



# NURS12155 *Medical-Surgical Nursing*

## Term 1 - 2020

Profile information current as at 04/05/2024 12:50 am

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.

### Corrections

### 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 to support your experience in Clinical Nursing Practice 2. You will build on your critical thinking and clinical reasoning skills. You will consider the ethical frameworks, healthcare technology, therapeutic communication patterns and processes, cultural sensitivity principles and nursing interventions that are used within the medical and surgical setting to provide person-centered nursing care to individuals and families.

#### 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 - 2020

- Bundaberg
- Online
- 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. **Online Quiz(zes)**

Weighting: 25%

#### 2. **Written Assessment**

Weighting: 50%

#### 3. **Online Quiz(zes)**

Weighting: 25%

### 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**

All lecturers were knowledgeable and helpful, great support and made learning fun. You could see they worked as a team.

**Recommendation**

The teaching team will continue to manage the unit to support and facilitate students to learn and gain relevant knowledge in Medical and Surgical Nursing.

## Feedback from Student Feedback

**Feedback**

Zoom sessions allowed critical thinking to take place. The interactive nature was enjoyable.

**Recommendation**

Zoom sessions will continue to be run at the end of the week to consolidate the weekly case studies. A Q&A set up will continue to be utilised.

## Feedback from Student Feedback

**Feedback**

Content was in depth and helped critical thinking.

**Recommendation**

Content of the unit will remain the same.

## Feedback from Student Feedback

**Feedback**

Assessment tasks were relevant and useful. Enjoyed referring to Nursing Standards to complete assessments. Feedback was a good way to learn.

**Recommendation**

All assessments will continue to be reviewed by the Assessment Review Committee to ensure they are relevant and linked to the learning outcomes of the unit.

## Feedback from Student Feedback

**Feedback**

Confusion over how to print the book as a study guide

**Recommendation**

This information is available to students through a search on Moodle on how to print. Should students have difficulty doing this they can contact TASAC the IT assistance and information service who will assist students with this.

## Feedback from Student Feedback

**Feedback**

Too much content and reading

**Recommendation**

This unit is a large unit and covers many conditions, disease processes, nursing assessment along with nursing management and treatment. The content is required to meet the learning objectives of the unit and the appropriate AQF standards. The coordinating team will try to link the weekly content with NURS12156 Pharmacology to assist students to streamline their learning regarding content and reading. We will be working with Learning and Teaching to review Moodle design, content and assessments.

## Feedback from Student feedback

**Feedback**

Zoom sessions difficult to hear

**Recommendation**

To continue to improve the student experience when attending zoom sessions. We will encourage correct zoom etiquette.

## 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 identify the complexity of person-centred nursing care in the acute and medical-surgical setting
2. Select appropriate technology to inform person-centred nursing care within the medical-surgical and acute care setting
3. Evaluate communication patterns and process required to inform person safety and quality within the acute and medical-surgical setting
4. Use cultural sensitivity principles to select person-centred nursing interventions and discharge planning relevant to the acute and 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
1 - Online Quiz(zes) - 25%		•	•	•
2 - Written Assessment - 50%	•		•	•
3 - Online Quiz(zes) - 25%	•	•		•

### 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	•		•	•

Graduate Attributes	Learning Outcomes			
	1	2	3	4
<b>9 - Social Innovation</b>				
<b>10 - Aboriginal and Torres Strait Islander Cultures</b>				

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
<b>1 - Online Quiz(zes) - 25%</b>	•	•	•	•	•			•		
<b>2 - Written Assessment - 50%</b>	•	•	•		•			•		
<b>3 - Online Quiz(zes) - 25%</b>		•	•	•	•		•	•		

## Textbooks and Resources

### Textbooks

NURS12155

#### Prescribed

#### Medical-Surgical Nursing; Critical thinking for person-centred care

Edition: 4th (2019)

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., Stanley, D.

Pearson

Melbourne , Victoria , Australia

ISBN: ISBN: 9781488611780

Binding: Paperback

#### Additional Textbook Information

The eText is available at the publisher's website here: <http://www.pearson.com.au/9781488610523> .

