



NURS12160 Acute Alterations in Health

Term 1 - 2023

Profile information current as at 14/12/2025 03:42 pm

All details in this unit profile for NURS12160 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

Australians are living longer. Traditionally health care has been focused on acute illness. The number of people living with chronic disease is growing. This is an important intersection as many chronic illnesses begin as an acute alteration or can cause an acute alteration in health. Australia's National Health Priority Areas (NHPAs) are diseases and conditions given focused attention by government because they significantly contribute to the burden of illness and injury in the Australian community. 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 and their impact on acute health conditions. You will consider the nursing process required to support people with acute conditions or deterioration of people. 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 for NURS12161 Professional Experience Practice 2 and should be completed with or before NURS12161.

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 - 2023

- 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: 40%

2. **Written Assessment**

Weighting: 40%

3. **Online Quiz(zes)**

Weighting: 20%

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 SUTE data

Feedback

Ensure the marking rubric and the task sheet for assessment pieces are accurate and reflect the same information. The quiz did have some errors making some questions unclear

Recommendation

All assessments undergo review. We will write the 2023 assessments with more clarity. We will provide more support from the ALC and the unit coordinators for students to understand the assessment task and the marking criteria. There were three quiz questions that were incorrectly written - these have been rectified. One of the three incorrect quiz questions - a mix and match - was reviewed by Moodle support and it was decided there was no clear reason for the errors. This question has been removed from the bank.

Feedback from SUTE data

Feedback

hi supervised writing time is not useful for the students who watch the recordings i like normal lectures and tutorials - flipped classroom is not as good. the material was too fragmented. great lecturers

Recommendation

We will make it clearer for 2023 that the focussed assessment writing time, if offered, is not compulsory to attend. This unit adopts a flipped classroom model. There is introduction to flipped classroom approaches in Week 1 because it was thought that this would help students to understand what teaching model we were using. Upon reflection we think this content should be removed. A new introductory video in which past students share their unit learning experiences has been produced for the next offering. Regarding fragmented material, Moodle will be reviewed to ensure learning content and activities are linked and content is relatable to the weekly learning objectives.

Feedback from SUTE data

Feedback

I understand flipped classrooms are the new thing but for an online student who works full time, I really really miss the traditional lecture on content that I could watch back and take notes to study from. I did all the unit content but I do love a lecture to tie it all together. I did love the assessment tasks and I think the moodle layout was great". Thank you!!!!!!

Recommendation

Students commonly request didactic lectures. In keeping with CQU Renew the content was written to actively engage students in weekly content. Some virtual sessions will be restructured to extend lecture content up to 30 minutes, particularly for difficult to grasp concepts. Students will be reminded all virtual sessions are recorded for students to download and watch in their own time for revision.

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 acute health status
2. Discuss socio-cultural and lifestyle issues that may predispose a person to an acute alteration in health
3. Identify factors associated with the early recognition of deteriorating patients in the acute care environment
4. Identify factors associated with the early recognition of sepsis in the acute care environment
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

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 40%	•				•
2 - Case Study - 40%	•	•	•	•	
3 - Online Quiz(zes) - 20%	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

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

Textbooks and Resources

Textbooks

NURS12160

Prescribed

Skills in Clinical Nursing ebook

Edition: 1st (2020)

Authors: Berman, Synder, Levett-Jones et al

Pearson Education Australia

Sydney , NSW , Australia

ISBN: 9781486012572

Binding: eBook

NURS12160

Supplementary

Lemone and Burke's Medical Surgical nursing (Volume 1)

4th edition (2020)

Authors: Priscilla LeMone, , Gerene Bauldoff, , Paula Gubrud, , Margaret-Ann Carno, , Tracy Levett-Jones, , and Trudy Dwyer

Pearson

Sydney , NSW , Australia

ISBN: 9781488623288

Binding: eBook

Additional Textbook Information

You will have purchased this text in a previous unit.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom app on your smart phone or access to Zoom on your laptop
- Computer with microphone

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

Rachel Euler Unit Coordinator

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Schedule

Week 1 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to National Health Priority Areas (NHPAs), Lifestyle Factors, and Perioperative Nursing	Learning activities and readings within the specific Module Tile on Moodle.	<p>Topic 1A: Introduction to NHPAs, Lifestyle Factors, and Nursing Care of People Impacted by Acute Alterations in Health</p> <p>Academic Learning Centre (ALC)</p> <p>Online Session: Introduction to the ALC, Unpacking the Assessment Question, and Making a Plan.</p> <p>Virtual Classes held and recorded in Zoom covering unit content and module activities. Recordings will be uploaded for viewing.</p>

Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to National Health Priority Areas (NHPAs), Lifestyle Factors, and Perioperative Nursing	Learning activities and readings within the specific Module Tile on Moodle.	<p>Topic 1B: Introduction to Perioperative Nursing Roles and Care of the Patient Undergoing Surgery</p> <p>Academic Learning Centre (ALC)</p> <p>Online Session: Referencing and Research</p> <p>Virtual Classes held and recorded in Zoom covering unit content and module activities. Recordings will be uploaded for viewing.</p>

Week 3 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Nursing Care of People Experiencing Acute Alterations in Musculoskeletal Health	Learning activities and readings within the specific Module Tile on Moodle.	<p>Academic Learning Centre (ALC)</p> <p>Online Session: Bringing it all together</p> <p>Virtual Classes held and recorded in Zoom covering unit content and module activities. Recordings will be uploaded for viewing.</p>

Week 4 - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Nursing Care of People Experiencing Acute Alterations in Endocrine Health	Learning activities and readings within the specific Module Tile on Moodle.	<p>Assessment One - Case Study Due: Thursday 30th April @ 2300hrs (AEST - Brisbane Time)</p> <p>Academic Learning Centre (ALC)</p> <p>Online Session: Question and Answer Drop-in Session</p> <p>Virtual Classes held and recorded in Zoom covering unit content and module activities. Recordings will be uploaded for viewing.</p> <p>Assessment One - Case Study Due: Week 4 Thursday (30 Mar 2023) 11:00 pm AEST</p>

Week 5 - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Nursing Care of People Experiencing Acute Alterations in Reproductive Health	Learning activities and readings within the specific Module Tile on Moodle.	<p>Virtual Classes held and recorded in Zoom covering unit content and module activities. Recordings will be uploaded for viewing.</p>

Vacation Week - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Nursing Care of People Experiencing Acute Alterations in Ear, Eye and Integumentary Health	Learning activities and readings within the specific Module Tile on Moodle.	Academic Learning Centre (ALC) Online Session: ALC Computing session to cover concepts of infographics and design principles Virtual Classes held and recorded in Zoom covering unit content and module activities. Recordings will be uploaded for viewing.

Week 7 - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Nursing Care of People Experiencing Sepsis	Learning activities and readings within the specific Module Tile on Moodle.	Virtual Classes held and recorded in Zoom covering unit content and module activities. Recordings will be uploaded for viewing.

Week 8 - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Nursing Care of People Experiencing Acute Alterations in Neurological Health	Learning activities and readings within the specific Module Tile on Moodle.	Academic Learning Centre (ALC) Online Session: Revisiting Academic Communication Virtual Classes held and recorded in Zoom covering unit content and module activities. Recordings will be uploaded for viewing.

Week 9 - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Nursing Care of People Experiencing Acute Alterations in Gastrointestinal Health	Learning activities and readings within the specific Module Tile on Moodle.	Academic Learning Centre (ALC) Online Session: Question and Answer Drop-in Session Virtual Classes held and recorded in Zoom covering unit content and module activities. Recordings will be uploaded for viewing.

Week 10 - 15 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Nursing Care of People Experiencing Acute Alterations in Renal/Kidney Health	Learning activities and readings within the specific Module Tile on Moodle.	Assessment Two - Educational Infographic and Rationale Document Due: Thursday 18th of May 2023 @ 2300hrs (AEST - Brisbane Time) Virtual Classes held and recorded in Zoom covering unit content and module activities. Recordings will be uploaded for viewing.
		Assessment Two Written Assessment - Educational Infographic and Rationale Document Due: Week 10 Thursday (18 May 2023) 11:00 pm AEST

Week 11 - 22 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Nursing Care of People Experiencing Acute Alterations in Respiratory Health	Learning activities and readings within the specific Module Tile on Moodle.	Virtual Classes held and recorded in Zoom covering unit content and module activities. Recordings will be uploaded for viewing.

Week 12 - 29 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Nursing Care of People Experiencing Acute Alterations in Cardiovascular Health	Learning activities and readings within the specific Module Tile on Moodle.	Virtual Classes held and recorded in Zoom covering unit content and module activities. Recordings will be uploaded for viewing.
Review/Exam Week - 05 Jun 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Assessment Three (Online Quiz) is open and due this week.	Review learning activities and knowledge by way of workbook in preparation for the online quiz.	Online Quiz - Opens: Monday 5th of June 2023 @ 0001hrs Online Quiz - Closes: Sunday 11th of June 2023 @ 2359hrs

Term Specific Information

This unit provides theoretical underpinning for NURS12161 Professional Experience Practice 2 and should be completed with or before NURS12161 Professional Experience Practice 2.

