment, double spacing not used, 12 point font not used. Organisation and structure detract from the meaning of the content/or is irrelevant	
Approach and Argument (70%) 13-14	11-12	10-11	7-9	>7	
Comprehensively includes a detailed discussion and rationale for the nursing care of Molly in relation to her COPD and her diabetes whilst in hospital. (14%) Clear, coherent and convincing critical thought displayed. Relating all findings back to the scenario of Molly. (14%)	Extensively includes a thorough discussion and rationale for the nursing care of Molly in relation to her COPD and her diabetes whilst in hospital. Well-developed critical thought evident. Relating most findings back to the scenario of Molly.	Generally includes a reasonable discussion and rationale for the nursing care of Molly in relation to her COPD and her diabetes whilst in hospital. Critical thought developed and presented. Relating some findings back to the scenario of Molly.	Demonstrates a limited discussion and rationale for the nursing care of Molly in relation to her COPD and her diabetes whilst in hospital. Perceptible critical thought. Minimal findings related back to the scenario of Molly.	Not able to provide a discussion and rationale for the nursing care of Molly in relation to her COPD and her diabetes whilst in hospital. No critical thought. No relationship of finding to scenario of Molly.	/70
Comprehensively includes a detailed discussion and rationale for use of medications in relation to Molly and her co morbidities. (consider communication principles) (14%) Clear, coherent and convincing critical thought displayed. Relating all findings back to the scenario of Molly. (14%)	Extensively includes a thorough discussion and rationale for use of medications for use of medications in relation to Molly and her co morbidities. (consider communication principles) Critical thought evident. Relating most findings back to the scenario of Molly.	Generally includes a reasonable discussion and rationale for use of medications for use of medications in relation to Molly and her co morbidities. (consider communication principles) Critical thought developed and presented. Relating some findings back to the scenario of Molly.	Demonstrates a limited discussion and rationale for use medications for use of medications in relation to Molly and her co morbidities. (consider communication principles) Perceptible critical thought. Minimal findings related back to the scenario of Molly.	Not able to provide a discussion and rationale for use of medications for use of medications in relation to Molly and her co morbidities. (consider communication principles) No critical thought. No relationship of findings to scenario of Molly.	
Comprehensively includes a detailed discussion and rationale for self-management strategies and an awareness of educational, cultural and social issues in relation to Molly and her co-morbidities. Clear, coherent and convincing critical thought displayed. Relating all findings back to the scenario of Molly. (14%)	Extensively includes a thorough discussion and rationale for self-management strategies and an awareness of educational, cultural and social issues in relation to Molly and her co-morbidities. Well-developed critical thought evident. Relating most findings back to the scenario of Molly.	Generally includes a reasonable discussion and rationale for self-management strategies and an awareness of educational, cultural and social issues in relation to Molly and her co-morbidities. Critical thought developed and presented. Relating some findings back to the scenario of Molly.	Demonstrates a limited discussion and rationale for self-management strategies and an awareness of educational, cultural and social issues in relation to Molly and her co-morbidities. Perceptible critical thought. Minimal findings related back to the scenario of Molly.	Not able to provide a discussion and rationale for self-management strategies and an awareness of educational, cultural and social issues in relation to Molly and her co-morbidities. No critical thought. No relationship of findings to scenario of Molly.	
Comprehensively includes a detailed discussion and rationale of 2 different types of technology that would assist in Molly's care in hospital and with discharge planning to ensure safe and continuous management of her complex conditions. (14%) Clear, coherent and convincing critical thought displayed. Relating all findings back to the scenario of Molly. (14%)	Extensively includes a thorough discussion and rationale of 2 different types of technology that would assist in Molly's care in hospital and with discharge planning to ensure safe and continuous management of her complex conditions. Well-developed critical thought evident. Relating most findings back to the scenario of Molly.	Generally, includes a reasonable discussion and rationale of 2 different types of technology that would assist in Molly's care in hospital and with discharge planning to ensure safe and continuous management of her complex conditions. Critical thought developed and presented. Relating some findings back to the scenario of Molly.	Demonstrates a limited discussion and rationale of 2 different types of technology that would assist in Molly's care in hospital and with discharge planning to ensure safe and continuous management of her complex conditions. Perceptible critical thought. Minimal findings related back to the scenario of Molly.	Not able to provide a discussion and rationale of 2 different types of technology that would assist in Molly's care in hospital and with discharge planning to ensure safe and continuous management of her complex conditions. No critical thought. No relationship of findings to scenario of Molly.	
Comprehensively includes a detailed discussion and rationale of the legal and ethical principles in relation to Molly and the completion of an advanced health directive (14%) Clear, coherent and convincing critical thought displayed. Relating all findings back to the scenario of Molly. (14%)	Extensively includes a thorough discussion and rationale of the legal and ethical principles in relation to Molly and the completion of an advanced health directive Well-developed critical thought evident. Relating most findings back to the scenario of Molly.	Generally includes a reasonable discussion and rationale the legal and ethical principles in relation to Molly and the completion of an advanced health directive Critical thought developed and presented. Relating some findings back to the scenario of Molly.	Demonstrates a limited discussion and rationale the legal and ethical principles in relation to Molly and the completion of an advanced health directive Perceptible critical thought. Minimal findings related back to the scenario of Molly.	Not able to provide a discussion and rationale the legal and ethical principles in relation to Molly and the completion of an advanced health directive No critical thought. No relationship of findings to scenario of Molly.	