However, if you prefer a paper text, you can purchase at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

#### You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Reliable access to a computer/laptop

## 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

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## Schedule

### Module 1 - Week 1 and Week 2 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Altered Respiratory and Cardiovascular Function	<b>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.</b>	<p>A flipped classroom is used in this unit. You will study the case each week, collect any questions you may have, then bring them to the Q&amp;A zoom session at the end of the week.</p> <p>If you are unable to attend you weekly zoom you can add question into the Moodle Q&amp;A and the lecturer will answer it in the zoom which will be recorded.</p> <p>Each case study is linked to activities related to the situations described. You will be expected to use the resources and your prescribed text to work through the activities. Each case study has <b>hyperlinks</b> to take you to information that is related to the case you are reading. Each week will be 12 hrs worth of reading and study.</p> <p>The learning outcomes for the unit will be aligned with the activities and your assessments.</p>

### Module 2 - Week 3 and Week 4 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Altered Endocrine and Reproductive Function

**On your journey, you will meet Sienna and Claire. Both very interesting case studies to work through in conjunction with your readings and resources linked to your learning.**

A flipped classroom is used in this unit. You will study the case each week, collect any questions you may have, then bring them to the Q&A zoom session at the end of the week.

If you are unable to attend your weekly zoom you can add question into the Moodle Q&A and the lecturer will answer it in the zoom which will be recorded. Each case study is linked to activities related to the situations described. You will be expected to use the resources and your prescribed text to work through the activities.

Each case study has **hyperlinks** to take you to information that is related to the case you are reading. Each week will be 12 hrs worth of reading and study.

The learning outcomes for the unit will be aligned with the activities and your assessments.

### Module 3 - Week 5 - 06 Apr 2020

Module/Topic

Chapter

Events and Submissions/Topic

Altered Musculoskeletal Function

On your journey, you will meet Mrs. Helen Davies. An interesting case study to work through in conjunction with your readings and resources linked to your learning.

A flipped classroom is used in this unit. You will study the case each week, collect any questions you may have, then bring them to the Q&A zoom session at the end of the week.

If you are unable to attend your weekly zoom you can add question into the Moodle Q&A and the lecturer will answer it in the zoom which will be recorded. Each case study is linked to activities related to the situations described. You will be expected to use the resources and your prescribed text to work through the activities.

Each case study has **hyperlinks** to take you to information that is related to the case you are reading. Each week will be 12 hrs worth of reading and study.

The learning outcomes for the unit will be aligned with the activities and your assessments.

### Vacation Week - 13 Apr 2020

Module/Topic

Chapter

Events and Submissions/Topic

Break Week

Enjoy some time with yourself and family if able. Take a breath and refuel.

A flipped classroom is used in this unit. You will study the case each week, collect any questions you may have, then bring them to the Q&A zoom session at the end of the week.

If you are unable to attend your weekly zoom you can add question into the Moodle Q&A and the lecturer will answer it in the zoom which will be recorded. Each case study is linked to activities related to the situations described. You will be expected to use the resources and your prescribed text to work through the activities.

Each case study has **hyperlinks** to take you to information that is related to the case you are reading. Each week will be 12 hrs worth of reading and study.

The learning outcomes for the unit will be aligned with the activities and your assessments.

### Module 3 - Week 6 - 20 Apr 2020

Module/Topic

Chapter

Events and Submissions/Topic

Altered Neurological Function

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

#### Assessment 1-Quiz - Week 6

**(related to concepts, resources and readings within the Moodle site in Modules 1-3) - open for 5 days Monday 20th April 12.01 am to Friday 26th April 23.59 pm AEST**

A flipped classroom is used in this unit. You will study the case each week, collect any questions you may have, then bring them to the Q&A zoom session at the end of the week.

If you are unable to attend your weekly zoom you can add question into the Moodle Q&A and the lecturer will answer it in the zoom which will be recorded. Each case study is linked to activities related to the situations described. You will be expected to use the resources and your prescribed text to work through the activities.

Each case study has **hyperlinks** to take you to information that is related to the case you are reading. Each week will be 12 hrs worth of reading and study.

The learning outcomes for the unit will be aligned with the activities and your assessments.