Assessment Tasks

1 Assessment One - Case Study

Assessment Type

Case Study

Task Description

NURS12160 - ACUTE ALTERATIONS IN HEALTH

Assessment One - Case Study

Type: Written assessment

Due date: 2300hrs (AEST – Brisbane Time) Thursday 30th of March 2023 (Week Four)

Weighting: 40%

Length: 1000 words (+/-10%) excluding reference list

Unit Coordinators: Rachel Euler, Tric Channell, and Belinda Jensen

Aim

The aim of this assessment is to demonstrate your understanding of the nursing roles within the perioperative and postoperative care of a patient experiencing an acute musculoskeletal alteration in health requiring surgical intervention. You will apply your understanding of the perioperative and postoperative nursing roles to the care of a patient. You will also apply your understanding of the role of the registered nurse in early recognition of deteriorating and sepsis in the treatment and care of a person in an acute care environment. Completion of this assessment will allow you to deepen your understanding of these concepts and the multifaceted and varied role of the registered nurse in the delivery of care.

Scenario

Matt, a 14-year-old boy, suffered an open fracture involving the tibia and fibula of the right leg while riding his quad bike on his family property in rural New South Wales. An aeromedical retrieval was required. Matt and his father were transferred by helicopter to the nearest regional facility. Upon arrival, Matt was treated in the Emergency Department (ED), where he was stabilised. Imaging was undertaken, confirming the need for surgical management. He was then transferred from ED directly to theatre for emergency surgery for an open reduction and external fixation (ORIF).

· Explain the role and actions of the ED nurse when transferring Matt from ED to theatre? What information should be included when communicating during transfer of care and why?

Matt's immediate post-operative phase and recovery is uneventful, and he is transferred to the paediatric unit. Upon transfer to the unit Matt is commenced on regular prophylactic Cefazolin. Within 20 minutes Matt complains of an itch at the site of his IV and across his body.

· What nursing actions may assist you in recognition and management of Matt's deterioration?

On day two of admission during dressing change, it is noted that there is an unusual amount of ooze with some redness and swelling around the surgical site. A swab is taken and sent to the laboratory. Within 4 hours, the results return, indicating a gram-positive bacterium. Further blood tests are requested for a full septic screen.

· Briefly discuss the role and nursing actions undertaken by the Registered Nurse when caring for Matt and how will these assist in identifying sepsis?

Matt will be transferred to a rural and remote hospital in the nearest town and will require referrals to multidisciplinary teams.

· What considerations need to be made when organising Matt's transfer to the local rural facility and eventual discharge?

Instructions

To prepare yourself for this assessment, we recommend that you review and complete the following modules in Moodle:

- Module 1 – Introduction to NHPA, Lifestyle Factors and Perioperative Nursing
Includes Topic 1A: Introduction to National Health Priority Areas and Topic 1B: Introduction to perioperative nursing roles and care of the patient undergoing surgery.
- Module 2 – Nursing Care of a Person Experiencing an Acute Alteration in Musculoskeletal Health
- Module 6 – Nursing Care of a Person Experiencing Sepsis

Access the Assessment Template that has been provided to you in the Assessment Tab in Moodle to complete this assessment.

You are to support your responses with credible, up-to-date, peer-reviewed citations throughout your paper.

You are to adhere to the referencing style of American Psychological Association (APA) 7th Edition.

To further support your learning please utilise the weekly Academic Learning Centre (ALC) sessions. Please see the Moodle page for the scheduled sessions.

Literature and references

In this assessment use at minimum of 10 contemporary references (<5 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing or the Australian Association of Social Workers.

Requirements

Computer access with internet connection

Utilise the Assessment Template provided to you. The template includes a title page where you are to input the required information. The font, font size and headings are appropriate and acceptable. Should you not utilise the template provided you risk a deduction of marks.

- Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.

Utilise formal academic language for the first three questions. The fourth question is reflective, and you may answer this question in first-person.

- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [CQU APA Referencing Style Guide](#).
- The word count excludes the reference list and the questions within the template but includes in-text citations (i.e., paraphrasing or direct quotations). *Note*. Paraphrasing is preferred.

Resources

You will be provided with weekly online sessions with the ALC to assist you in addressing your assessment task, researching, writing, citing, and referencing your assessment. These sessions will be held weekly. It is recommended that you attend these sessions in person to gain the most benefit. Alternatively, you can watch the recordings. You have access to working directly with the ALC on a one-on-one basis. Please visit the [Academic Learning Centre](#) make an appointment face-to-face or online. Should you require a referral, please email the Unit Coordination Team and a referral will be issued for you.

You may utilise resources from within the Moodle content for NURS12160. Please ensure that you search for credible sources including but not limited to evidence-based and peer-reviewed journal articles, credible websites, textbooks to support your work. The quality and credibility of your citation sources are important and give your writing strength and credibility.

