



# NURS12155 *Medical-Surgical Nursing*

## Term 1 - 2018

Profile information current as at 24/04/2024 04:48 am

All details in this unit profile for NURS12155 have been officially approved by CQU University 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 - 2018

- 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 Students

**Feedback**

Positive feedback on Maske Ed character-great learning tool and enjoyed case study throughout

**Recommendation**

Maske Ed character will be written as a case study in the unit

#### Feedback from Students

**Feedback**

Zoom sessions hard to follow

**Recommendation**

Clarify roles in the zoom sessions Discuss expectations of students and coordinators in the zoom Hold at the end of the week so content can be read and questions organised before the zoom takes place

#### Feedback from Students Coordinators

**Feedback**

Assessments - too much to cover in word count requested.

**Recommendation**

Assessment 1-written summative quiz-held fortnightly-addressing all LO of the unit Assessment 2- Reflective essay addressing 1 specific LO of the unit.

## 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 sensitivity 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



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
<b>1 - Written Assessment - 50%</b>	•	•	•	•



## Textbooks and Resources

### Textbooks

NURS12155

#### Prescribed

##### **Medical-Surgical Nursing: Critical Thinking for Person-Centered Care**

3rd Edition (2017)

Authors: LeMone, P., Burke, K. M., Bauldoff, G., Gubrud-Howe, p., Levett-Jones, T., Hales, M., Berry, K., Carville, K., Dwyer, T., Knox, N., Moxham, L., Raymond, D., Reid-Searl, K.,

Pearson

Melbourne , Victoria , Australia

ISBN: 0133139433

Binding: Other

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#### Supplementary

##### **Pharmacology in Nursing : Australia and New Zealand**

Edition 2 (2017)

Authors: Broyles, B, Reiss, B, McKenzie, G, Pleunik, S & Page, R

Cengage Learning Australia

Melbourne , Victoria , Australia

ISBN: 9780170362030

Binding: Other

#### 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](mailto:c.mcgoldrick@cqu.edu.au)

**Melanie Lang** Unit Coordinator

[m.lang@cqu.edu.au](mailto:m.lang@cqu.edu.au)

## Schedule

### Module 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Altered Respiratory and Cardiovascular Function

You will be referred to specific chapters and readings within your prescribed Medical and Surgical Text in relation to specified learning needs and activities  
On your journey you will meet Molly and Erina. Both very interesting case studies to work through in conjunction with your readings and resources linked to your learning.

### Module 2 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Altered Endocrine and Reproductive Function	You will be referred to specific chapters and readings within your prescribed Medical and Surgical Text in relation to specified learning needs and activities. On your journey you will meet Sienna and Clare. Both very interesting case studies to work through in conjunction with your readings and resources linked to your learning.	

### Module 3 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Altered Musculoskeletal and Neurological Function	You will be referred to specific chapters and readings within your prescribed Medical and Surgical Text in relation to specified learning needs and activities. On your journey you will meet Mrs. Helen Davies.  <b><u>This will continue after the break week</u></b>	

### Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
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### Module3 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Altered Musculoskeletal and Neurological Function	You will be referred to specific chapters and readings within your prescribed Medical and Surgical Text in relation to specified learning needs and activities. On your journey, you will review case studies in regards to early onset dementia. These will be seen through the eyes of the carers in conjunction with your readings and resources linked to your learning.	<b>Quiz A - Week 6 (related to concepts, resources and readings within the Moodle site in Modules 1-3) - open for 5 days Monday 16<sup>th</sup> April 11.59 to Friday 20<sup>th</sup> April 11.59 AEST</b>

### Module 4 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Altered Urinary and Renal Function

You will be referred to specific chapters and readings within your prescribed Medical and Surgical Text in relation to specified learning needs and activities.  
On your journey, you will meet Leisha with some very complex problems

### Module 5 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Altered Gastrointestinal Function	The following contemporary case presented is multi-layered and requires time to contemplate, critically review and incorporate into improving current practice. This case is a recent forensic case involving an 86 year old male Mr. B You will be referred to specific chapters and readings within your prescribed Medical and Surgical Text in relation to specified learning needs and activities.	<b>Assessment 2</b> Extended Case Study Sienna from Module 2 <b>Due Week 9-Friday 11<sup>th</sup> May 11.45pm AEST</b> <b>Written Assessment-Case Study</b> Due: Week 9 Friday (11 May 2018) 11:45 pm AEST

