



NURS13136 Clinical Nursing Practice 5

Term 2 - 2017

Profile information current as at 07/05/2024 10:01 am

All details in this unit profile for NURS13136 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

In this capstone unit you will be required to integrate and apply knowledge, concepts and skills learnt throughout your undergraduate studies in the Bachelor of Nursing. This is the final clinical unit to be undertaken prior to entering the workforce. You will be required to complete 240 hours of clinical placement following a compulsory three (3) day residential school. These learning experiences will provide you with the opportunity to demonstrate your ability to practice at the level of a competent beginning Registered Nurse.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: *12*

Student Contribution Band: *7*

Fraction of Full-Time Student Load: *0.25*

Pre-requisites or Co-requisites

Pre-requisites NURS13133 Clinical Nursing Practice 4 or (NURS13126 Critical Care Nursing and NURS12146 Person Centred Approach to Chronic Illness) NURS13134 Community Nursing Perspectives or NURS13129 Mental Health and Mental Health Nursing Co-requisite: NURS13135 The Professional Nurse or NURS13120 Nursing Leadership and Management

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 2 - 2017

- Distance

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).

Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

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 12-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 25 hours of study per week, making a total of 300 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. **Practical and Written Assessment**

Weighting: Pass/Fail

2. **Professional Practice Placement**

Weighting: Pass/Fail

3. **Written Assessment**

Weighting: Pass/Fail

4. **Portfolio**

Weighting: Pass/Fail

Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

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. Integrate cultural competence and advanced communication skills to collaborate effectively with individuals, families, carers, communities and members of the multidisciplinary care team to facilitate positive health outcomes.
2. Apply patient safety and quality principles inclusive of diagnostic and therapeutic procedures and the nursing process to deliver evidenced based, person centred nursing care to individuals, families, carers and communities.
3. Prioritise health promotion models at a local, national and international level that are used by nurses to support the health and wellness of individuals, families, carers and communities.
4. Function within legal and ethical frameworks and scope of practice of a beginning registered nurse in accordance with Nursing Midwifery Board of Australia (NMBA) competencies.

The learning outcomes are linked to the Australian Nursing and Midwifery Accreditation Standards for registered nurses and the Nursing and Midwifery Board of Australia competencies.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Practical and Written Assessment - 0%	•	•	•	•
2 - Professional Practice Placement - 0%	•	•	•	•
3 - Written Assessment - 0%	•	•	•	•
4 - Portfolio - 0%	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving	•	•	•	•
3 - Critical Thinking	•	•	•	•
4 - Information Literacy	•	•	•	•
5 - Team Work	•	•	•	•
6 - Information Technology Competence		•		•

Graduate Attributes	Learning Outcomes			
	1	2	3	4
7 - Cross Cultural Competence	•	•	•	•
8 - Ethical practice	•	•	•	•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

[illegible]

Textbooks and Resources

Textbooks

NURS13136

Prescribed

Clinical Psychomotor Skills: Assessment tools for nurses

Edition: 6th (2016)

Authors: Tollefson, J & Hillman, E

Cengage Learning

Melbourne , Victoria , Australia

ISBN: 978-0170398268

Binding: Paperback

NURS13136

Supplementary

Clinical Reasoning: Learning to think like a nurse

Edition: 1st (2013)

Authors: Tracy Levett-Jones

Pearson

Melbourne , Victoria , Australia

ISBN: 9781442556621

Binding: Paperback

NURS13136

Supplementary

Just a nurse: Lessons Learned

Edition: 1st (2016)

Authors: Catherine Driver

Inspiring Publishers

Canberra , ACT , Australia

ISBN: 9781925346770

Binding: Paperback

NURS13136

Supplementary

Kozier and Erb's fundamentals of nursing Vols 1-3 1=3

3rd Australian Edition (2015)

Authors: Berman, A., Snyder, S., Kozier, B., Erb, G., et al

Pearson Education

Sydney , NSW , Australia

Binding: Paperback

Additional Textbook Information

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom Webinar Meetings

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Teresa Sullivan Unit Coordinator
t.sullivan@cqu.edu.au

Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Management of Acute Respiratory Conditions <ul style="list-style-type: none">• Ventilation-BiPaP/CPAP/Pressure Support• Asthma/Status asthmaticus• Pulmonary Embolus• Pneumothorax	Prescribed/Supplementary textbooks and resources	Residential School attendance Clinical Simulation Assessment Medication Assessment