**Assessment 1** Due: Week 6 Friday (24 Apr 2020) 11:45 pm AEST

### Module 4 - Week 7 and Week 8 - 27 Apr 2020

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

A flipped classroom is used in this unit. You will study the case each week, collect any questions you may have, then bring them to the Q&A zoom session at the end of the week.

If you are unable to attend your weekly zoom you can add question into the Moodle Q&A and the lecturer will answer it in the zoom which will be recorded. Each case study is linked to activities related to the situations described. You will be expected to use the resources and your prescribed text to work through the activities.

Each case study has **hyperlinks** to take you to information that is related to the case you are reading. Each week will be 12 hrs worth of reading and study.

The learning outcomes for the unit will be aligned with the activities and your assessments.

## Module 5 - Week 9 and Week 10 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Altered Urinary and Renal Function	On your journey, you will meet Leisha with some very complex problems	<p><b>Assessment 2</b> - Written Assessment Due Week 9 (Friday) 15th May, 2019 17.00 hrs AEST</p> <p>A flipped classroom is used in this unit. You will study the case each week, collect any questions you may have, then bring them to the Q&amp;A zoom session at the end of the week.</p> <p>If you are unable to attend your weekly zoom you can add question into the Moodle Q&amp;A and the lecturer will answer it in the zoom which will be recorded. Each case study is linked to activities related to the situations described. You will be expected to use the resources and your prescribed text to work through the activities.</p> <p>Each case study has <b>hyperlinks</b> to take you to information that is related to the case you are reading. Each week will be 12 hrs worth of reading and study.</p> <p>The learning outcomes for the unit will be aligned with the activities and your assessments.</p> <p><b>Assessment 2</b> Due: Week 9 Friday (15 May 2020) 11:45 pm AEST</p>

## Module 6 - Week 11 and Week 12 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Alterations in Eyes, Ears, and Integumentary Function

On your journey, you will meet Suresh and Jodie. In conjunction with readings and learning, you will study how to use best practice principles involved with patient-centered care of a burns patient and a young adult with alterations to the ear.

**Assessment 3-Quiz- Week 12 (related to concepts, resources and readings within the Moodle site in Modules 4-6)-open for 5 days Monday 3rd June 12.01 am to Friday 7th June 23.59 pm AEST**

A flipped classroom is used in this unit. You will study the case each week, collect any questions you may have, then bring them to the Q&A zoom session at the end of the week.

If you are unable to attend your weekly zoom you can add question into the Moodle Q&A and the lecturer will answer it in the zoom which will be recorded. Each case study is linked to activities related to the situations described. You will be expected to use the resources and your prescribed text to work through the activities.

Each case study has **hyperlinks** to take you to information that is related to the case you are reading. Each week will be 12 hrs worth of reading and study.

The learning outcomes for the unit will be aligned with the activities and your assessments.

**Assessment 3** Due: Week 12 Friday (5 June 2020) 11:45 pm AEST

## Assessment Tasks

### 1 Assessment 1

#### Assessment Type

Online Quiz(zes)

#### Task Description

**Quiz - Week 6** (related to concepts, resources and readings within the Moodle site in Modules 1-3) - **open for 5 days Monday 20th April 12.01 hrs to Friday 24th April 23.59 hrs (AEST).**

Each online quiz consists of 25 critical thinking questions.

You will only have one (1) attempt at the quiz. You must complete the quiz in one 90 minute block.

Unless otherwise stated in the quiz question, select one answer.

The quiz will open Monday 20th April 2020 at 00.01 hrs. The quiz will close Friday 24th April 2020 at 2359 hrs (AEST).

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

#### Number of Quizzes

1

#### Frequency of Quizzes

Other

#### Assessment Due Date

Week 6 Friday (24 Apr 2020) 11:45 pm AEST

The quiz will not be open UNTIL Monday 20th April 00.01 hrs to Friday 24th April 23.59 hrs (AEST).

#### Return Date to Students

Week 6 Friday (24 Apr 2020)

Marks will be available on completion. Answers will be shown once all students have completed the quiz

**Weighting**

25%

**Assessment Criteria**

Each question is worth 1 mark and you will have 25 questions in total.

