NURS13136 *Clinical Nursing Practice 5*
Term 2 - 2021

Profile information current as at 02/05/2024 10:03 pm

All details in this unit profile for NURS13136 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this capstone unit, you will be required to consolidate, integrate and apply the foundational knowledge, concepts and skills learnt throughout your undergraduate studies in the Bachelor of Nursing. This final clinical unit is undertaken before entering the workforce. You will be required to complete 240 hours of clinical placement following participation in a compulsory three (3) day residential school. These learning experiences will provide you with the opportunity to consolidate and demonstrate your ability to practice safely at the level of novice Registered Nurse. You are expected to meet all requirements and expectations of the Nursing and Midwifery Board of Australia Registered Nurse policies, codes, guidelines and standards while demonstrating proficient skills in holistic nursing care, identifying and responding to patient deterioration and identifying risks within the workplace.

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 NURS11162 Inclusive Practice for Nursing or NHLT12002 Inclusive PracticeNURS13133 Clinical Nursing Practice 4 or (NURS13126 Critical Care Nursing and NURS12146 Person Centred Approach to Chronic Illness) BIOH12008 Human Pathophysiology 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 - 2021

- Mixed Mode

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. **Written Assessment**
Weighting: Pass/Fail
3. **Professional Practice Placement**
Weighting: Pass/Fail
4. **Written Assessment**
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](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Students feedback.

Feedback
Too many weekly ZOOM tutorials to help students making up the required contact hours.

Recommendation
The recommendation is uncertain depending on the university's strategic plan for next year to determine if this unit will

have physical residential schools. Consider the self-allocation method on Moodle utilised in weeks 11-13.

Feedback from Students and staff feedback.

Feedback
Many students do not have their clinical placement until later. This raises the question of whether residential school could be arranged in separate block sessions to accommodate for students commencing later placements.

Recommendation
Recommendation uncertain depending on the university's strategic plan for next year in determining if this unit will have physical residential schools. Consider alternate delivery modes to meet student requirements.

Feedback from Student email

Feedback
ZOOM sessions were found to be very informative with students enjoying interacting with the unit coordinators and fellow students. Topics discussed were relevant to student nurses.

Recommendation
Recommendation is to keep weekly ZOOM sessions. However if residential is face to face they will not be mandatory and will only be held once a week.

Feedback from Student email

Feedback
Using First2Act was an excellent learning resource for identifying and managing a deteriorating patient adding to the education provided by the lecturers.

Recommendation
Recommendation to keep utilising this resource to further enhance education around the deteriorating patient which will assist in the overall clinical assessment of the unit.

Feedback from Student email

Feedback
Moodle unit page was somewhat confusing to follow and links to classes and educational resources.

Recommendation
Recommendation is to change platform on Moodle to the new view to allow ease of navigating to required links.

Feedback from Student email

Feedback
Staff support during clinical placement was exemplary particular when faced with challenges within the clinical field. The lecturers really listened to the students concerns and factored these in when making a final decision.

Recommendation
Recommendation to staff is to remain transparent and fair, considering all points and people before making decisions.

Feedback from Student and staff feedback

Feedback
Many complaints received regarding MedSafe around inaccuracy and ambiguous answers. The program quite often closed down during the assessment meaning the student had to start again.

Recommendation
The recommendation is not to utilise MedSafe in the future for this unit. The unit will either have a quiz on Moodle as an assessment a student can complete or a paper version that students can complete in class during residential.

Unit Learning Outcomes

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

1. Integrate cultural safety 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) Registered Nurse policies, codes, guidelines and standards.