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Submit via Moodle

Learning Outcomes Assessed

- Apply legal and ethical frameworks and evidence based practice principles to explore the complexity of person centred nursing care in the medical-surgical setting
- Examine the use of technology to inform person centred nursing care within the medical-surgical setting
- Discuss communication patterns and process required to inform person safety and quality within the medical-surgical setting
- Use cultural sensitvity principles to develop person centred nursing interventions and discharge planning relevant to the medical-surgical setting.

Graduate Attributes

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

2 Written Assessment following an academic essay format. You as a student nurse will follow Molly through her surgical journey and using critical thinking address her nursing care and management as her journey unfolds

Assessment Type
Written Assessment

Task Description
Assessment 2 expectations

This assessment relates to assessment 1 so you will need to revisit Molly's background. Molly has been home from hospital for 4 weeks and has been scheduled for a left total knee replacement due to degeneration of her knee joint. She is due to have planned surgery in the following week.
For this assessment, you are required to follow Molly through her planned surgical admission and using critical thinking manage the issues that Molly encounters. Your essay will provide a critical discussion on pre-operative and post-operative care of Molly with her Total Knee Replacement and her other co-morbidities. Focusing on management of diabetes post-operatively. In addition to looking at the legal and ethical implications around surgery and the recognition of deterioration and how you as a student nurse would manage that scenario.

Please note the following details:
• Title page-student name, student number, course code, term/year, name of course coordinator, name of assignment and due date for submission
• 2000 words +/- 10% including in-text referencing
• To refer to the marking criteria. It is expected that your essay will contain 10% of the total word count for your introduction, 10% of the word count for your conclusion. Therefore 1600 words should be divided equally between the tasks requested of you in your assessment piece
• Essay format includes an introduction, body paragraphs and conclusion. Use double line spacing, Times New Roman, size 12 font
• Include header with student name and number and a footer or page numbers
• Do not use headings. The essay must flow with good paragraph structure

• The inclusion of evidence-based clinical guidelines that may be accessed from websites is acceptable. It is preferred that you use academic, peer reviewed articles/journals. NB: Journal articles used must be less than 5 years old and textbooks less than 10 years old
• A Reference list that adheres to APA presentation guidelines and indicates that you have read widely must be included

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What this means for you. If you are having any issues or problems, make contact with the unit co-ordinator BEFORE the due date.

Finally, if you have any questions regarding this assessment item, please address your questions in the first instance to the Q&A Discussion Forum on the Moodle site. If it is of a personal nature, then, of course, please contact your unit coordinator directly.

