



# NURS12160 Alterations in Health

## Term 1 - 2021

Profile information current as at 09/05/2024 10:53 am

All details in this unit profile for NURS12160 have been officially approved by CQUUniversity 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

Australians are living longer than ever before. However, the statistics related to people living with chronic disease are staggering. Australia's National Health Priority Areas (NHPAs) are diseases and conditions given focused attention because of their significant contribution to the burden of illness and injury in the Australian community, they have serious implications for the health system. The 9 NHPAs agreed by the Australian Health Ministers' Advisory Council between 1996 and 2012 were: cancer control (1996), cardiovascular health (1996), injury prevention and control (1996), mental health (1996), diabetes mellitus (1997), asthma (1999), arthritis and musculoskeletal conditions (2002), obesity (2008) and dementia (2012). Chronic disease can impact a person's quality of life as well as those of their families and carers. In this unit, you will identify the NHPAs and explore their link to lifestyle factors such as obesity, insufficient physical activity, tobacco smoking, and alcohol use. You will consider the nursing process required to support people who are impacted by the potentially serious consequences of these conditions. You will examine factors to assist you in the early recognition of sepsis and determine the nursing role in each phase of the perioperative period. This unit provides the theoretical underpinning and should be completed with Professional Experience Practice 2.

#### 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: NURS11170 Professional Experience Placement 1 or NURS11161 Clinical Nursing Practice 1

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 - 2021

- 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. **Case Study**

Weighting: 50%

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

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](#).

## Unit Learning Outcomes

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

1. Identify the National Health Priority Areas (NHPA) and discuss their impact on a person's health status
2. Discuss socio-cultural and lifestyle issues that may predispose a person to an alteration in health
3. Identify factors associated with the early recognition of deteriorating patients
4. Identify factors associated with the early recognition of sepsis
5. Determine the nursing role in each phase of the perioperative period.

### Content in this unit incorporates a number of professional nursing requirements

#### **Nursing and Midwifery Board of Australia Registered Nurse Standards for Practice**

Thinks critically and analyses nursing practice

Maintains the capability for practice

Develops a plan for nursing practice

Evaluates outcomes to inform nursing practice

#### **Nursing and Midwifery Board of Australia Nursing Code of Conduct**

Legal compliance

Person-centred practice

Cultural practice and respectful relationships

Professional behaviour

Research in health

Health and wellbeing

#### **International Council of Nursing Code of Ethics for Nursing**

Nurses and People

Nurses and Practice

Nurses and the Profession

Nurses and co-workers

#### **National Safety and Quality Health Service Standards**

Clinical governance

Partnering with consumers

Preventing and Controlling healthcare-associated infection

Medication safety

Comprehensive care

Communicating for safety

Recognising and responding to acute deterioration

#### **Patient Safety Competency Framework**

Person-centred care

Therapeutic communication

Cultural competence

Teamwork and collaborative practice

Clinical reasoning

Evidence-based practice

Preventing, minimising and responding to adverse events

Infection prevention and control

Medication safety

#### **Aged Care Quality Standards**

Consumer dignity and choice

Ongoing assessment and planning with consumers

Personal care and clinical care

Services and supports for daily living

Organisation's service environment

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Case Study - 50%	•	•	•		
2 - Online Quiz(zes) - 50%			•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication					
2 - Problem Solving					
3 - Critical Thinking	•	•	•	•	•
4 - Information Literacy					
5 - Team Work					•
6 - Information Technology Competence			•	•	•
7 - Cross Cultural Competence					
8 - Ethical practice					
9 - Social Innovation					
10 - Aboriginal and Torres Strait Islander Cultures					

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Case Study - 50%			•			•				
2 - Online Quiz(zes) - 50%			•		•	•				

## Textbooks and Resources

### Textbooks

NURS12160

#### Prescribed

##### **Skills in Clinical Nursing ebook**

Edition: 2nd (2020)

Authors: Berman, Synder, Levett-Jones et al

Pearson Education Australia

Sydney , NSW , Australia

ISBN: 9780655700548

Binding: eBook

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#### Supplementary

##### **Medical-Surgical Nursing**

7th edition

Authors: P. LeMone, G. Bauldoff, P. Gubrud, M.Carno, T. Levett-Jones & T. Dwyer

Pearson

Melbourne , Victoria , Australia

Binding: eBook

#### Additional Textbook Information

Skills in Clinical Nursing by Berman (2<sup>nd</sup> edition) can be purchased either in paperback or eBook versions. If you have purchased the 1<sup>st</sup> edition in a previous unit, then you are able to use it.