We recommend that you access your discipline specific [Library Guide](#) and the [Nursing and Midwifery Resource 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.

Submit a draft no less than 48 hours before the due date (Thursday 30th of March) to review your TurnItIn Similarity Score prior to finalising your submission. Instructions on how to do this and how to interpret your similarity score are [HERE](#).

Submission

Online in Moodle in Word Document Format only via TurnItIn.

Please ensure that you complete BOTH submission prompts to finalise your submission. Failure to finalise your submission will result in your submission remaining in draft where it will not be marked.

Results will be returned to students three weeks from submission date.

Marking Criteria

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

Learning Outcomes Assessed

- 3. Identify factors associated with the early recognition of deteriorating patients in the acute care environment
- 4. Identify factors associated with the early recognition of sepsis in the acute care environment
- 5. Determine the nursing role in each phase of the perioperative period

Assessment Due Date

Week 4 Thursday (30 Mar 2023) 11:00 pm AEST

Return Date to Students

Week 7 Monday (24 Apr 2023)

Weighting

40%

Assessment Criteria

Structure 10%					
HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
Exceptional presentation with inclusion of all correct components. Consistently accurate with spelling, grammar, and paragraph structure. Assessment is 1000 words but does not exceed 1100 words. 8.0-10	Remarkable presentation with inclusion of all correct components. 1-2 errors with spelling, grammar, and paragraph structure. Assessment is 1000 words. 6.0-7.9	Well presented with inclusion of all correct components. 3-4 errors with spelling, grammar, and paragraph structure. Assessment is at 950-1000 words. 4.0-5.9	Good presentation with inclusion of most correct components. 5-6 errors with spelling, grammar, and paragraph structure. Assessment is at least 900 words. 2.0-3.9	Poorly presented. Required components missing or not relevant to task. More than 6 inaccuracies in spelling, grammar, and paragraph structure. Assessment is less than 900 words. Did not utilise provided template. 0-1.9	/10

Citations and Referencing 10%					
HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
Consistently accurate with in-text citations to support and reflect all ideas and factual information. No apparent missed citations. Accurate APA 7 th style referencing. No apparent errors in referencing. A minimum of 10 references included. 8.0-10	Mostly accurate with in-text citations to support and reflect all ideas and factual information. 1-2 missed citations. Mostly accurate APA 7 th style referencing. 1-2 consistent errors (may be made multiple times) in referencing. A minimum of 8 references included. 6.0-7.9	Somewhat accurate with in-text citations to support and reflect most ideas and factual information. 3-4 missed citations. Somewhat accurate APA 7 th style referencing. 3-4 consistent errors (may be made multiple times) in referencing. A minimum of 6 references included. 4.0-5.9	Occasionally accurate with in-text citations to support and reflect most ideas and factual information. 5-6 missed citations. Somewhat accurate APA 7 th style referencing. 5-6 consistent errors (may be made multiple times) in referencing. A minimum of 4 references included. 2.0-3.9	Few to no apparent in-text citations to support and reflect all ideas and factual information. More than 6 missed citations. APA 7 th referencing style is not apparent. More than 6 (may be made multiple times) inaccuracies in referencing. Less than 5 references included. 0-1.9	/10

Approach and Persuasive Discussion - Part A 70%					
HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks

Comprehensively and extensively includes a detailed and persuasive explanation and discussed that addresses the following: Identifies the role and actions of the Emergency Nurse in the perioperative environment. Provides explanation and rationale for the importance of communication in the transfer of care. Provides a comprehensive explanation of the actions of the Registered Nurse in early recognition and management of patient deterioration. Provides explanation of the role and actions of the Registered Nurse in the identification and management of sepsis in acute care environments. Provides explanation that addresses the considerations for transfer of care to rural facility and multidisciplinary team referrals. 56.0-70.0	Comprehensively includes a detailed and persuasive explanation and discussion that addresses the following: Identifies the role and actions of the Emergency Nurse in the perioperative environment. Provides explanation and rationale for the importance of communication in the transfer of care. Provides a comprehensive explanation of the actions of the Registered Nurse in early recognition and management of patient deterioration. Provides explanation of the role and actions of the Registered Nurse in the identification and management of sepsis in acute care environments. Provides explanation that addresses the considerations for transfer of care to rural facility and multidisciplinary team referrals. 42.0-55.9	Appropriately includes a detailed and persuasive explanation and discussion that addresses the following: Identifies the role and actions of the Emergency Nurse in the perioperative environment. Provides explanation and rationale for the importance of communication in the transfer of care. Provides a comprehensive explanation of the actions of the Registered Nurse in early recognition and management of patient deterioration. Provides explanation of the role and actions of the Registered Nurse in the identification and management of sepsis in acute care environments. Provides explanation that addresses the considerations for transfer of care to rural facility and multidisciplinary team referrals. 28.0-41.9	Demonstrates some discussion and explanation that addressed the following: Identifies the role and actions of the Emergency Nurse in the perioperative environment. Provides some explanation and rationale for the importance of communication in the transfer of care. Provides some explanation of the actions of the Registered Nurse in early recognition and management of patient deterioration. Provides some explanation of the role and actions of the Registered Nurse in identification and management of sepsis in the acute care environment. Provides some explanation that addresses the considerations for transfer of care to rural facility and multidisciplinary team referrals. 14.0-27.9	There is no evidence of a persuasive discussion and/or explanation that addresses the following: Provides minimal identification of the role and actions of the Emergency Nurse in the perioperative environment. Provides minimal explanation without rationale for the importance of communication in the transfer of care. Provides minimal explanation of the actions of the Registered Nurse in early recognition and management of patient deterioration. Provides minimal explanation of the role and actions of the Registered Nurse in identification and management of sepsis in the acute care environment. Provides minimal explanation that addressed the considerations for transfer of care to rural facilities and multidisciplinary referrals. 0-13.9
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/70