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Management of Acute Coronary Syndrome/Cardiac Investigations/Invasive Cardiac Procedures <ul style="list-style-type: none">• Acute Coronary Syndrome• Cardiac Investigations• Pre/Post op Angiogram/Stent• Internal Pacing/Internal Defibrillator	Prescribed/Supplementary textbooks and resources	Residential School attendance Clinical Simulation Assessment Medication Assessment Clinical Placement

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Management of Acute/Chronic Renal Failure/Renal Replacement Therapies <ul style="list-style-type: none">• Acute Renal Failure• Chronic Renal Failure - Peritoneal Dialysis• Peritonitis• Impaired Renal Function and Dietary Requirements	Prescribed/Supplementary textbooks and resources	Clinical Placement

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Genito-Urinary Surgery Gynaecological Procedures <ul style="list-style-type: none">• Post - op TURP• Ileo-conduit• Pre/Post - op ectopic pregnancy• Dilation and Curettage	Prescribed/Supplementary textbooks and resources	Clinical Placement

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Management of a Patient with Burns/Fluid Management <ul style="list-style-type: none">• Types and classifications of Burns• Wound management of patients with severe burns• Fluid Therapies• Parenteral Nutrition	Prescribed/Supplementary textbooks and resources	Clinical Placement

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Management of Shock <ul style="list-style-type: none"> • Caridogenic • Hypovolaemic • Neurogenic • Anaphylactic 	Prescribed/Supplementary textbooks and resources	Clinical Placement

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Orthopaedic Surgery/DVT/Fat Embolus <ul style="list-style-type: none"> • Common Fractures • Rhabdomyolysis • DVT/Fat Embolus 	Prescribed/Supplementary textbooks and resources	Clinical Placement Group One Students - Written Reflection on Deteriorating Patient

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Neurological Diseases <ul style="list-style-type: none"> • Parkinson Disease • Motor Neuron Disease • Cerebral Vascular Accident 	Prescribed/Supplementary textbooks and resources	Clinical Placement

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Neurosurgery <ul style="list-style-type: none"> • Types and Classifications of Brain Tumours • Post -op neurosurgery 	Prescribed/Supplementary textbooks and resources	Clinical Placement

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Metabolic Dysfunction <ul style="list-style-type: none"> • Liver Failure • Pancreatitis • Diabetic Ketoacidosis/Hypoglycaemia • Hyper/Hypokalaemia • Hyper/Hypocalcaemia 	Prescribed/Supplementary textbooks and resources	Clinical Placement

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Immunology/Tropical Diseases <ul style="list-style-type: none"> • Hepatitis A/B/C - HIV/AIDS - SLE • Leptospirosis/Melioidosis • Dengue Fever/Ross River • ARF/RHD • Envenomation 	Prescribed/Supplementary textbooks and resources	Clinical Placement

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Review of Topics covered in NURS13136	Prescribed/Supplementary textbooks and resources	Clinical Placement

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Group Two Students - Written Reflection on Deteriorating Patient
		Portfolio Due: Review/Exam Week Friday (13 Oct 2017) 5:00 pm AEST

Term Specific Information

Learning Outcomes Assessed for NURS13136

1. Integrate cultural competence and advanced communication skills to collaborate effectively with individuals, families, carers, communities and members of the multidisciplinary care team to facilitate positive health outcomes
2. Apply patient safety and quality principles inclusive of diagnostic and therapeutic procedures and the nursing process to deliver evidenced based, person centred nursing care to individuals, families, carers and communities.
3. Prioritise health promotion models at a local, national and international level that are used by nurses to support the health and wellness of individuals, families, carers and communities.
4. Function within legal and ethical frameworks and scope of practice of a beginning registered nurse in accordance with NMBA standards.

Assessment Tasks

1 Practical and Written Assessment

Assessment Type

Practical and Written Assessment

Task Description

Written Assessment

Medication Safety Assessment

Students will sit an invigilated medication safety exam on the first day of their residential school. Students may be assessed on any level of medication safety that they have previously covered in the Bachelor of Nursing program at CQUniversity. Students are required to achieve a 100% PASS for this assessment. Students may have 3 attempts to PASS this assessment. The 2nd attempt will follow immediately after the 1st attempt and the 3rd attempt will be conducted on the afternoon of Day 3 of the residential school.

If students FAIL the 3rd attempt, you will not be allowed to proceed to clinical placement and will receive a FAIL for the unit.

Practical Assessment

Clinical Simulation Assessment

Students will attend a compulsory 3-day on-campus residential school prior to attending clinical placement, where they will consolidate their clinical practice skills. During the 3-day residential school, students will have skills demonstrated to them by clinical academic staff. Students will have the opportunity to refine and practice clinical skills within the clinical learning space.