Lemone and Burke's Medical Surgical Nursing is a reading accessible through the Library website. Access is limited, so you may wish to purchase an eBook version which is available at the publisher website here:

<https://www.pearson.com.au/9781488623325>

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Colleen Ryan** Unit Coordinator

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**Penny Heidke** Unit Coordinator

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## Schedule

**Week 1 - 08 Mar 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to National Health Priority Areas and perioperative nursing roles		Online learning session Tuesday 1130am Assessment 1 Drop in sessions – various times (See Moodle for available times)

**Week 2 - 15 Mar 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Musculoskeletal system and arthritis		Online learning session Tuesday 1130am Assessment 1 Drop in sessions – various times (See Moodle for available times)

**Week 3 - 22 Mar 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the endocrine system and diabetes mellitus		Online learning session Tuesday 1130am Assessment 1 Drop in sessions – various times (See Moodle for available times)

**Week 4 - 29 Mar 2021**

Module/Topic	Chapter	Events and Submissions/Topic
The reproductive system- The National Health Priority Area- Injury Prevention and Control and sexually transmitted infections		Online learning session Tuesday 1130am Assessment 1 Drop in sessions – various times (See Moodle for available times)

**Week 5 - 05 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Ear, eye and integumentary system - The National Health Priority Area- Injury Prevention and Control- burns and otitis media		Online learning session Tuesday 1130am Assessment 1 Drop in sessions – various times (See Moodle for available times)

**Vacation Week - 12 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 19 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Sepsis- What it is and what it is not		Online learning session Tuesday 1130am Assessment 1 Due Friday 23rd April 2300  <b>Assesment 1- Case Study Due:</b> Week 6 Friday (23 Apr 2021) 11:00 pm AEST

**Week 7 - 26 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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Neurological system and The National Health Priority Area- Injury Prevention and Control - post operative delirium

Online learning session Tuesday 1130am

#### Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Gastrointestinal and digestive system- obesity		Online learning session Tuesday 1130am

#### Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Alterations in health requiring surgical intervention- care of the patient undergoing bowel/endoscopy and Hip surgery		Online learning session Tuesday 1130am

#### Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Altered renal - urinary function includes all of the National Health Priority Areas		Online learning session Tuesday 1130am

#### Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Respiratory system- asthma		Online learning session Tuesday 1130am

#### Week 12 - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Cardiovascular system- hypertension and introduction to acute coronary syndrome		Online learning session Tuesday 1130am

#### Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Online quiz opens Tuesday June 8 and closes Saturday June 12th
		<b>Assessment 2- Online Quiz Due:</b> Review/Exam Week Monday (7 June 2021) 10:00 pm AEST

#### - 21 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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#### - 22 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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#### - 23 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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#### - 24 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Assessement 1- Case Study

**Assessment Type**

Case Study

**Task Description**

**NURS 12160**

**ACUTE ALTERATIONS IN HEALTH**

Assessment 1 – Case Study

Type: Written assessment

Due date: 2300 (AEST) Friday 23 April 2021 (Week 6)

Weighting: 50%

Length: MIN 1000- MAX 1500

Unit Coordinator: Colleen Ryan and Nick Nijkamp

## Learning Outcomes Assessed

- Identify the National Health Priority Areas (NHPA) and discuss their impact on a person's health status
- Discuss socio-cultural and lifestyle issues, alcohol, tobacco, insufficient exercise and obesity that may predispose or impact a person's acute alteration in health.
- Identify factors associated with the early recognition of deteriorating patients.

## Aim

This assessment will assist you in writing a case study. Case studies are regularly used in nursing education and are normally presented as power points (slides) for professional development, introducing policy and procedures and sharing evaluative data; as some examples. You may be expected to prepare a case study for a presentation as a Registered Nurse. Preparing an engaging and interesting case study requires some thoughtful planning and therefore is a useful skill for you to learn.

## Instructions

**Step 1: Introduction** (guide 100-200 words)

Step 1 is to set the scene – describe the presenting case. Begin with patient name, gender, date of birth and presenting health condition. In one paragraph define the patient's health condition and explain why this condition is listed as an Australian NHPA (200 - 300 words).

**TIP: We recommend you choose one of the NHPA conditions covered in this unit. If you do choose to present another condition it must be related to the NHPA and you must report on an acute alteration in health. You may draw on assessments previously submitted however do not self-plagiarise as this will be considered academic misconduct that may attract penalties.**

**Step 2 and 3: Background or Body** (guide 300-500 words)

Step 2 is to describe and explain how **TWO** lifestyle factors: alcohol/ tobacco/ insufficient exercise /obesity are impacting the presenting patient's acute alteration in health. (200- 300 words). Ensure your explanation is supported by the literature, with intext citations.