Approach and Persuasive Discussion - Part B 10%					
HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks

The information presented is excellent and perfectly aligns to the assessment task. The answer provided is logical, succinct, and coherent with comprehensive and extensive justification. 8.0-10	The information presented is well developed and aligns well to the assessment task. The approach provided is logical, succinct, and coherent with comprehensive justification. 6.0-7.9	The information presented is appropriate and aligns to the assessment task. The approach is logical, succinct, and coherent with adequate justification. 4.0-5.9	The information presented somewhat aligns with the assessment task. The approach is somewhat logical with minimal justification. 2.0-3.9	The information presented lacks alignment with the assessment task. There is no logical approach with no justification. 0-1.9	/10
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Total Marks: /100

/100

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 acute health status
- Discuss socio-cultural and lifestyle issues that may predispose a person to an acute alteration in health
- Identify factors associated with the early recognition of deteriorating patients in the acute care environment
- Identify factors associated with the early recognition of sepsis in the acute care environment

2 Assessment Two Written Assessment - Educational Infographic and Rationale Document

Assessment Type

Written Assessment

Task Description

NURS12160 - ACUTE ALTERATIONS IN HEALTH

Assessment Two - Educational Infographic and Rationale Document

Type: Written assessment

Due date: 2300hrs (AEST - Brisbane Time) Thursday 18th of May 2023 (Week 10)

Weighting: 40%

Length:

- Infographic 300 words (+/-10%)
- Rationale Document 1000 words (+/-10%) excluding reference list

Unit Coordinators: Rachel Euler, Belinda Jensen, and Tric Channell

Aim

In this written assessment, you will integrate and apply your knowledge and understanding of National Health Priority Areas (NHPAs) concepts. Combined with socio-cultural and lifestyle issues, these can predispose a person to an alteration in health. Providing care through identification, recognition, and

proactive management and education is a part of the multifaceted and varied role of a Registered Nurse. Completing this assessment will strengthen your understanding and allow you to integrate and apply the NHPA concepts and socio-cultural and lifestyle issues to a person's health status and how these concepts and issues can impact a person's health status, causing an altered state of health.

Instructions

Preparation Instructions

To prepare yourself for this assessment, we recommend that you review and complete the following modules in Moodle:

- Module 1 – Introduction to NHPA, Lifestyle Factors, and Perioperative Nursing
Includes Topic 1A: Introduction to National Health Priority Areas and Topic 1B: Introduction to perioperative nursing roles and care of the patient undergoing surgery.
- The Module specifically pertaining to your chosen NHPA

Access the Assessment Template that has been provided to you in the Assessment Tab in Moodle to complete this assessment.

You are to support your responses with credible, up-to-date, peer-reviewed citations throughout your paper.

You are to adhere to the referencing style of American Psychological Association (APA) 7th Edition.

To further support your learning please utilise the weekly Academic Learning Centre (ALC) sessions. Please see the Moodle page for the scheduled sessions.

Task Instructions

Infographic:

- You are to identify one National Health Priority Area (NHPA) of your choice.
- You are to identify and select a demographic including but not limited to gender/sex, age, cultural/ethnic heritage, lifestyle, geographic location, etc.
- You are to design an educational infographic by way of an informational handout or poster (no larger than A3).
- You are to design the infographic with the NHPA and demographic in mind – be aware of images, font size, amount/volume of language/words, reading level of target audience, cultural safety, etc.
- The infographic is to provide education to your target audience aimed at addressing, recognising, preventing, treating or managing the NHPA of choice.
- The infographic is to contain information relevant to target audience that identifies and addresses the desired action (prevention or management or recognition or treatment or combination) to be taken to achieve the ideal or desired goal (prevention or management or recognition or treatment or combination).
- You are to include in the infographic credible and reliable resources for your target audience to access (websites etc) that are to be referenced at the bottom of your infographic.
- All references are to adhere to APA 7th Edition requirements.
- You may utilise any available program to create the infographic (Word, PowerPoint, Canva, Adobe, Publisher, KeyNote, etc) but your submitted assessment piece must be able to be uploaded to TurnItIn whether by PDF or other format that allows for upload and marking.