NMBA Registered Nurse policies, codes, guidelines and standards: https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Professional-standards.aspx

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level   ° Introductory Level   ° Intermediate Level   ° Graduate Level   ° Professional Level   ° Advanced Level

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 - Written Assessment - 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		•		•
7 - Cross Cultural Competence	•	•	•	•

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

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Practical and Written Assessment - 0%	•	•	•	•	•	•	•	•		
2 - Professional Practice Placement - 0%	•	•	•	•	•	•	•	•		
3 - Written Assessment - 0%	•	•	•	•		•	•	•		
4 - Written Assessment - 0%	•	•	•	•		•	•	•		

Textbooks and Resources

Textbooks
NURS13136
Prescribed

Skills in Clinical Nursing
Edition: 1 (2017)
Authors: Berman, A., Snyder, S. J., Levett-Jones, T., Burton, P., Harvey, N.
Pearson Australia
Melbourne , Victoria , Australia
ISBN: 9781486011971
Binding: Spiral

Additional Textbook Information
You are to take the skills textbook with you when you attend residential school to assist and guide you on the clinical skills covered during clinical lab sessions. It would help if you also took the textbook with you for every shift during clinical placement to refresh you for any skills you may undertake with your registered nurse.
Both paper and eBook versions can be purchased at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code).

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

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

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

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Schedule

Thinks critically and analyses practice - 06 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic

	1.1	accesses, analyses, and uses the best available evidence, that includes research findings, for safe, quality practice	
	1.2	develops practice through reflection on experiences, knowledge, actions, feelings and beliefs to identify how these shape practice	
Thinks critically and analyses practice	1.3	respects all cultures and experiences, which includes responding to the role of family and community that underpin the health of Aboriginal and Torres Strait Islander peoples and people of other cultures	RNs use a variety of thinking strategies and the best available evidence in making decisions and providing safe, quality nursing practice within person-centred and evidence-based frameworks.
	1.4	complies with legislation, regulations, policies, guidelines and other standards or requirements relevant to the context of practice when making decisions	
	1.5	uses ethical frameworks when making decisions	
	1.6	maintains accurate, comprehensive and timely documentation of assessments, planning, decision-making, actions and evaluations, and	
	1.7	contributes to quality improvement and relevant research.	

Engages in therapeutic and professional relationships - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic

Engages in therapeutic and professional relationships	2.1	establishes, sustains and concludes relationships in a way that differentiates the boundaries between professional and personal relationships
	2.2	communicates effectively, and is respectful of a person's dignity, culture, values, beliefs and rights
	2.3	recognises that people are the experts in the experience of their life
	2.4	provides support and directs people to resources to optimise health-related decisions
	2.5	advocates on behalf of people in a manner that respects the person's autonomy and legal capacity
	2.6	uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes
	2.7	actively fosters a culture of safety and learning that includes engaging with health professionals and others, to share knowledge and practice that supports person-centred care
	2.8	participates in and/or leads collaborative practice, and
	2.9	reports notifiable conduct of health professionals, health workers and others.

RN practice is based on purposefully engaging in effective therapeutic and professional relationships. This includes collegial generosity in the context of mutual trust and respect in professional relationships.

Maintains the capability for practice - 28 Sep 2020

Module/Topic	Chapter		Events and Submissions/Topic
Standard 3: Maintains the capability for practice	3.1	considers and responds in a timely manner to the health and wellbeing of self and others in relation to the capability for practice	RNs, as regulated health professionals, are responsible and accountable for ensuring they are safe and have the capability for practice. This includes ongoing self-management and responding when there is concern about other health professionals' capability for practice. RNs are responsible for their professional development and contribute to the development of others. They are also responsible for providing information and education to enable people to make decisions and take action in relation to their health.
	3.2	provides the information and education required to enhance people's control over health	
	3.3	uses a lifelong learning approach for continuing professional development of self and others	
	3.4	accepts accountability for decisions, actions, behaviours and responsibilities inherent in their role, and for the actions of others to whom they have delegated responsibilities	
	3.5	seeks and responds to practice review and feedback	
	3.6	actively engages with the profession, and	
	3.7	identifies and promotes the integral role of nursing practice and the profession in influencing better health outcomes for people.	

Comprehensively conducts assessments - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic

Comprehensively conducts assessments	4.1	conducts assessments that are holistic as well as culturally appropriate	RNs accurately conduct comprehensive and systematic assessments. They analyse information and data and communicate outcomes as the basis for practice.
	4.2	uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice	
	4.3	works in partnership to determine factors that affect, or potentially affect, the health and wellbeing of people and populations to determine priorities for action and/ or for referral, and	
	4.4	assesses the resources available to inform planning.	