You have one (1) attempt only at the quiz.

You have 90 MINS to complete the quiz.

The quiz will not be open UNTIL Monday 20th April 00.01 hrs to Friday 24th April 23.59 hrs (AEST).

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

Online

**Submission Instructions**

Online Quiz

**Learning Outcomes Assessed**

- Select appropriate technology to inform person-centred nursing care within the medical-surgical and acute care setting
- Evaluate communication patterns and process required to inform person safety and quality within the acute and medical-surgical setting
- Use cultural sensitivity principles to select person-centred nursing interventions and discharge planning relevant to the acute and medical-surgical setting.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Ethical practice

## 2 Assessment 2

**Assessment Type**

Written Assessment

**Task Description**

This assignment relates to a Kathleen Brem.

Kathleen is a Wakka Wakka woman from Cherbourg who identifies strongly with her Aboriginal heritage. She was born in 1950 and is part of the stolen generation. She lives at a community that is 50 km away from the nearest large town. Her husband died 5 years ago from a diabetes related illness. Together they had 5 children; however, one died at birth and another has recently died in a motor vehicle accident. Her surviving 3 children are Jackie who works in the mines and Rebecca and Roxanne who are full time mothers. Both Rebecca and Roxanne have been recently diagnosed with diabetes type 2. Kathleen is an ex-smoker. She ceased smoking 15 years ago. Kathleen was the community nurse for many years until she retired, and she still likes to visit the health centre nearby.

Kathleen has been hospitalised and is in a bed next to Molly Mooney. Kathleen has been admitted for a moderate exacerbation of chronic obstructive pulmonary disease (COPD). She also has multiple comorbidities for which she takes multiple medications. In addition to COPD, Kathleen experiences hypertension (HTN), diabetes type 2, anxiety and has had cervical cancer for which she had a hysterectomy 10 years ago.

Her medications include salbutamol 100mcgs when required and tiotropium 18mcgs daily via inhaler, atenolol 25mgs twice daily and metformin SR 1000mgs daily.

On admission to the ward, Kathleen's vital signs are: Blood Pressure – 158/94; Respiration rate – 26 breaths per minute; SPO2 saturation – 94%, Pulse – 92 beats per minute, blood sugar level (BSL) ranges between 4-8mmols post-prandial.

**Task**

Long Answer Question 1: You are the student nurse on the ward caring for Kathleen. The medical registrar has assessed Kathleen and prescribed prednisone 50 mgs daily for 7 days to manage her exacerbation. Consequently, her diabetes has now become unstable and her BSL is between 10-15mmols post prandial.

- Considering Kathleen's situation, identify and compare 2 communication strategies you would employ in order to

educate Kathleen about her COPD and her diabetes management. Your answer should include examples (500 words).

Long Answer Question 2: It is now five days post admission. Kathleen has progressed well under your nursing care. The consultant reviews Kathleen and is happy to discharge her. Kathleen is self-administering her medications correctly under nurse supervision. Her BSL, although higher than normal at 8mmols post prandial, should return to her normal baseline of 4-8 mmols once she finishes the course of prednisolone in 2 days. You are preparing Kathleen for her discharge home.

- Taking cultural safety, education and social background into consideration, as a student nurse, how would you discuss self-management concepts for Kathleen regarding her multiple co-morbidities in preparation for her discharge home? (500 words).

Long Answer Question 3: The day of discharge you speak with Kathleen about advanced care planning and advanced care directives. She is reluctant to talk about this and make any decisions at this point.

- Analyse and discuss 1 (or 2) reasons why Kathleen may be resistant to the concept of an advanced health directive. What legal and ethical principles regarding advanced health directives might you discuss further with Kathleen? (500 words)

- Cover page: student name, student number, course code, term/year, name of course coordinator, name of assignment and due date for submission
- 1500 (+/- 10%) words. The word count includes the answers to the questions and in-text citations. It does not include the title page or the reference list
- Long Answer Questions. Use double line spacing, Arial, size 12 font
- Include header with student name and number and a footer or page numbers
- Do not use headings within each long answer
- It is acceptable to include grey literature, such as evidence based clinical guidelines that may be accessed from websites. It is preferred that you use academic, peer reviewed articles/journals. Journal articles used must be less than 5 years old and textbooks less than 10 years old
- A minimum of 6 references (2 per long answer question) is required to indicate that you have read widely must be included. Adhere to APA presentation guidelines

### Assessment Due Date

Week 9 Friday (15 May 2020) 11:45 pm AEST

Online submission - Friday, 15th May (week 9), 2019 17.00 hrs (AEST) - through assessment link within NURS12155 Moodle

### Return Date to Students

Week 12 Friday (5 June 2020)

Friday, 5th June (week 12), 2019 17.00 hrs (AEST) - Feedback will be available through Grademark

### Weighting

50%

### Assessment Criteria

#### ASSESSMENT TWO MARKING CRITERIA 2020 - NURS12155

Student name: Student Number:

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
<b>Structure -15%</b>					
Excellent presentation of assignment with inclusion of all correct components, cover page, double line spaced, size 12 font Arial, word count. Include header with student name and number and page numbers. Consistently accurate with spelling, grammar and paragraph structure. Assignment submitted through Turnitin.	Very good presentation of assignment with inclusion of all correct components, cover page, double line spaced, size 12 font Arial, word count. Include header with student name and number and page numbers. 1 or 2 errors in spelling, grammar or paragraph structure. Assignment submitted through Turnitin.	Well-presented assignment with inclusion of all correct components, cover page, double line spaced, size 12 font Arial, word count. Include header with student name and number and page numbers. 3 or 4 consistent errors with spelling, grammar or paragraph structure. Assignment submitted through Turnitin.	Well-presented assignment with inclusion of all correct components, cover page, double line spaced, size 12 font Arial, word count. Include header with student name and number and no page numbers. 5 or 6 consistent errors with spelling, grammar or paragraph structure. Assignment submitted through Turnitin.	Poorly presented assignment. within one of the following components, cover page, double line spaced, size 12 font Arial, word count. Header with student name and number and no page numbers not included. Many inaccuracies in spelling, grammar or paragraph structure. Assignment not submitted through Turnitin.	/7.5
An articulate assessment. Each long question is thoroughly answered and relates directly to content.	A well written assessment. There are clear and appropriate answers to questions and content is logical.	Appropriately written assessment. There is appropriate content that mostly answers the questions.	Adequately articulated assessment. There is an attempt to answer the questions.	The long answer questions are not apparent or does not attempt to answer the questions.	/7.5
<b>Approach and Argument (75%)</b>					