Rationale Document:

- You are to utilise the Assessment Template that is provided to you to write your assessment. Download the template and save it to your desktop. Open the template and commence entering your details on the first page. From here you will click under the individual headings and commence writing to the heading. Please ensure that the 'Reference' heading is at the top of a new page before commencing your references.
- You are to write to each of the headings discussing and providing rationale and justification for your chosen NHPA, addressing the desired action (i.e., to address, recognise, prevent, treat, manage, or a combination thereof).
- You are to identify the chosen demographic including but not limited to gender/sex, age, cultural/ethnic heritage/background, lifestyle, geographical location, etc.. You are to discuss and provide rationale and justification for this identified demographic and link it in relation to the chosen NHPA and desired action.
- You are to identify the ultimate goal that your infographic is to achieve by defining and providing rationale for this goal (i.e., reduction in incidence, increase in health, reduction in hospital admissions, etc..).
- You are to discuss the effect of the implementation of the educational infographic can have on the overall health of the target demographic individual and what overall affect this will have on the NHPA.
- You are to discuss the anticipated outcome of the implementation of this infographic on the target demographic linking your discussion back to the NHPA and desired action.
- You are to support your writing with a minimum of 10 references utilised throughout your paper as in-text citations to support your work.
- You are to submit your assessment piece through the Assessment Tile on the Moodle page via TurnItIn.

Literature and References

In this assessment use a minimum of 10 contemporary references (<5 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable

websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing or the Australian Association of Social Workers.

Requirements

- Computer access with internet connection.
 - Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
 - Include page numbers on the top right side of each page in a header.
 - Write in the third-person perspective.
 - Use formal academic language.
 - Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [CQU APA Referencing Style Guide](#).
 - The word count excludes the reference list but includes headings and in-text citations (i.e., paraphrasing or direct quotations).
- Note.* Paraphrasing is preferred.

Resources

- You may utilise resources from within the Moodle content for NURS12160. Please ensure that you search for credible sources including but not limited to evidence-based and peer-reviewed journal articles, credible websites, textbooks to support your work. The quality and credibility of your citation sources are important and give your writing strength and credibility.
- You will be provided with weekly online sessions with the ALC to assist you in addressing your assessment task, researching, writing, citing, and referencing your assessment. These sessions will be held weekly. It is recommended that you attend these sessions in person to gain the most benefit. Alternatively, you can watch the recordings.
- You have access to working directly with the ALC on a one-on-one basis. Please visit the [Academic Learning Centre](#) make an appointment face-to-face or online. Should you require a referral, please email the Unit Coordination Team and a referral will be issued for you.
- We recommend that you access your discipline specific [Library Guide](#) and the [Nursing and Midwifery Resource Guide](#).
- For information on academic communication please go to the [Academic Learning Centre Moodle](#) site. [The Academic Communication Moodle](#) section has many helpful resources including information for students with English as a second language.
- Submit a draft no less than 48 hours before the due date (Thursday 18th of May) to review your TurnItIn Similarity Score prior to finalising your submission. Instructions on how to do this and how to interpret your similarity score are [HERE](#).

Submission

- Online in Moodle in PDF or Word Document Format via TurnItIn.
- Two documents can be submitted – Educational Infographic AND Rationale Document.
- Please ensure that you complete BOTH submission prompts to finalise your submission. Failure to finalise your submission will result in your submission remaining in draft where it will not be marked.
- Results will be returned to students three weeks from submission date.

Marking Criteria

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

Learning Outcomes Assessed

1. Identify the National Health Priority Areas (NHPA) and discuss their impact on a person's acute health status
2. Discuss socio-cultural and lifestyle issues that may predispose a person to an acute alteration in health

Assessment Due Date

Week 10 Thursday (18 May 2023) 11:00 pm AEST

Return Date to Students

Exam Week Monday (12 June 2023)

Weighting

40%

Assessment Criteria

INFOGRAPHIC ALONE - 20%					
HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks

Exceptional presentation of infographic with great use of visual materials.
NHPA of choice is explicitly and easily identified on the infographic.
Target demographic of is explicitly clear and identified on the infographic.
Purpose of infographic choice is comprehensively identified.
Consistently accurate with spelling, grammar, and paragraph structure.
Assessment is 300 words but does not exceed 330 words.
Infographic contains clearly identifiable credible and reliable resources for target audience.