Develops a plan for nursing practice - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic

Develops a plan for nursing practice	5.1	uses assessment data and best available evidence to develop a plan	RNs are responsible for the planning and communication of nursing practice. Agreed plans are developed in partnership. They are based on the RNs appraisal of comprehensive, relevant information, and evidence that is documented and communicated.
	5.2	collaboratively constructs nursing practice plans until contingencies, options priorities, goals, actions, outcomes and timeframes are agreed upon with the relevant persons	
	5.3	documents, evaluates and modifies plans accordingly to facilitate the agreed outcomes	
	5.4	plans and negotiates how practice will be evaluated and the time frame of engagement, and	
	5.5	coordinates resources effectively and efficiently for planned actions.	

Provides safe, appropriate and responsive quality nursing practice - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic

Provides safe, appropriate and responsive quality nursing practice	6.1	provides comprehensive safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	RNs provide and may delegate, quality and ethical goal-directed actions. These are based on comprehensive and systematic assessment, and the best available evidence to achieve planned and agreed outcomes.
	6.2	practises within their scope of practice	
	6.3	appropriately delegates aspects of practice to enrolled nurses and others, according to enrolled nurse's scope of practice or others' clinical or non-clinical roles	
	6.4	provides effective timely direction and supervision to ensure that delegated practice is safe and correct	
	6.5	practises in accordance with relevant policies, guidelines, standards, regulations and legislation, and	
	6.6	uses the appropriate processes to identify and report potential and actual risk related system issues and where practice may be below the expected standards.	

Evaluates outcomes to inform nursing practice - 26 Jul 2021

Module/Topic	**Chapter**	**Events and Submissions/Topic**

Evaluates outcomes to inform nursing practice	7.1	evaluates and monitors progress towards the expected goals and outcomes	RNs take responsibility for the evaluation of practice based on agreed priorities, goals, plans and outcomes and revises practice accordingly.
	7.2	revises the plan based on the evaluation, and	
	7.3	determines, documents and communicates further priorities, goals and outcomes with the relevant persons.	

Code of conduct for nurses - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic

The Code of conduct for nurses sets out the legal requirements, professional behaviour and conduct expectations for all nurses, in all practice settings, in Australia. It describes the principles of professional behaviour that guide safe practice and clearly outlines the conduct expected of nurses by their colleagues and the broader community.

Individual nurses have their own personal beliefs and values. However, the code outlines specific standards which all nurses are expected to adopt in their practice. The code also gives students of nursing an appreciation of the conduct and behaviours expected of nurses. Nurses have a professional responsibility to understand and abide by the code. In practice, nurses also have a duty to make the interests of people their first concern and to practise safely and effectively.

The code is consistent with the National Law. It includes seven principles of conduct, grouped into domains, each with an explanatory value statement. Each value statement is accompanied by practical guidance to demonstrate how to apply it in practice. Underpinning the code is the expectation that nurses will exercise their professional judgement to deliver the best possible outcomes in practice.

This code applies to all nurses
The principles of the code apply to all types of nursing practice in all contexts. This includes any work where a nurse uses nursing skills and knowledge, whether paid or unpaid, clinical or non-clinical. This includes work in the areas of clinical care, clinical leadership, clinical governance responsibilities, education, research, administration, management, advisory roles, regulation or policy development. The code also applies to all settings where a nurse may engage in these activities, including face-to-face, publications, or via online or electronic means.
(NMBA, 2018)

Domain: Practice legally
Domain: Practise safely, effectively and collaboratively
Domain: Act with professional integrity
Domain: Promote health and wellbeing

The code will be used:
• to support individual nurses in the delivery of safe practice and fulfilling their professional roles
• as a guide for the public and consumers of health services about the standard of conduct and behaviour they should expect from nurses
• to help the NMBA protect the public, in setting and maintaining the standards set out in the code and to ensure safe and effective nursing practice
• when evaluating the professional conduct of nurses. If professional conduct varies significantly from the values outlined in the code, nurses should be prepared to explain and justify their decisions and actions. Serious or repeated failure to abide by this code may have consequences for nurses' registration and may be considered as unsatisfactory professional performance, unprofessional conduct or professional misconduct, and
• as a resource for activities which aim to enhance the culture of professionalism in the Australian health system. These include use, for example, in administration and policy development by health services and other institutions; in nursing education, in management and for the orientation, induction and supervision of nurses and students.

Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic

The International code of ethics - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
An international code of ethics for nurses was first adopted by the International Council of Nurses (ICN) in 1953. It has been revised and reaffirmed at various times since, most recently with this review and revision completed in 2012. (ICN, 2012)	1. Nurses and people 2. Nurses and practice 3. Nurses and the profession 4. Nurses and co-workers	Nurses have four fundamental responsibilities: to promote health, to prevent illness, to restore health and alleviate suffering. The need for nursing is universal. Inherent in nursing is a respect for human rights, including cultural rights, the right to life and choice, to dignity and to be treated with respect. Nursing care is respectful of and unrestricted by considerations of age, colour, creed, culture, disability or illness, gender, sexual orientation, nationality, politics, race or social status. Nurses render health services to the individual, the family and the community and coordinate their services with those of related groups. (ICN, 2012)

Social media obligations - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
This guidance is to help registered health practitioners understand and meet their obligations when using social media. When using social media, the Health Practitioner Regulation National Law (the National Law), your National Board's code of ethics and professional conduct (the Code of conduct) and the *Guidelines for advertising regulated health services* (the Advertising guidelines) apply, just as when you interact in person.	1. What is social media? 2. How is the use of social media relevant to my practice? 3. What are the common pitfalls when using social media?	When using social media, you can meet your obligations by: • complying with confidentiality and privacy obligations • complying with your professional obligations as defined in your Board's Code of conduct • maintaining professional boundaries • communicating professionally and respectfully with or about patients, colleagues and employers, and • not presenting information that is false, misleading or deceptive, including advertising only claims that are supported by acceptable evidence.

Mandatory reporting: self and/or others - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic

Notifications about students
There is only one ground for a mandatory notification about students. Practitioners and education providers only need to notify us when they have a 'reasonable belief' that a student has an impairment that, when undertaking clinical training, may place the public at substantial risk of harm (a very high threshold for reporting risk of harm to the public). This document explains what reasonable belief is and what impairment means in this context. The requirement to report is also based on the level of risk. This document also gives more advice about when impairment must be reported, and the obligations of notifiers.

Concerns to report about practitioners
Notifiable concerns have a specific meaning under the National Law. There are four concerns that may trigger a mandatory notification, depending on the risk of harm to the public:
• impairment
• intoxication while practising
• a significant departure from accepted professional standards, and
• sexual misconduct.

Students
1. Mandatory notifications by clinical placement facilities
2. Mandatory notifications by education providers
3. Voluntary notification
Practitioners
1. Mandatory notification requirements
2. Concerns to report
3. Notifications by treating practitioners
4. Notifications by non-treating practitioners
5. Notifications by employers of practitioners

There are consequences for practitioners and education providers who fail to make a mandatory notification when they have to, although this is not a criminal offence under the National Law:
• if you are a practitioner who has failed to notify, your National Board may take regulatory action against you (such as, for example, a caution). It will consider all the circumstances before it decides whether to do so.
• if you are an education provider who has failed to notify (as section 143 of the National Law requires), the National Board that registered the student must publish details of this on its website. If the Board recommends it, Ahpra may make a statement about the failure in our annual report. Mandatory notification obligations only extend to an education provider's (organisation's) staff if the staff member is also a registered practitioner. An education provider is expected to have processes and protocols in place to assess when and how it would make a mandatory notification.

Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic

Medication Calculations - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
Medication Calculation review	Videos and lecture presentations on medication calculations.	

Exam Week - 18 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Please refer to Moodle for office hours of Unit coordinators.

Assessment Tasks

1 Assessment 1: Clinical Simulation and Progress Notes

Assessment Type
Practical and Written Assessment

Task Description
You are required to attend a three (3) day on-campus residential school prior to commencing your clinical placement. This residential school provides the opportunity for you to consolidate your theoretical knowledge and clinical skills in the clinical learning space. It also provides you with the opportunity to demonstrate your ability to practice as

a final term nursing student.