Step 3 is to provide a short list of the signs and symptoms the nurse may look for to assess deterioration and acute alterations in health in a patient with the health condition you have chosen to study (maximum 100 words). Ensure your explanation is supported by the literature, with intext citations.

**TIP: The signs and symptoms only may be presented in dot points, a table or in paragraph form. You may cite the literature and learning materials presented in the modules in this unit.**

**Step 4 and 5: Discussion** (guide 500-700words).

Step 4 is to discuss how this patient may continue to deteriorate if the lifestyle factors are not able to be overcome or managed. Ensure your explanation is supported by the literature, with intext citations.



**TIP: You may cite the literature and learning materials presented in the modules in this unit however please include your own as well**

Step 5 is to examine the literature to **identify three solutions** that may assist this patient to manage the lifestyle factors or ways they may reduce further deterioration in the health condition. **Discuss how and why** the solutions may improve the patient's acute alteration in health. To provide an excellent discussion you will also need to develop your critical lens to explain why this person **may not be able to overcome/manage the lifestyle factors causing the acute alteration in health**. You may need to be imaginative and creative and empathise with your patient for this component. Ensure your explanation is supported by the literature, with intext citations.

**Step 6: Conclusion** (guide 100 words)

Provide a paragraph with a few concluding sentences conveying the most important points of the case study to the reader.

**Step 7: References** (no more than 15 and no less than 4)

## Requirements for literature, referencing and formatting

Formatting, referencing, style and structure will make your case study more appealing, interesting and engaging for your audience. Use these requirements to check your work before submitting.

- 1.No title page required for this assessment ☐
- 2.Header every page - page number on the right-hand side ☐
- 3.Footer every page - NURS12160 Assessment 1- Case study - Student name, number ☐
- 4.Title of assessment of your choosing presented as a level 1 heading on the first line of the first page. Bolded and centred with a capital letter for each word except conjunctions (a, an, and) and prepositions (in, at, be, by, is, from) ☐
- 5.Use other Level 1 headings in the case study as required. Examples could include **Introduction, Background, Discussion, Conclusion, References** bolded and centred with a capital letter as shown here ☐
- 6.Level 2 headings, of your choosing, bolded and left aligned with capital letter for each word except conjunctions (a, an, and) and prepositions (in, at, be, by, is, from) ☐
- 7.No level 3 or 4 headings required for this assessment ☐
- 8.Font- Arial or Times New Roman **ONLY**- 12 pt and double spaced ☐
- 9.Indent for every new paragraph ☐
- 10.Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#). ☐
11. The word count MINIMUM 1000 to a MAXIMUM of 1500 is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations ☐

## Resources

- You can use unit provided materials to reference your case study.
- We recommend that you access your discipline specific [library guide](#): the Nursing and Midwifery Guide.
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Attend the weekly drop-in sessions on Wednesday (different times) to work on your assessment with the unit coordinators and receive formative feedback. See virtual classes timetable in the Moodle site for the drop-in times. These sessions will be recorded.

# Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only. Please submit your marking rubric in word format.

## Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

Student name: Student Number:

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
<b>Structure -10%</b> <p>Exceptional presentation of a case study with inclusion of all correct components. Case study is formatted and referenced to include all 10 formatting requirements in the assessment outline; No title page Header, footer, assessment title level 1 and 2 headings only, font arial or Times new Roman, size 12, double spaced, indent for each new paragraph. Consistently accurate with spelling, grammar and paragraph structure. Case study submitted through Turnitin. Case study is at least 1000 words but does not exceed 1500 words 8.5-10</p>	<p>Remarkable presentation of case study with inclusion of all correct components. The case study is formatted and referenced to include at least 9 of the 10 formatting requirements in the assessment outline; No title page Header, footer, assessment title level 1 and 2 headings only, font arial or Times new Roman, size 12, double spaced, indent for each new paragraph. 1-2 errors with spelling, grammar and paragraph structure. Case study submitted through Turnitin. Case study is at least 1000 words but does not exceed 1500 words 7.5-8.4</p>	<p>Well-presented case study with inclusion of all correct components. The case study is formatted and referenced to include at least 8 of the 10 formatting requirements in the assessment outline; No title page Header, footer, assessment title level 1 and 2 headings only, font arial or Times new Roman, size 12, double spaced, indent for each new paragraph. 3-4 errors with spelling, grammar and paragraph structure. Case study submitted through Turnitin. Case study is at least 1000 words but does not exceed 1500 words 6.5-7.4</p>	<p>Well-presented case study with inclusion of all correct components. The case study is formatted and referenced to include at least 6 of the 10 formatting requirements in the assessment outline; No title page Header, footer, assessment title level 1 and 2 headings only, font arial or Times new Roman, size 12, double spaced, indent for each new paragraph. 5-6 errors with spelling, grammar and paragraph structure. Case study submitted through Turnitin. Case study is at least 1000 words but does not exceed 1500 words. 5-6.4</p>	<p>Poorly presented case study. Not all required components are included. The case study is formatted and referenced to include 4 or less of the 10 formatting requirements in the assessment outline; No title page Header, footer, assessment title level 1 and 2 headings only, font arial or Times new Roman, size 12, double spaced, indent for each new paragraph. More than 6 inaccuracies in spelling, grammar or paragraph structure are apparent. The included information is not relevant to the content. Case study not submitted through Turnitin. Case study is less than 1000 words or exceeds 1500 words. 0-4.9</p>	/10
<b>Approach and Persuasive Discussion (30%)</b> <p>The information presented is excellent and perfectly aligned to the case study presented. The approach logically and comprehensively applies the five components of the case study to the patient case. All content comprehensively relates to the condition/patient at the centre of the case.</p>	<p>The information presented is well developed and aligns well to the case study presented. The approach logically and adequately applies the five components of the case study to the patient case. All content adequately relates to the condition/patient at the centre of the case. 11.25-12.74</p>	<p>The information presented is appropriate and aligns to the case study presented task. The approach logically and appropriately applies the five components of a case study to the patient case. Most content appropriately relates to the condition/patient at the centre of the case. 9.75-11.24</p>	<p>The information presented somewhat aligns with the case study presented. The approach sometimes logically and appropriately applies the five components of a case study to the patient case. Most content briefly relates to the condition/patient at the centre of the case. 7.5- 9.74</p>	<p>The information presented lacks alignment with the case study presented. There is no apparent logical approach that applies the five components of a case study to the patient case. Little content relates to condition/patient at the centre of the case. 0-7.4</p>	/15
<p>Comprehensively and extensively includes a detailed and persuasive explanation and discussion that:          ·Describes the case – sets the scene          ·Explains why the presenting patient's condition is an Australian NHPA          ·Describes and explains two lifestyle factors impacting acute alteration in the patient's health condition          ·Provides a list (may be dot points) of the signs and symptoms of deterioration of the patient's condition related to the two lifestyle factors          ·Discusses how the patient may continue to deteriorate if the lifestyle factors are not able to be overcome or managed          ·Identifies three solutions that may assist the patient in reducing further deterioration in the health condition          ·Discusses how and why the solutions may improve the patient's acute alteration in health.          ·Presents reasons why the patient in the case study may not be able to overcome or manage the lifestyle factors. 12.75-15</p>	<p>Extensively includes a detailed and persuasive explanation and discussion that:          ·Describes the case – sets the scene          ·Explains why the presenting patient's condition is an Australian NHPA          ·Describes and explains two lifestyle factors impacting acute alteration in the patient's health condition          ·Provides a list (may be dot points) of the signs and symptoms of deterioration of the patient's condition related to the two lifestyle factors          ·Discusses how the patient may continue to deteriorate if the lifestyle factors are not able to be overcome or managed          ·Identifies three solutions that may assist the patient in reducing further deterioration in the health condition          ·Discusses how and why the solutions may improve the patient's acute alteration in health.          ·Presents reasons why the patient in the case study may not be able to overcome or manage the lifestyle factors. 11.25-12.74</p>	<p>Appropriately includes a detailed and persuasive explanation and discussion that:          ·Describes the case – sets the scene          ·Explains why the presenting patient's condition is an Australian NHPA          ·Describes and explains two lifestyle factors impacting acute alteration in the patient's health condition          ·Provides a list (may be dot points) of the signs and symptoms of deterioration of the patient's condition related to the two lifestyle factors          ·Discusses how the patient may continue to deteriorate if the lifestyle factors are not able to be overcome or managed          ·Identifies three solutions that may assist the patient in reducing further deterioration in the health condition          ·Discusses how and why the solutions may improve the patient's acute alteration in health.          ·Presents reasons why the patient in the case study may not be able to overcome or manage the lifestyle factors. 9.75-11.24</p>	<p>Demonstrates some persuasive discussion and explanation that:          ·Describes the case – sets the scene          ·Explains why the presenting patient's condition is an Australian NHPA          ·Describes and explains two lifestyle factors impacting acute alteration in the patient's health condition          ·Provides a list (may be dot points) of the signs and symptoms of deterioration of the patient's condition related to the two lifestyle factors          ·Discusses how the patient may continue to deteriorate if the lifestyle factors are not able to be overcome or managed          ·Identifies three solutions that may assist the patient in reducing further deterioration in the health condition          ·Discusses how and why the solutions may improve the patient's acute alteration in health.          ·Presents reasons why the patient in the case study may not be able to overcome or manage the lifestyle factors. 7.5- 9.74</p>	<p>There is little evidence of a persuasive discussion and/or explanation that:          ·Describes the case – sets the scene          ·Explains why the presenting patient's condition is an Australian NHPA          ·Describes and explains two lifestyle factors impacting acute alteration in the patient's health condition          ·Provides a list (may be dot points) of the signs and symptoms of deterioration of the patient's condition related to the two lifestyle factors          ·Discusses how the patient may continue to deteriorate if the lifestyle factors are not able to be overcome or managed          ·Identifies three solutions that may assist the patient in reducing further deterioration in the health condition          ·Discusses how and why the solutions may improve the patient's acute alteration in health.          ·Presents reasons why the patient in the case study may not be able to overcome or manage the lifestyle factors. 0-7.4</p>	/15