Immersive simulation using simulated patients will be a major part of the residential school. The simulated patient is an actor, recruited from the community to portray a patient, realistically and consistently within a safe learning environment, and without harming real patients. The actors (or SPs) are volunteers for the university who attend coaching and information sessions prior to their simulated patient activities.

The benefits of SPs include, repetition of a scenario, equity for student learning and the ability to provide training in specialized and sensitive areas before students are in a real-life situation. SPs are a supportive group of colleagues whose commitment can greatly improve student interpersonal communication skills, for better long term outcomes for all patients.

On Day 3 of the residential school, students will undergo a clinical simulation assessment within an immersive simulation environment for a total of 4 hours. Students will be assigned a SP to manage on a 4 hour shift on a ward. The simulation scenarios have been developed by the Unit Coordinator for enactment by the SPs.

Students will be divided into 2 main groups. These 2 groups will be sub divided into groups of 4-6 students and each of these groups will be colour coded. Half of the group will be in the immersive simulation while the other half of the group will observe their peers and complete a 10 question observation sheet. At 30 minute intervals the teams will swap so that all students will rotate through the simulation. Clinical academics will facilitate the immersive simulation and the observational simulation.

On some campuses, the simulation modality may be a mixture of SPs and role play or just role play. In this instance you will be instructed by the campus academic on how the simulation will be conducted.

The clinical scenarios are all based on patients who have a deteriorating event and the students will be expected to use the **R.A.P.I.D** response acronym to manage their patient:

Recognise the deteriorating event

Assess the patient appropriately using a Primary Survey during the deteriorating event

Plan - use clinical decision making and critical thinking skills to plan the management of the deteriorating event

Intervention – choose the most appropriate intervention for the patient who is deteriorating using Evidence Based Practice

Discharge – Decide on the most appropriate discharge plan for a patient following a deteriorating event.

Assessment Due Date

According to the date of residential school attendance or clinical learning session

Return Date to Students

Advice will be given immediately following the completion of the practical assessment item if a support plan is required. The written assessment item result will be determined at the end of the session/s

Weighting

Pass/Fail

Minimum mark or grade

Must obtain a PASS to be eligible to pass this unit

Assessment Criteria

Written Assessment:

Students will sit an invigilated medication safety exam on the first day of their residential school. Students may be assessed on any level of medication safety that they have previously covered in the Bachelor of Nursing program at CQUniversity. Students are required to achieve a 100% PASS for this assessment. Students may have 3 attempts to PASS this assessment. The 2nd attempt will follow immediately after the 1st attempt and the 3rd attempt will be conducted on the afternoon of Day 3 of the residential school.

If students FAIL the 3rd attempt, you will not be allowed to proceed to clinical placement and will receive a FAIL for the unit.

Practical Assessment:

The clinical scenarios are all based on patients who have a deteriorating event and the students will be expected to use the **R.A.P.I.D** response acronym to manage their patient:

Recognise the deteriorating event

Assess the patient appropriately using a Primary Survey during the deteriorating event

Plan – use clinical decision making and critical thinking skills to plan the management of the deteriorating event

Intervention – choose the most appropriate intervention for the patient who is deteriorating using Evidence Based Practice

Discharge – Decide on the most appropriate discharge plan for a patient following a deteriorating event.

Students will be asked to complete a peer assessment simulation observational sheet when they are in the simulation observational area and give this feedback to their peers during a debriefing session to be held immediately after the clinical simulation assessment on Day 3

Referencing Style

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

Submission

Offline

Submission Instructions

This is an on campus activity

Learning Outcomes Assessed

- Integrate cultural competence and advanced communication skills to collaborate effectively with individuals, families, carers, communities and members of the multidisciplinary care team to facilitate positive health outcomes.
- Apply patient safety and quality principles inclusive of diagnostic and therapeutic procedures and the nursing process to deliver evidenced based, person centred nursing care to individuals, families, carers and communities.
- Prioritise health promotion models at a local, national and international level that are used by nurses to support the health and wellness of individuals, families, carers and communities.
- Function within legal and ethical frameworks and scope of practice of a beginning registered nurse in accordance with Nursing Midwifery Board of Australia (NMBA) competencies.

Graduate Attributes

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

- Ethical practice

2 Professional Practice Placement

Assessment Type

Professional Practice Placement

Task Description

The Clinical Competency Performance Assessment Tool requires the completion of clinical components. A total of 240 hours of clinical placement is required for this unit where you will demonstrate your ability to perform the nursing role within your scope of practice as measured against the NMBA Registered Nurse Standards for Practice. You must meet both academic and professional requirements at all times while undertaking nursing studies. If your progress is deemed to be unsatisfactory at any time during this clinical placement unit as per the Assessment Policy and Procedure (Higher Education Coursework) and Work Integrated Learning Student Placement Policy and Procedure, you will not be eligible for a supplementary assessment and may receive a fail grade for NURS13136 Clinical Nursing Practice 5.