During the residential school, you will undertake a clinical simulation assessment in a simulated environment. This assessment consists of a clinical simulation, debrief and completion of patient progress notes utilising the SOAPIE format and occurs on Day 1.

Please follow the steps below to complete your assessment task.

The simulation consists of the following stages:

- Stage 1: You will be required to care for a simulated patient (SP) in your role as a final year student nurse.
- Stage 2: After participating in the clinical scenario, you will be provided with an opportunity to debrief and identify areas that require further learning. You will also receive confidential feedback on your performance in the simulation.
- Stage 3: You will document a set of progress noted based on the clinical scenario you participated in. These notes will be from your perspective as the student nurse caring for the SP in the scenario.

You are required to achieve a 100% for this assessment. You may have three attempts to achieve 100% for this assessment should you require it.

On Day 2, you will have an opportunity to have a 2nd attempt if required. On Day 3, you will have an opportunity to have a 3rd attempt if required. After each unsuccessful attempt, you will be provided with feedback on your performance and assistance to identify and remediate your deficits.

If you are unsuccessful on the third attempt, you may not be able to proceed to clinical placement and may receive a Fail grade for the unit.

Important – Point 4.21 of the CQUniversity Assessment Policy and Procedure (Higher Education Coursework) states: In a pass/fail unit, students who fail a single assessment or who fail a pass/fail component of a graded unit will be deemed to have failed that unit.

Assessment Due Date

The original clinical simulation assessment marking criteria is to remain with the CQUniveristy Academic. Progress notes are to be submitted via Moodle within 3 business days of Residential School completion.

Return Date to Students

You will receive the results for your clinical simulation and debrief result at the completion of the Residential School. You will receive confidential feedback post simulation and debrief. The progress notes will be marked within 14 days after submission to Moodle.

Weighting
Pass/Fail

Minimum mark or grade
PASS

Assessment Criteria

The clinical simulation will involve scenarios available online via the Moodle site of patients who have a deteriorating event. In the simulation, you will be supervised by a CQUniversity employee. You are required to respond within your scope of practice and in accordance with the [Nursing and Midwifery Board of Australia Registered Nurse Standards for Practice](#).

[The Patient Safety Competency Framework (PSCF) for Nursing Students](#) forms the basis of the marking criteria. You will be required to meet each criterion of these standards.

While the clinical assessment marking criteria is provided to students prior to their clinical assessment to assist in learning, the marking criteria cannot be taken into the assessment by the student. Once the marking criteria have been completed with confidential feedback given to the student, it is to be signed by the academic staff and student, dated and the student may take a copy of the completed criteria, but the original is to remain with the academic staff.

You are required to participate in **both** the clinical simulation and the debrief to **pass** the assessment.

You are required to complete progress notes relating to the clinical simulation scenario you were assessed and passed in. You must complete these notes utilising the chosen format and submit them to the appropriate assessment tab within the Moodle site using TurnItIn.

All assessments in this unit are assessed as per the CQUniversity Assessment Policy and Procedure (Higher Education Coursework).

Further details about the assessment and marking criteria are available on the NURS13136 Clinical Nursing Practice 5 Moodle site.

Marking Criteria for Progress Notes:

Progress Notes Marking Criteria – Marker to Complete

Pass Criteria **Please note**: Failure to achieve all pass criteria for Progress Notes will result in a fail grade for this assessment	**Achieved (Pass)**	**Not Achieved (Fail)**
1. Entry has nursing as title with date and time is clearly recorded		
2. Subjective data clear identification of nursing entry		
3. Objective data clear identification in progress notes		
4. Assessment data/information able to be identified in nursing progress notes		
5. Plan of action clear in the nursing progress notes		
6. Implementation of patient care identified and explained in nursing progress notes		
7. Evaluation clearly articulated in nursing progress notes		
8. Nursing progress notes correctly signed with printed name and designation (ie. student nurse CQU or SRN CQU)		
9. Spelling correct and any error correctly identified with a single line, word error, and initial		

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission

Online

Submission Instructions

This is an on campus activity. The completed clinical simulation assessment marking criteria, signed by the facilitator and student is to remain with the CQUniversity Academic. The written progress notes, must be uploaded via Turnitin within 3 business days of the completion of Residential School. Further submission instructions are available on the NURS13136 Clinical Nursing Practice 5 Moodle site.