Assessment Due Date

Week 11 Monday (22 May 2017) 11:45 pm AEST
Monday 22nd of May 11.45 Australian Eastern Standard Time

Return Date to Students

Monday (12 June 2017)
Please remember you may get your assessment 2 back with your mark, although your final grade will not be released until after Certification of Grades on the 7th of July

Weighting

50%

Assessment Criteria

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
Structure -15%					
Clear and succinct introduction that introduces the topic of TKR and co morbidities and outlines the direction of the paper. (5%)	Clear and appropriate introduction that introduces the topic TKR and co morbidities and outlines the direction of the paper	Appropriate introduction that introduces the topic of TKR and co morbidities and outlines the direction of the paper	Introduction is apparent although consists only of a list of the contents of the paper. TKR and co morbidities not clearly introduced.	No recognisable introduction— the topic of TKR and co morbidities is not introduced and/or there is no direction offered in respect of the paper.	
, Clear and succinct conclusion that outlines the main points and brings the argument to a logical close. (5%)	Clear and appropriate conclusion that outlines the main points and brings the argument to a close.	Conclusion outlines most of the main points and brings some sense of closure.	Conclusion apparent – outlines most of the main points and endeavours to bring the argument to a close -some incongruity.	No recognisable conclusion - little reference to the main points does not offer a clear conclusion to the paper.	/15
Consistently accurate with spelling, grammar, use of punctuation. Excellent presentation of assignment, double spaced with 12 point font. Organisation and structure is clear and concise. (5%)	Generally accurate (1-3inaccuracies) with spelling, grammar, use of punctuation. A well-presented assignment, double spaced with 12 point font. Organisation and structure is clear	Occasional inaccuracies (4-6) with spelling, grammar, use of punctuation. A well-presented assignment, double spaced with 12 point font. Organisation and structure is appropriate.	Frequent inaccuracies (6-8) with spelling, grammar, use of punctuation. A well- presented assignment, double spaced with 12 point font. Organisation and structure allows misinterpretation of the meaning of the content.	Many inaccuracies (>8) with spelling, grammar, use of punctuation. Poorly presented assignment, double spacing not used, 12 point font not used. Organisation and structure detract from the meaning of the content/or is irrelevant	
Approach and Argument (70%)					
Comprehensively includes a detailed discussion of nursing assessments on admission in regards to Molly her conditions and her TKR with a rationale for each of these assessments. (14%)	Extensively includes a thorough discussion of nursing assessments on admission in regards to Molly her conditions and her TKR with a rationale for each of these assessments.	Generally includes a reasonable discussion of nursing assessments on admission in regards to Molly her conditions and her TKR with a rationale for each of these assessments.	Demonstrates a limited discussion of nursing assessments on admission in regards to Molly her conditions and her TKR with a rationale for each of these assessments.	Not able to provide a discussion of nursing assessments on admission in regards to Molly her conditions and her TKR with a rationale for each of these assessments.	
Comprehensively includes a detailed discussion of the legal and ethical implications for Molly when obtaining an informed consent and the duty of care of the nurse. (14%)	Extensively includes a thorough discussion of the legal and ethical implications for Molly when obtaining an informed consent and the duty of care of the nurse.	Generally, includes a reasonable discussion of the legal and ethical implications for Molly when obtaining an informed consent and the duty of care of the nurse.	Demonstrates a limited discussion of the legal and ethical implications for Molly when obtaining an informed consent and the duty of care of the nurse.	Not able to provide a discussion of the legal and ethical implications for Molly when obtaining an informed consent and the duty of care of the nurse.	/70
Comprehensively includes a detailed discussion of prioritising nursing assessments immediately post operatively, the management of a deterioration in Molly's condition and the nurse's role in responding to the deterioration. (14%)	Extensively includes a thorough discussion of prioritising nursing assessments immediately post operatively, the management of a deterioration in Molly's Condition and the nurse's role in responding to the deterioration.	Generally includes a reasonable discussion, of prioritising nursing assessments immediately post operatively, the management of a deterioration in Molly's Condition and the nurse's role in responding to the deterioration.	Demonstrates a limited discussion of prioritising nursing assessments immediately post operatively, the management of a deterioration in Molly's Condition and the nurse's role in responding to the deterioration.	Not able to provide a discussion of prioritising nursing assessments immediately post operatively, the management of a deterioration in Molly's Condition and the nurse's role in responding to the deterioration.	