Assessment Due Date

You are required to submit your completed Clinical Competency Performance Assessment Tool documentation to the unit Moodle site within one week of completing your clinical placement.

Return Date to Students

Clinical Competency Performance Assessment results will be uploaded to the unit Moodle site within 21 days of submission of the documentation.

Weighting

Pass/Fail

Minimum mark or grade

Must obtain a PASS to be eligible to pass this unit

Assessment Criteria

The Clinical Competency Performance Assessment Tool has been designed to enable you to demonstrate the development of professional attributes required by the registered nurse. The criteria in the Clinical Competency Performance Assessment Tool are based on the NMBA Registered Nurse Standards for Practice. These criteria will be used to evaluate your ability to perform your nursing role within your scope of practice and to determine your ability to meet the NMBA Registered Nurse Standards for Practice as per your current year level. For example, as you are a year-3 student it is expected that you will perform within the scope of practice of a year-3 nursing student and demonstrate critical thinking, problem-solving and clinical skills applicable to a year-3 nursing student.

Assessment criteria and performance standards for the Clinical Competency Performance Assessment Tool includes:

- Successful completion of the required hours of clinical placement as set out in the unit profile and Bachelor of Nursing Handbook;
- A self-assessment of your own clinical performance against the NMBA Registered Nurse Standards for Practice at both formative and summative stages of the clinical placement; and
- Assessment and recording of your performance by the identified preceptor/clinical facilitator at both formative and summative stages of the clinical placement.

Further information on the assessment criteria is outlined in the 'Clinical Competency Performance Assessment Tool' available on the Clinical Moodle site.

If you are identified as not achieving the required standards or competency for your year level you may be required to complete further learning as outlined in an individual support plan. The unit coordinator in consultation with the student and clinical facilitator/preceptor will prepare the individual support plan. If you are still not able to achieve the required standards or competency level with the assistance and direction of the support plan a fail grade will be awarded.

Please see the CQUniversity Suitability for Clinical Placement policy on the Clinical Placement Moodle site for further information.

Students who fail to meet the Student Code of Conduct as outlined in the Clinical Competency Performance Assessment Tool document may be withdrawn from the clinical setting and a fail grade awarded

IMPORTANT: It is important you refer to the Clinical Competency Performance Assessment Tool prior to and throughout your clinical placement.

Referencing Style

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

Submission

Online

Submission Instructions

Online Scanned hard copy. The Clinical Competency Performance Assessment Tool is to be submitted in hardcopy to the

assigned facilitator or your preceptor for assessment rating. This document will be returned to you by your assigned facilitator or your preceptor. At the completion of your clinical placement an electronic version of your completed Clinical Competency Performance Assessment Tool document and signed timed sheets are to be uploaded into the NURS13136 Clinical Nursing Practice 5 unit Moodle site.

Learning Outcomes Assessed

- Integrate cultural competence and advanced communication skills to collaborate effectively with individuals, families, carers, communities and members of the multidisciplinary care team to facilitate positive health outcomes.
- Apply patient safety and quality principles inclusive of diagnostic and therapeutic procedures and the nursing process to deliver evidenced based, person centred nursing care to individuals, families, carers and communities.
- Prioritise health promotion models at a local, national and international level that are used by nurses to support the health and wellness of individuals, families, carers and communities.
- Function within legal and ethical frameworks and scope of practice of a beginning registered nurse in accordance with Nursing Midwifery Board of Australia (NMBA) competencies.

Graduate Attributes

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

3 Written Assessment

Assessment Type

Written Assessment

Task Description

This reflection is part of your ongoing clinical learning that extends to include the consolidation of your clinical practice skills as a student nurse and develops you as a beginner practitioner required of a registered nurse according to the NMBA.

During clinical placement, you will be required to write a reflection on a patient who has experienced a deteriorating event while in your care. The word limit for this assessment is 2000 words. A +/- 10% allocation to the word limit including in-text referencing, will be allocated to this assessment.

You are reminded to maintain confidentiality of the patient, staff and the facility where you are on clinical placement throughout your assessment.

Assessment Due Date

Group One Students on Clinical Placement from 10/07/17 – 27/08/17 Submit written assessment by 5:00pm on Monday, 28th August 2017
Group Two Students on Clinical Placement from 28/08/17 – 08/10/17 Submit written assessment by 5:00pm on Monday, 9th October 2017
Students who are on clinical placement outside of these dates please contact your Unit Coordinator for a due date.