Learning Outcomes Assessed

- Integrate cultural safety 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
- Function within legal and ethical frameworks and scope of practice of a beginning registered nurse in accordance with Nursing Midwifery Board of Australia (NMBA) Registered Nurse policies, codes, guidelines and standards.

Graduate Attributes

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

2 Assessment 2: Safe Medication Administration

Assessment Type
Written Assessment

Task Description
You will be required to complete 20 multiple-choice questions.
Aim
The aim of this assessment is to assess your knowledge of safe medication administration.
Instructions
You are required to complete an invigilated medication safety assessment on Day 2 of Residential School. This will be undertaken through Moodle. You may be assessed on any level of medication safety that you have previously covered throughout your study. There will no practice sessions prior to the assessment.
Please note the following related to your assessment task:
You are required to achieve 100% in the medication safety assessment to demonstrate safe nursing practice.
You may have three attempts at the medication safety assessment to achieve 100%.
Attempt 2, if required, will occur one hour prior to the start of Day 3 residential school.
Attempt 3, if required, will occur via ZOOM, invigilated by a CQU staff member. The day and time will be discussed with you before the end of residential school.
If you are not successful on the 3rd attempt, you may not be able to proceed to clinical placement and may be awarded a Fail for the unit.

Assessment Due Date

The safe medication administration assessment will occur on the second day of your residential school. If you do not achieve 100% you will be allowed a further attempt on Day three of the Residential School. If you do not achieve 100% on Day 3 you will be allowed a final attempt via ZOOM invigilated by a CQUniversity employee. The date and time will be discussed with you before the end of residential school.

Return Date to Students

Advice will be given immediately following the completion of the medication safety assessment.

Weighting
Pass/Fail

Minimum mark or grade
100

Assessment Criteria
You are required to achieve 100% in the safe medication administration assessment in order to demonstrate safe nursing practice. You are allowed up to a total of three attempts to achieve 100%.
Should you not achieve the required standard by the third attempt, you may not be eligible to complete the clinical placement component of NURS13136 and the CQUniversity Work-Integrated Learning/Student Placement policy and procedures will be enacted.

Referencing Style

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

Submission
Online

Submission Instructions
Automatic grading as per Moodle gradebook.

Learning Outcomes Assessed

- Integrate cultural safety 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) Registered Nurse policies, codes, guidelines and standards.

Graduate Attributes

- Communication

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

3 Assessment 3: Part One: ANSAT Document Formative - Part Two: ANSAT Document Summative

Assessment Type
Professional Practice Placement

Task Description

Part One: ANSAT Document - Formative

You will be required to complete the ANSAT during your clinical placement – Download a copy of the Term 2 ANSAT document from the WIL Moodle Site.
The ANSAT Document 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 [Nursing and Midwifery Board of Australia Registered Nurse Standards for Practice](#).
The ANSAT Formative Assessment is due at the midway point of your clinical placement - at the end of your 15th shift or upon completion of 120 hours of clinical placement.
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.
Please note the following from the [Work Integrated Learning Student Placement Policy and Procedure](#) clause 4.51:
"*Students who do not formally withdraw or notify their Unit Coordinator and who do not participate in an allocated WIL activity may receive a Fail grade. Students may also be required to pay a WIL activity forfeiture fee as specified in the unit profile or other pre-enrolment course/unit information made available to the student.*"

Part Two: ANSAT Document - Summative

You will be required to complete the ANSAT during your clinical placement – Download a copy of the Term 2 ANSAT document from the WIL Moodle Site.
The ANSAT Document 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 [Nursing and Midwifery Board of Australia Registered Nurse Standards for Practice](#).
The ANSAT Summative Assessment is due at the end of completion of your clinical placement.
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.
Please note the following from the [Work Integrated Learning Student Placement Policy and Procedure](#) clause 4.51:
"*Students who do not formally withdraw or notify their Unit Coordinator and who do not participate in an allocated WIL activity may receive a Fail grade. Students may also be required to pay a WIL activity forfeiture fee as specified in the unit profile or other pre-enrolment course/unit information made available to the student.*"

Assessment Due Date

You are required to submit your completed ANSAT documentation to the unit Moodle site within 3 Business days of completing your clinical placement.

Return Date to Students

Results will be uploaded to the unit Moodle site within 14 Business days of submission of the documentation.

Weighting
Pass/Fail

Minimum mark or grade
PASS

Assessment Criteria

Formative Assessment Marking Criteria

The Criteria in the ANSAT are based on the [Nursing and Midwifery Board of Australia registered nurse standards for practice](). These standards will be used to evaluate your ability to perform your nursing role within your scope of practice as your current year level. As you are a final year student it is expected that you will perform within the scope of practice of a final year student and demonstrate critical thinking, problem-solving and clinical skills applicable to a final year student.

This is dependent on clinical area and includes, but is not limited to:

- taking on a registered nurse patient load,
- connecting theory to clinical practice through critical thinking demonstrated by being able to prioritise and plan care and deliver care in a timely manner,
- Recognising deterioration and acting within your scope of practice
- Always maintaining professional behaviour in all communication interactions with patients and the health care team.

- Requires minimal to no prompting and direction from supervising Registered Nurse or preceptor.
- Stepping into the autonomous role of the registered nurse with the 'safety net' of supervision by a Registered Nurse Preceptor/Facilitator.

- Assessment criteria and performance standards for the ANSAT Document includes:
  - Successful completion of the required clinical placement hours as outlined in the Unit Profile.
  - Assessment and recording of your performance by the identified preceptor/clinical facilitator at the summative stage of clinical placement.

- Assessment of your clinical performance against the [Nursing and Midwifery Board of Australia Registered nurse standards for practice]() at the summative stage of clinical placement.
- Submitting your assessor's summative assessment and the signed record of attendance (timesheet), and if applicable, your completed and signed Clinical Learning Support Plan **within (2) business days of completing 120 hours of placement**.
- Further information on the assessment criteria is outlined on the Moodle site.

Summative Assessment Marking Criteria

- The Criteria in the ANSAT Document are based on the [Nursing and Midwifery Board of Australia 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 [Nursing and Midwifery Board of Australia Registered Nurse Standards for Practice]() as per your current year level.

- As you are a final year student it is expected that you will perform within the scope of practice of a final year student and demonstrate critical thinking,

problem-solving and clinical skills applicable to a final year student.

- This includes but is not limited to and dependent on clinical area: The student is expected to take on the Registered Nurse patient load, to connect theory to clinical practice through critical thinking exhibited by being able to prioritise and plan care then deliver that care in a timely manner, recognising deterioration and actioning accordingly within the scope of practice while maintaining professionalism in all areas of communication, attitude, and behaviour with all members of the health care team. With minimal to no prompting and direction required from supervising Registered Nurse or preceptor. To step into the autonomous role of the Registered Nurse with the 'safety net' of supervision by a Registered Nurse Preceptor/Facilitator.
- Assessment criteria and performance standards for the ANSAT Document includes:
- Successful completion of the required hours of clinical placement as set out in the unit profile and Bachelor of Nursing Handbook.
- Assessment and recording of your performance by the identified preceptor/clinical facilitator at the summative stage of clinical placement.
- Assessment of your clinical performance against the [Nursing and Midwifery Board of Australia Registered Nurse Standards for Practice](#) at the summative stage of clinical placement.
- You are required to submit your assessor's summative assessment and the signed record of attendance (timesheet), and if applicable your completed and signed Clinical Learning Support Plan **within three (3) business days of completion of placement**.
- Further information on the assessment criteria is outlined on the Moodle site.

Referencing Style

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

Submission
Online

Submission Instructions
You are required to submit your formative self-assessment and your assessor's formative assessment at the midway point of your clinical placement (at completion of 120 hours of placement) - within 48 hours of completion. At the end of your clinical placement you are required to submit your assessor's summative assessment, your signed record of attendance and if applicable, your completed and signed support plan to the unit Moodle site within 3 Business days of completing your total 240 hours of clinical placement.