### Module 6 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Alterations in Eyes, Ears, and Integumentary Function	You will be referred to specific chapters and readings within your prescribed Medical and Surgical Text in relation to specified learning needs and activities. On your journey, you will meet Suresh with some very complex problems - taking a glimpse into the care of burns patients.	<b>Quiz B - Week 12 (related to concepts, resources and readings within the Moodle site in Modules 4-6)-open for 5 days 28<sup>th</sup> May 11.59 to 1<sup>st</sup> June 11.59 AEST</b>

## Assessment Tasks

### 1 Multiple Choice Quiz

#### Assessment Type

Written Assessment

#### Task Description

#### Assessment 1- Assessment 1 consists of Quiz A (Week 6) and Quiz B (Week 12):

These quizzes will assess content from all modules in Moodle.

Each online quiz consists of 25 critical thinking questions.

Each online quiz is an individual task which must be completed within one block of 90 minutes.

Students will only have one (1) attempt at undertaking each quiz that will remain open for five (5) days.

Students are to select only one answer if not otherwise stated.

Further information on this assessment piece will be available on the Moodle site in the Assessment section.

#### Assessment Due Date

Quiz A - Week 6- Monday 16th April to Friday 20th April (AEST). Quiz B - Week 12- 28th May to 1st June (AEST)

#### Return Date to Students

Quiz results will be available within 2 weeks of completion as per 'Assessment Policy.' Your overall results for this

assessment will be made available to students after certification of grades.

### **Weighting**

50%

### **Assessment Criteria**

#### **Assessment 1- Assessment I consists of Quiz A (Week 6) and Quiz B (Week 12):**

These quizzes will assess content from all modules in Moodle.

Each online quiz consists of 25 critical thinking questions.

Each online quiz is an individual task which must be completed within one block of 90 minutes.

Students will only have one (1) attempt at undertaking each quiz that will remain open for five (5) days.

Students are to select only one answer if not otherwise stated.

Further information on this assessment piece will be available on the Moodle site in the Assessment section.

**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. You must obtain an overall mark for the unit of at least 50%**

### **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 sensitivity 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-Case Study**

### **Assessment Type**

Written Assessment

### **Task Description**

Extended case Study of Sienna from Module 2.

It is important that you have completed the activities in the case study from Module 2 in order to understand the background to this assessment task.

This assessment task will be in 2 parts. :

#### **Parts One**

Case study short answer questions. To be written in an academic format with reference to evidence-based literature to support your answers.

#### **Part Two**

Using the nursing process develop and apply a nursing care plan utilising the ADPIE acronym (Assessment, Diagnosis, Planning, Implementation, Evaluation).

Reflect on the nursing process you have undertaken to formulate this nursing care plan by applying Gibbs Reflection Tool

**Further information on this assessment piece will be available on the Moodle site in the Assessment section.**



**Assessment Due Date**

Week 9 Friday (11 May 2018) 11:45 pm AEST

Week 9-Friday 11th May 11.45pm AEST

**Return Date to Students**

Week 12 Friday (1 June 2018)

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

**Weighting**

50%

**Assessment Criteria**

Extended case Study of Sienna from Module 2. It is important that you have completed the activities in the case study from Module 2 in order to understand the background to this assessment task.

This assessment task will be in 2 parts. :

Parts One

Case study short answer questions. To be written in an academic format with reference to evidence-based literature to support your answers.

Part Two

Using the nursing process develop and apply a nursing care plan utilising the ADPIE acronym (Assessment, Diagnosis, Planning, Implementation, Evaluation).

Reflect on the nursing process you have undertaken to formulate this nursing care plan by applying Gibbs Reflection Tool

**Please be aware that no extensions will be given after the due date unless there is extenuating circumstances and verified documentation/medical certification produced and uploaded via the Moodle site.**

**Always contact the coordinators of the unit if you are having any issues with assessment task due dates ASAP so we can assist and support.**

**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 sensitivity 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