Remarkable presentation of infographic with good use of visual.
NHPA of choice is clear but requires further explanation.
Target demographic is clear but not explicitly identified.
Purpose of infographic of choice is clear but requires further explanation.
1-2 errors with spelling, grammar, and paragraph structure.
Assessment is 300 words.
Infographic contains credible and reliable resources for target audience.
12.0-15.9

Well-presented infographic with use of some visual materials to support.
NHPA is present but requires significant further definition/elaboration.
Target demographic is present but requires further clarity.
Purpose of infographic of choice is present but requires further clarity.
3-4 errors with spelling, grammar, and paragraph structure.
Assessment is 270 words.
Infographic contains some reliable resources for target audience.

Good presentation of infographic with inclusion of most material to support.
NHPA of choice is discernible but vague.
Target demographic is vague and difficult to discern.
Purpose of infographic of choice is difficult to discern.
5-6 errors with spelling, grammar, and paragraph structure.
Assessment is at least 250 words.
Infographic contains minimal resources for target audience.
4.0-7.9

Poorly presented infographic.
Did not utilise appropriate materials to support.
NHPA of choice is not identifiable.
Target demographic of choice is not identified.
Purpose of Infographic cannot be determined.
More than 6 inaccuracies in spelling, grammar, and paragraph structure.
Assessment is does not meet minimum word count.
Infographic contains no resources for target audience.

16-20

8.0-11.9

0-3.9

CITATIONS AND REFERENCING - 10%

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
Consistently accurate with in-text citations to support and reflect all ideas and information. No apparent missed citations. Consistently accurate with using APA 7 th style referencing. No apparent errors in referencing. A minimum of 10 references included.	Mostly accurate with in-text citations to support and reflect all ideas and information. 1-2 missed citations. Mostly accurate APA 7 th style referencing. 1-2 consistent errors (may be made multiple times) in referencing. A minimum of 8 references included. 6.0-7.9	Somewhat accurate with in-text citations to support and reflect most ideas and information. 3-4 missed citations. Somewhat accurate APA 7 th style referencing. 3-4 consistent errors (may be made multiple times) in referencing. A minimum of 6 references included. 4.0-5.9	Occasionally accurate with in-text citations to support and reflect most ideas and information. 5-6 missed citations. Minimal accurate APA 7 th style referencing. 5-6 consistent errors (may be made multiple times) in referencing. A minimum of 4 references included. 2.0-3.9	Few to no apparent in-text citations to support and reflect all ideas and information. More than 6 missed citations. APA 7 th referencing style is not apparent. More than 6 (may be made multiple times) inaccuracies in referencing. Less than 2 references included. 0-1.9	/10
8.0-10					

RATIONALE DOCUMENT - 60%

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
Comprehensively provides and articulates: An excellent rationale and justification for identified NHPA. An excellent rationale and justification for specific identified demographic. An excellent rationale and justification of the aim of educational infographic. An excellent rationale, justification, and discussion of the purpose of educational infographic. An excellent rationale, justification, and discussion of the anticipated outcome of implementation of educational infographic on the target demographic and NHPA. 48.0-60	Provides a clear and articulate: Rationale and justification for identified NHPA. Rationale and justification for specific identified demographic. Rationale and justification of the aim of educational infographic. Rationale, justification, and discussion of the purpose of educational infographic. Rationale, justification, and discussion of the anticipated outcome of implementation of educational infographic on target demographic and NHPA. 36.0-47.9	Provides an appropriate: Rationale and justification for identified NHPA. Rationale and justification for specific identified demographic. Rationale and justification of the aim of educational infographic. Rationale, justification, and discussion of the purpose of educational infographic. Rationale, justification, and discussion of the anticipated outcome of implementation of educational infographic on target demographic and NHPA. 24.0-35.9	Provides some: Rationale and justification for identified NHPA. Rationale and justification for specific identified demographic. Rationale and justification of the aim of educational infographic. Rationale, justification, and discussion of the purpose of educational infographic. Rationale, justification, and discussion of the anticipated outcome of implementation of educational infographic on target demographic and NHPA. 12.0-23.9	Provides minimal to no: Rationale and justification for identified NHPA. Rationale and justification for specific identified demographic. Rationale and justification of the aim of educational infographic. Rationale, justification, and discussion of the purpose of educational infographic. Rationale, justification, and discussion of the anticipated outcome of implementation of educational infographic on target demographic and NHPA. 0-11.9	/60