Learning Outcomes Assessed

- Integrate cultural safety 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) Registered Nurse policies, codes, guidelines and standards.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking

- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

4 Assessment 4 - Clinical Reflection

Assessment Type
Written Assessment

Task Description

Aim

The aim of this assessment is to reflect on your clinical placement and your direct involvement with medications in light of one of the six Medication Safety Knowledge areas from the Patient Safety Competency Framework for Nursing Students (2017). Ensure that you were directly involved in the chosen situation you chose to reflect upon.

Instructions

You are writing a reflection on your direct involvement in a situation from clinical placement in light of one of the six Medication Safety Knowledge areas from the Patient Safety Competency Framework for Nursing Students (2017).

Medication safety refers to the safe use of medicines to achieve therapeutic outcomes and improve people's quality of life while minimizing risks and responding to errors. Medication safety is dependent upon the nurses' ability to manage the human and systems factors that have the potential to adversely impact the accuracy of medication prescribing, dispensing and administration, and to educate patients to self-manage medications appropriately.

(Patient Safety Competency Framework for Nursing Students, 2017)

Please follow the steps below to complete your assessment task.

1. Review the Medication Safety Knowledge areas from the Patient Safety Competency Framework for Nursing Students (2017):

       Outlines key principles of safe medication management.

       Identify factors that have the potential to compromise safe medication practices.

       Define and differentiate between a medication error, adverse drug reaction, drug sensitivity, side effects and drug allergy.

       Describe the roles and responsibilities of members of the medication team responsible for prescribing, dispensing, and administering medications.

       Outline legislative and organisational requirements for medication prescription, storage, use and administration.

       Describe how to report medication incidents including drug reactions, medication errors and near misses.

2. Choose one of the above Medication Safety Knowledge areas.

3. Reflect upon your clinical placement and your direct involvement with medications in light of your above chosen Medication Safety Knowledge area. Ensure that you were directly involved in the chosen situation you chose to reflect upon.
4. You will now write a reflection using the below Johns Model. Reflect on your involvement in your chosen situation in light of your chosen Medication Safety Knowledge area.
5. Write to the headings and subheadings answering the questions as prompts to assist you to reflect.

Johns Model Reflection (Modified by Euler, 2019)

Description of the experience

- Describe the experience and significant factors

Reflection

- What was I trying to achieve and what were the consequences?

Influencing Factors

- What factors (internal/external/knowledge) affected my decision making?

Could I have dealt with it better?

- What other choices did I have and what were the consequences of those choices?

Learning

Empirics - What knowledge did or could have informed me?

Ethics - Did I act for the best? & What factors were influencing me?

Personal - Why did I feel the way I did in this situation?

Aesthetics - What was I trying to achieve? & Why did I respond/react as I did?

Reflexivity -   Does it connect with past experiences?

How could I handle this situation better?

What will change because of this experience?

How did I feel about this experience?

How has this experience changed my ways of knowing?

Assessment Due Date

Three days after completing clinical placement

Return Date to Students

Within 14 days of submission.

Weighting
Pass/Fail

Minimum mark or grade
PASS

Assessment Criteria

Marking Criteria

Marking Criteria (Please note – failure to achieve all pass criteria will result in a fail grade for this assessment)		Marker to complete with feedback	
		PASS (Present)	FAIL (Not present)
Presentation of assignment. Cover page, discussion and reference list included. 750 words +/- 10%750 words +/- 10%			
One (1) Medication Safety knowledge area for reflection, clearly identified from the Patient Safety Competency Framework (PSCF) Standards (2017).			
Johns Model Reflection (Modified by Euler, 2019)	Description of the experience.		
	Reflection on what was trying to be achieved and the consequences.		
	Factors affecting decision making are identified and discussed		
	Other choices and consequences identified and discussed.		
	Discussion of the learning that occurred in relation to Empirics, Ethics, Personal, Aesthetics and Reflexivity		
Use of APA referencing style evident.			

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
No submission method provided.

Submission Instructions
Submit your assessment via the unit Moodle site in Microsoft Word format only within three business days of completing your clinical placement

Learning Outcomes Assessed

- 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
- Function within legal and ethical frameworks and scope of practice of a beginning registered nurse in accordance with Nursing Midwifery Board of Australia (NMBA) Registered Nurse policies, codes, guidelines and standards.

Graduate Attributes

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