Comprehensively includes a detailed discussion of the pre and post-operative management of diabetes, the nursing interventions that will be required for Molly pre and post-operatively in order to manage her diabetes safely. (14%)	Extensively includes a thorough discussion of the pre and post-operative management of diabetes, the nursing interventions that will be required for Molly pre and post-operatively in order to manage her diabetes safely. (14%)	Generally includes a reasonable discussion of the pre and post-operative management of diabetes, the nursing interventions that will be required for Molly pre and post-operatively in order to manage her diabetes safely.	Demonstrates a limited discussion, of the pre and post-operative management of diabetes, the nursing interventions that will be required for Molly pre and post-operatively in order to manage her diabetes safely.	Not able to provide a discussion of the pre and post-operative management of diabetes, the nursing interventions that will be required for Molly pre and post-operatively in order to manage her diabetes safely.	
Clear, coherent and convincing critical thought displayed. Relating all findings back to the scenario of Molly. (14%)	Well-developed critical thought evident. Relating most findings back to the scenario of Molly.	Critical thought developed and presented. Relating some findings back to the scenario of Molly.	Perceptible critical thought. Minimal findings related back to the scenario of Molly.	No critical thought. No relationship of findings to scenario of Molly.	
Referencing - 15%					
Consistently accurate with in-text peer reviewed and quality referencing to support and reflect all ideas, factual information and quotations. (5%)	Generally integrates up to date peer reviewed and quality references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions.	Frequently integrates up to date peer reviewed and quality references to support and reflect ideas, factual information and quotations, with 3 to 5 exceptions.	Occasionally integrates up to date peer reviewed and quality references to support and reflect ideas, factual information and quotations (6-10 exceptions).	Fails to or infrequent attempts to integrate up to date peer reviewed and quality references to support and reflect ideas, factual information and quotations (>10).	
Peer reviewed and quality references in reference list have been entered as per APA referencing style guide. Reference list in alphabetical order No errors identified in the reference list. Consistently accurate with in text referencing. (5%)	Referencing is mostly consistent throughout with APA style of referencing (1-2 errors) with in text referencing	Peer reviewed and quality references list in alphabetical order. References have been entered consistent throughout with APA style of referencing (3-5 errors) with in text referencing.	Peer reviewed and quality references list in alphabetical order. References have been entered as per APA style of referencing is occasionally consistent with APA style. Frequent inaccuracies (6-10 errors) with in text referencing.	Peer reviewed and quality references list not alphabetical order. APA referencing style is not used. Many inaccuracies (>10) with in text referencing	/15
A minimum of 10 peer reviewed and quality references used. At least 7 journal articles with the others relevant websites. (5%)	A minimum of 10 peer reviewed and quality references used. At least 7 journal articles with the others relevant websites.	A minimum of 10 peer reviewed and quality references used. At least 5 journal articles with the other relevant websites.	A minimum of 10 peer reviewed and quality references used. At least 4 journal articles with the others relevant websites.	A minimum of 10 peer reviewed and quality references not used. The required number of journal articles not sourced. Relevant websites not used.	
				Total Marks	

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission

Online

Submission Instructions

Submit via Moodle

Learning Outcomes Assessed

- Apply legal and ethical frameworks and evidence based practice principles to explore the complexity of person centred nursing care in the medical-surgical setting
- Examine the use of technology to inform person centred nursing care within the medical-surgical setting
- Discuss communication patterns and process required to inform person safety and quality within the medical-surgical setting
- Use cultural sensitvity principles to develop person centred nursing interventions and discharge planning relevant to the medical-surgical setting.

Graduate Attributes

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

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