Accurate APA 7<sup>th</sup> style referencing. No errors. Consistently accurate with in-text referencing to support and reflect all ideas, factual information and quotations. A minimum of 8 contemporary references that includes journal articles, books and web sites. 8.5-10

Mostly accurate APA 7<sup>th</sup> style 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. A minimum of 7 contemporary references that includes journal articles, books and web sites. 7.5-8.4

Somewhat accurate APA 7<sup>th</sup> style 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. A minimum of 6 contemporary references that includes journal articles, books and web sites. 6.5-7.4

Occasionally accurate APA 7<sup>th</sup> style referencing. 4 or 5 consistent errors (made multiple times) in in-text identified to support and reflect all ideas, factual information and quotations. A minimum of 4 contemporary references is provided however the references do not represent the three required sources of journal articles, books and web sites. 5-6.4

APA 7<sup>th</sup> referencing style is not apparent. More than 5 inaccuracies in in-text referencing to support and reflect all ideas, factual information and quotations. Less than 4 contemporary references are provided and do not represent the three required sources of journal articles, books and websites. More than 15 references were provided 0-4.9

/10

Mark/50

Marker Name Markers Comments

### Assessment Due Date

Week 6 Friday (23 Apr 2021) 11:00 pm AEST

### Return Date to Students

Week 9 Friday (14 May 2021)

### Weighting

50%

### Assessment Criteria

No Assessment Criteria

### Referencing Style

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

### Submission

Online

### Learning Outcomes Assessed

- Identify the National Health Priority Areas (NHPA) and discuss their impact on a person's health status
- Discuss socio-cultural and lifestyle issues that may predispose a person to an alteration in health
- Identify factors associated with the early recognition of deteriorating patients

### Graduate Attributes

- Critical Thinking
- Information Technology Competence

## 2 Assessment 2- Online Quiz

### Assessment Type

Online Quiz(zes)

### Task Description

The quiz will include multiple choice questions drawn from content included in modules 1 -12. Several short answer questions using case studies will require you to 1) recognise deterioration in medical and surgical patients aligned to the health conditions studied in this unit 2) examine your knowledge of early recognition of sepsis and 3) demonstrate an understanding of the perioperative nursing role

### Number of Quizzes

### Frequency of Quizzes

### Assessment Due Date

Review/Exam Week Monday (7 June 2021) 10:00 pm AEST

Due Saturday 12th at 10pm

### Return Date to Students

The quiz is automatically marked but no feedback will be provided until the quiz closes on Saturday 12th.

### Weighting

50%

**Assessment Criteria**

No Assessment Criteria

**Referencing Style**

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

**Submission**

Online

**Learning Outcomes Assessed**

- Identify factors associated with the early recognition of deteriorating patients
- Identify factors associated with the early recognition of sepsis
- Determine the nursing role in each phase of the perioperative period.

**Graduate Attributes**

- Critical Thinking
- Team Work
- Information Technology Competence

## 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