Content is entirely relevant to the questions. The approach comprehensively addresses the questions and proceeds logically. The assessment is within the set word count. All content relates to Kathleen.	Content is very relevant to the questions; the approach clearly addresses the questions and proceeds logically. The assessment is within the set word count. Content relates to Kathleen.	Content is appropriate to the questions, mostly the approach addresses the questions and for the most part proceeds logically. The assessment is within the word count. Most content relates to Kathleen.	Content addresses the questions but is at times repetitive or lacks cohesion. Content is within the word count. Some content relates to Kathleen.	Content is irrelevant and or does not address the questions and the presentation lacks cohesion. The word count has not been adhered to. No content relates to Kathleen.	/35
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Comprehensively includes a detailed discussion of: legal and ethical frameworks; communication patterns; cultural safety principles to select patient-centered nursing interventions and discharge planning relevant to the medical-surgical setting. With clear, coherent and convincing critical thought displayed.	Extensively includes a thorough discussion of: legal and ethical frameworks; communication patterns; cultural safety principles to select patient-centered nursing interventions and discharge planning relevant to the medical-surgical setting. With well-developed critical thought evident.	Generally, includes a reasonable discussion of: legal and ethical frameworks; communication patterns; cultural safety principles to select patient-centered nursing interventions and discharge planning relevant to the medical-surgical setting. With critical thought developed and presented.	Demonstrates a limited discussion of: frameworks; communication patterns; cultural safety principles to select patient-centered nursing interventions and discharge planning relevant to the medical-surgical setting. With perceptible critical thought.	Not able to provide a discussion of: legal and ethical frameworks; communication patterns; cultural safety principles to select patient-centered nursing interventions and discharge planning relevant to the medical-surgical setting. No critical thought developed.	/40
<b>Referencing - 10%</b>					
Accurate APA referencing. No errors. Consistently accurate with in-text referencing to support and reflect all ideas, factual information and quotations.	Mostly accurate APA referencing. 1-2 consistent errors (may be made multiple times) in in-text referencing identified to support and reflect all ideas, factual information and quotations.	Somewhat accurate APA referencing. 3 or 4 consistent errors (may be made multiple times) in in-text identified to support and reflect all ideas, factual information and quotations.	Occasionally accurate APA referencing. 4 or 5 consistent errors (made multiple times) in in-text identified to support and reflect all ideas, factual information and quotations.	APA referencing not used. More than 5 inaccuracies in in-text referencing to support and reflect all ideas, factual information and quotations.	/5
A minimum of 6 up-to-date references used including 3 up-to-date journal articles as well as relevant books and web sites. Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA style.	A minimum of 5 references used including 3 up-to-date journal articles as well as relevant books and web sites. Reference list appears in alphabetical order and consistently adheres to reference list presentation Guidelines APA style.	A minimum of 4 references used including 2 journal articles as well as relevant books and web sites. Reference list appears in alphabetical order and mostly adheres to reference list presentation guidelines APA style.	A minimum of 3 references used including 2 journal articles as well as relevant books and web sites. Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA style.	Fails to or infrequent attempts to integrate up-to-date references to support and reflect ideas, factual information and quotations. Less than 2 journal articles not sourced. Relevant web sites not used. Reference list appears in no alphabetical order and does not adhere to reference list presentation guidelines APA style.	/5
<b>Mark/100</b>					
<b>Mark/50</b>					
<b>Alpha Grade</b>					
<b>Marker Name Markers Comments</b>					

## Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

## Submission

Online

## Submission Instructions

Online submission -Turnitin

## Learning Outcomes Assessed

- Apply legal and ethical frameworks and evidence-based practice principles to identify the complexity of person-centred nursing care in the acute and medical-surgical setting
- Evaluate communication patterns and process required to inform person safety and quality within the acute and medical-surgical setting
- Use cultural sensitivity principles to select person-centred nursing interventions and discharge planning relevant to the acute and medical-surgical setting.

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Team Work
- Ethical practice

## 3 Assessment 3

### Assessment Type

Online Quiz(zes)

### Task Description

**Quiz - Week 12** (related to concepts, resources and readings within the Moodle site in Modules 4-6) - **open for 5 days Monday 1st June 00.01hrs to Friday 5th June 23.59hrs (AEST).**

Each online quiz consists of 25 critical thinking questions.

You will only have one (1) attempt at the quiz.

You must complete the quiz in one 90 minute block

Unless otherwise stated in the quiz question, select one answer.

The quiz will open Monday 1st June at 00.01 hrs. The quiz will close Friday 5th June at 23.59 hrs (AEST).

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

### Number of Quizzes

1

### Frequency of Quizzes

Other

### Assessment Due Date

Week 12 Friday (5 June 2020) 11:45 pm AEST

The quiz will not be open UNTIL Monday 1st June 12.01 AM to Friday 5th June 23.59 PM (AEST).

### Return Date to Students

Week 12 Friday (5 June 2020)

Marks will be available on completion. Answers will be shown once all students have completed the quiz

### Weighting

25%

### Assessment Criteria

Each question is worth one (1) mark and you will have 25 questions in total.

You have 1 attempt only at the quiz.

You have 90 MINS to complete the quiz.

The quiz will not be open UNTIL Monday 1st June 00.01 hrs to Friday 5th June 23.59 hrs (AEST).

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Online

### Submission Instructions

Online Quiz

### Learning Outcomes Assessed

- Apply legal and ethical frameworks and evidence-based practice principles to identify the complexity of person-centred nursing care in the acute and medical-surgical setting
- Select appropriate technology to inform person-centred nursing care within the medical-surgical and acute care setting
- Use cultural sensitivity principles to select person-centred nursing interventions and discharge planning relevant to the acute and medical-surgical setting.

### Graduate Attributes

- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- 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