RATIONALE DOCUMENT PRESENTATION AND STRUCTURE - 10%

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
The information presented is excellent and perfectly aligns to the assessment task. The response provided is logical, succinct, and coherent with comprehensive justification. Consistently accurate with spelling, grammar, and paragraph structure. Assessment is 1000 words but does not exceed 1100 words.	The information presented is well developed and aligns well to the assessment task. The responses provided is logical, succinct, and coherent with comprehensive justification. 1-2 errors with spelling, grammar, and paragraph structure. Assessment is 1000 words. 6.0-7.9	The information presented is appropriate and aligns to the assessment task. The response provided is logical, succinct, and coherent with adequate justification. 3-4 errors with spelling, grammar, and paragraph structure. Assessment is 900 words. 4.0-5.9	The information presented somewhat aligns with the assessment task. The response provided is somewhat logical with minimal justification. 5-6 errors with spelling, grammar, and paragraph structure. Assessment is at least 850 words. 2.0-3.9	The information presented lacks alignment with the assessment task. There are no logical responses with no justification. More than 6 inaccuracies in spelling, grammar, and paragraph structure. Assessment is does not meet minimum word count. 0-1.9	/10

8.0-10

Total Marks: /100

Referencing Style

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

Submission

Online

Submission Instructions

Online via Moodle assessment portal

Learning Outcomes Assessed

- Identify the National Health Priority Areas (NHPA) and discuss their impact on a person's acute health status
- Determine the nursing role in each phase of the perioperative period.

3 Assessment 3 Online Quiz

Assessment Type

Online Quiz(zes)

Task Description

NURS12160 - ACUTE ALTERATIONS IN HEALTH

Assessment Three - Quiz

Type: Online Quiz

Quiz Opens: 0001hrs (AEST – Brisbane Time) Monday 5th of June 2023 (Exam Block)

Quiz Closes: 2359hrs (AEST – Brisbane Time) Sunday 11th of June 2023 (Exam Block)

Completion Time: 60 Minutes

Weighting: 20%

Length: 40 Multiple Choice Questions

Unit Coordinator/s: Rachel Euler, Belinda Jensen, and Tric Channell

Aim

The aim of this assessment is to enhance your knowledge and application of critical thinking in caring for a person experiencing acute alterations in health related to the Australian National Health Priority Areas. There are 40 randomly assigned multiple-choice questions with each question worth half (0.5) a mark. All questions relate to the learning content in the weekly lessons, learning activities, readings, and virtual classes from across the term in this unit.

Instructions

- You are to access the online quiz via the Assessment Tile in the Moodle site.
- Please ensure that you undertake the quiz at a time when you will have the best chance for completion without interruption to give yourself the best opportunity to achieve marks.
- The quiz will assess your knowledge and understanding of the unit content delivered on Moodle across weeks 1-12 (including learning content, lessons, weekly activities, readings, and virtual classes).
- The quiz contains 40 randomly assigned multiple-choice questions with each question worth half (0.5) a mark.
- The quiz is an open book assessment. You can refer to your learning materials at any time during your attempt.
- You have one attempt only to sit and complete the quiz.
- You have a maximum of 60 minutes to complete the quiz. You must complete the quiz in one sitting.
- Once you start the quiz, you cannot log out. Please do not refresh or reload your screen as this may close the quiz and record your result.
- The quiz will automatically close at the end of 60 minutes and will submit your result even if you have not finished.

If you have any technical issues let the unit coordinators know immediately. Take a screenshot or photo of the issue and contact TaSAC (toll-free phone number 1300 666 620). Please email your screen shot and TaSAC ID number to the unit coordinators (nurs12160@cqu.edu.au) and we will assist you and work with TaSAC to resolve the issue.

Requirements

- Computer access with a reliable internet connection.
- Relevant learning materials available to access during the quiz.

Submission

- You will complete this assessment online. Click submit at the end of the quiz and your answers will be automatically submitted.
- Results for the quiz will be available immediately after the attempt is complete.

Learning Outcomes Assessed

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

5. Determine the nursing role in each phase of the perioperative period

Number of Quizzes

0

Frequency of Quizzes**Assessment Due Date**

Quiz Opens: 0001hrs (AEST- Brisbane Time) Monday 5th of June 2023. Quiz Closes: 2359hrs (AEST - Brisbane Time) Sunday 11th of June 2023.

Return Date to Students**Weighting**

20%

Assessment Criteria

The Online Quiz is marked automatically within Moodle. You will be notified of your mark upon completion of quiz.

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 acute health status
- Discuss socio-cultural and lifestyle issues that may predispose a person to an acute alteration in health
- Identify factors associated with the early recognition of deteriorating patients in the acute care environment
- Identify factors associated with the early recognition of sepsis in the acute care environment
- Determine the nursing role in each phase of the perioperative period.

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