Return Date to Students

Your results will be uploaded to Gradebook within 21 days of submission.

Weighting

Pass/Fail

Minimum mark or grade

Must obtain a PASS to be eligible to pass this unit

Assessment Criteria

During clinical placement, the student will select a patient in their care who has had a deteriorating event. The student will discuss the case with their clinical facilitator to ensure the appropriateness of the deteriorating event.

The student will write a reflective essay using the acronym **R.A.P.I.D.** under the following headings:

Criteria	Performance Indicators				FAIL - Comments
	PASS	Exceptional	Commendable	Acceptable	
					Not Acceptable

Introduction – Brief patient history (200 words)

Recognition – describes an appropriate deteriorating event (200 words)

Assessment – describe type of assessment used during deteriorating event (200 words)

Plan – briefly describe the plan to manage the patient's deterioration (100 words)

Intervention – use a minimum of 3 evidence based journal articles (within the last 5 years) to support the interventions (500 words)

Discharge – briefly describe the discharge plan for the patient (200 words)

Reflection – using the clinical reasoning cycle (Tracy Levett - Jones), write a reflection on the deteriorating event and subsequent management of the patient (600 words)

Referencing Style

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

Submission

Online

Submission Instructions

You are required to submit this assessment online via the unit Moodle site on the Monday following completion of your clinical placement. Please submit in a Word document format

Learning Outcomes Assessed

- Integrate cultural competence and advanced communication skills to collaborate effectively with individuals, families, carers, communities and members of the multidisciplinary care team to facilitate positive health outcomes.
- Apply patient safety and quality principles inclusive of diagnostic and therapeutic procedures and the nursing process to deliver evidenced based, person centred nursing care to individuals, families, carers and communities.
- Prioritise health promotion models at a local, national and international level that are used by nurses to support the health and wellness of individuals, families, carers and communities.
- Function within legal and ethical frameworks and scope of practice of a beginning registered nurse in accordance with Nursing Midwifery Board of Australia (NMBA) competencies.

Graduate Attributes

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

4 Portfolio

Assessment Type

Portfolio

Task Description

Throughout the Bachelor of Nursing program at CQUniversity, students have been asked to maintain currency of a professional portfolio. Students are to submit their final portfolio for assessment 3. This assessment is intended to assist students in developing a professional curriculum vitae and receive academic feedback prior to providing the portfolio to prospective employers

Assessment Due Date

Review/Exam Week Friday (13 Oct 2017) 5:00 pm AEST

You are required to complete all components of the assessment and submit by 5:00pm on Friday, 13th October 2017.

Students on placement after this date will negotiate a due date with the unit coordinator

Return Date to Students

Exam Week Friday (20 Oct 2017)

Weighting

Pass/Fail

Minimum mark or grade

Must obtain a PASS to be eligible to pass this unit

Assessment Criteria

The following sections of the portfolio **MUST BE** completed

Criteria	Performance Indicators			FAIL - Comments
	PASS			Not Acceptable Comments
	Exceptional	Commendable	Acceptable	
Introduction - write a concise introduction about yourself to a prospective employer (300 words) Evidence - include 10 relevant pieces of evidence that highlight your clinical practice as a student nurse. These may include but are not limited to: · Most recent medication safety certificate of completion (100%) · Any recent competencies · Up to 2 formative or summative assessment pieces · Up to 2 competencies in Tollefson signed by a CF while on clinical placement for CNP5 · Any relevant in-service attendance · Workshop attendance · Simulation workshops · Conferences attended · Participation in research · Anecdotal notes from staff while on clinical placement · Other relevant evidence				

Referencing Style

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

Submission

Online

Submission Instructions

You are required to submit this assessment online via the unit Moodle site by 5:00pm on Friday, 13th October 2017 following completion of your clinical placement unless you are a student that has negotiated a late placement. Please submit in a Word document format

Learning Outcomes Assessed

- Integrate cultural competence and advanced communication skills to collaborate effectively with individuals, families, carers, communities and members of the multidisciplinary care team to facilitate positive health outcomes.
- Apply patient safety and quality principles inclusive of diagnostic and therapeutic procedures and the nursing process to deliver evidenced based, person centred nursing care to individuals, families, carers and communities.
- Prioritise health promotion models at a local, national and international level that are used by nurses to support the health and wellness of individuals, families, carers and communities.
- Function within legal and ethical frameworks and scope of practice of a beginning registered nurse in accordance with Nursing Midwifery Board of Australia (NMBA) competencies.

Graduate Attributes

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

- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem