NURS20160 *The Nurse Professional*
Term 1 - 2019

All details in this unit profile for NURS20160 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

Corrections

Unit Profile Correction added on 01-03-19

This correction refers to Assessment 1, under the heading "Context". Please use the following sentence instead of the one that currently appears.

"Throughout your lessons, you have watched videos which demonstrate nursing care that was arguably not in the patients' best interests. This assessment refers to **Madge's** story."

General Information

Overview
This unit provides you with advanced knowledge of contemporary nursing practice in the Australian healthcare industry. You will examine current legislation, registration standards and scope of practice documents in order to organise and delegate safe and effective healthcare for individuals, families and groups. Ethical and legal considerations that arise from working in the nursing profession will be critically analysed and you will consider ethical, professional and self-management implications for practice. You will be encouraged to demonstrate sound judgement in applying legal and ethical frameworks in a simulated activity. You will critically evaluate the use of evidence-informed practice in nursing and will examine its significance in clinical leadership. This allows you to design and communicate a quality improvement plan in a simulated health setting.

Details
Career Level: *Postgraduate*
Unit Level: *Level 8*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites
Students must be enrolled in either: CH79 Graduate Certificate in Nursing (Re-Entry) orCL02 Graduate Certificate in Nursing (International Registered Nurse Entry)
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 - 2019

- Cairns
- 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 Postgraduate 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. **Presentation**
Weighting: 50%
2. **Written Assessment**
Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

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 "Have your say" button

Feedback

Students have found it difficult to complete all work requirements.

Recommendation

Students who wish to study full time must seek the permission of the Head of Course who discusses the realities of a 50hr/week study load. Many students do choose to continue as full-time students but reduce their study load to part-time before the Census date. Students who have not studied at a postgraduate level, or who have competing priorities in their life, should give careful consideration to studying part-time.

Feedback from "Have your say" button Student emails

Feedback

Disagreement regarding the usefulness of consolidation activities.

Recommendation

Compared with previous intakes, where consolidation activities were not used, students' academic performance was better. The consolidation activities are designed to allow students to demonstrate their academic writing skills and receive detailed constructive feedback about their work. This work also relates to the assignment work. Consolidation activities are not compulsory and will continue to be used as a teaching and learning strategy.

Feedback from "Have your say" button Student emails

Feedback

Instruction around the second assignment could be improved.

Recommendation

An activity has been designed which replicates the second assignment which will be used in a tutorial before the assignment is due. This tutorial will be recorded for those students who cannot attend.

Feedback from "Have your say" button Class conversations

Feedback

Students feel supported in the program

Recommendation

People enrolled in NURS20160 are often studying after an extended break, have conflicting life priorities, and are nervous about returning to nursing. In this Unit, we take an active role in identifying students who may be struggling and refer them to support services such as the Academic Learning Centre, student advocacy, Inclusion and Accessibility, the Ally Network, student counselling etc.

Unit Learning Outcomes

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

1. Apply legal and ethical frameworks and professional codes and guidelines to nursing practice
2. Delegate nursing care in an appropriate manner, to optimise patient outcomes in simulated scenarios
3. Evaluate sources of evidence in order to design an evidence-informed nursing care plan
4. Apply the principles of clinical leadership to construct a best-practice change concept.

Standard 1: Thinks critically and analyses nursing practice

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

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

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

Standard 2: 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

2.6 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.

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

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.

Standard 4: Comprehensively conducts assessments

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.

Standard 5: Develops a plan for nursing practice

5.2 collaboratively constructs nursing practice plans until contingencies, options priorities, goals, actions, outcomes and timeframes are agreed with the relevant persons

Standard 6: Provides safe, appropriate and responsive quality nursing practice

6.2 practises within their scope of practice

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.

Standard 7: Evaluates outcomes to inform nursing practice

7.3 determines, documents and communicates further priorities, goals and outcomes with the relevant persons.

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 - Presentation - 50%			●	●
2 - Written Assessment - 50%	●	●		

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge	○	○	○	○
2 - Communication		○		○
3 - Cognitive, technical and creative skills	○	○	○	○
4 - Research			○	
5 - Self-management	○			
6 - Ethical and Professional Responsibility	○			
7 - Leadership		○		○
8 - 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
1 - Presentation - 50%	○	○	○	○			○	
2 - Written Assessment - 50%	○		○		○	○		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom capacity (web cam and microphone)

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

Lydia Mainey Unit Coordinator
l.mainey@cqu.edu.au

Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Over the first two weeks, we review and extend your knowledge of patient-centred care, practice development, and transformational leadership.	Please refer to: 1. Patient-Centred Care In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	Read all the orientation materials (if you have not done so already). Learn how to use Zoom for tutorials Double check online Tutorial Times (please see Moodle for more information) Double check Class Timetable (CL02 internal students only) Introduce yourself to the class on the activity forum

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
This week we extend your knowledge of patient-centred care, practice development, and transformational leadership.	Please refer to: 2. Transformational Leadership and Activity 3: Consolidation In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	Double check online Tutorial Times (please see Moodle for more information). Double check Class Timetable (CL02 internal students only). Please ensure all learning has been completed for the week prior to attending the Tutorial/Class.

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic

| | | Over the next 2 weeks, we will comprehensively review and build upon your knowledge of evidence-informed practice and knowledge translation. | Please refer to: 1. Searching for Evidence 2. Analysing the Evidence In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know. | Double check online Tutorial Times (please see Moodle for more information). Double check Class Timetable (CL02 internal students only). Please ensure all learning has been completed for the week prior to attending the Tutorial/Class. |

Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
This week we extend on your knowledge of evidence-informed practice and knowledge translation.	Please refer to: 3. Translating research findings 4. Consolidation In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	Double check online Tutorial Times (please see Moodle for more information). Double check Class Timetable (CL02 internal students only). Please ensure all learning has been completed for the week prior to attending the Tutorial/Class.

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
This week has been set aside for catch-up and assignment work. There will be no lectures or tutorials this week, however, your lecturer will be on hand to discuss your assignment with you.	There is no scheduled unit work for this week.	Double check online Tutorial Times (please see Moodle for more information). Double check Class Timetable (CL02 internal students only). Please ensure all learning has been completed for the week prior to attending the Tutorial/Class.

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
This is a designated vacation week. Enjoy a well-earned rest.	This is a designated vacation week. Enjoy a well-earned rest.	This is a designated vacation week. Enjoy a well-earned rest.

Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Over the next 3 weeks, we will comprehensively review and build upon your knowledge of nursing law and ethics. This week will focus on personal and professions morals (Code of Conduct).	Please refer to: 1. Defining Moral Boundaries In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	Double check online Tutorial Times (please see Moodle for more information). Double check Class Timetable (CL02 internal students only). Please ensure all learning has been completed for the week prior to attending the Tutorial/Class. **Assessment 1** Due: Week 6 Monday (22 Apr 2019) 5:00 pm AEST

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
We continue our review of ethical and legal frameworks this week focusing on nursing ethics.	Please refer to: 2. Being Ethical In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know	Double check online Tutorial Times (please see Moodle for more information). Double check Class Timetable (CL02 internal students only). Please ensure all learning has been completed for the week prior to attending the Tutorial/Class.

Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
We finish our review and ethical and legal frameworks by focusing on nursing and the law.	Please refer to: 3. Working Legally In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	Double check online Tutorial Times (please see Moodle for more information). Double check Class Timetable (CL02 internal students only). Please ensure all learning has been completed for the week prior to attending the Tutorial/Class.

Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Over the next 3 weeks, we will comprehensively review and build upon your knowledge of the nursing scope of practice and delegation. This week will focus on the scope of practice of the healthcare team.	Please refer to: 1. Healthcare team Scope of Practice In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	Double check online Tutorial Times (please see Moodle for more information). Double check Class Timetable (CL02 internal students only). Please ensure all learning has been completed for the week prior to attending the Tutorial/Class.

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
This week we build on the scope of practice and focus on delegation.	Please refer to: Book 2: Delegation In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	Double check online Tutorial Times (please see Moodle for more information). Double check Class Timetable (CL02 internal students only). Please ensure all learning has been completed for the week prior to attending the Tutorial/Class.

Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Finally, this week we focus on consolidating our delegation skills.	Please refer to: Lesson 3: Consolidation In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	Double check online Tutorial Times (please see Moodle for more information). Double check Class Timetable (CL02 internal students only). Please ensure all learning has been completed for the week prior to attending the Tutorial/Class.

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
This week has been set aside for wrap-up and reflections.	Please refer to the final module and consider if you have met the learning outcomes and graduate attributes of the unit.	Double check online Tutorial Times (please see Moodle for more information). Double check Class Timetable (CL02 internal students only). Please ensure all learning has been completed for the week prior to attending the Tutorial/Class. **Assessment 2** Due: Week 12 Monday (3 June 2019) 5:00 pm AEST

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

National holidays that fall this term: Good Friday 19 April, Easter Monday 22 April, ANZAC day 25 April.

Assessment Tasks

1 Assessment 1

Assessment Type
Presentation

Task Description
Length: 2500 words + 3-minute video
The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference list and appendices, annotated bibliography, PICO/PEO. It includes in-text references and direct quotations.
Weighting: 50% Referencing Style: APA 6th Edition
Format:

- Size 12 font (Times New Roman or Arial)

- 1.5 spacing

- 2.54cm margins

- Page numbers, name and student number on each page

- Video: Please save as an MP4 file and upload to Moodle.

PICO/PEO: Please use the template provided in the Unit.
ANNOTATED BIBLIOGRAPHY: Please use the template provided in the Unit.
Learning Outcomes Assessed

- Evaluate sources of evidence in order to design an evidence-informed nursing care plan

- Apply the principles of clinical leadership to construct a best-practice change concept

Graduate Attributes
1. Knowledge: Acquire and apply a body of knowledge and appropriate professional judgment relevant to a discipline.
2. Communication: Communicate and interact with others and in culturally diverse contexts.
3. Cognitive, technical and creative skills: Investigate, analyse and synthesise complex information, problems and concepts.
4. Research: Critically appraise outcomes and products of research for translation into the discipline
5. Leadership: Exercise initiative and responsibility, taking action and engaging others to make a positive difference as a global citizen
Context
Throughout your lessons, you have watched videos which demonstrate nursing care that was arguably not in the patients' best interests. This assessment refers to Paul's story.
The Task
Find one (1) nursing intervention in Paul's Story that you believe was not patient-centred. Then, research an alternative nursing intervention that could have been used in the same scenario, that is evidenced-based and patient-centred.
Next, create a plan to install the alternative nursing intervention into the ward's culture, using the attributes of transformational leadership.
You will present your work as an essay and an accompanying video. The audience for your video is the hospital community.
Steps to complete the task
Step 1. Identify the poor nursing practice.
Step 2. Create a search strategy to identify an evidence-based nursing intervention using the PICO/PEO format. Submit your completed PICO/PEO template as part of your assessment documentation.
Step 3. Carry out your search strategy.
Step 4. Complete an annotated bibliography of 5 journal articles identified through your search. Submit your completed annotated bibliography as part of your assessment documentation.
Step 5. Write the essay that is set out as follows:

- An introduction that informs the reader about the importance of your topic and outlines your essay.

- A brief background/overview of the practice problem (200-word maximum).

- The method you used to search for your evidence-based intervention (i.e. PICO/PEO and search strategy).

- A brief overview of the results of the search (200-word maximum).

- Analysis of 5 journal articles identified through the search.

- Identification of the new nursing practice.

- A discussion on how you could use the Transformational Leadership approach to embed the new evidence-based approach into the ward's practice.

- Reference List.

- Appendices.

Step 6. Create a 3-minute video that explains your research in a language appropriate to the wider hospital community. You are allowed one PowerPoint slide, but no other resources or props.
Submit all documentation:
* Video
* Essay (2500 words +/- 10%)
* PICO/PEO template (essay appendix A)
* Annotated bibliography template (essay appendix B)
*A minimum of 10 references are required to demonstrate broad consideration of the topic.

Assessment Due Date
Week 6 Monday (22 Apr 2019) 5:00 pm AEST
Please allow enough time to submit this assessment piece through Moodle.

Return Date to Students
Week 9 Monday (13 May 2019)

Weighting
50%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Structure 20%				
Efficacy and organisation 5% (2.5% per item)				
An articulate essay. There is a succinct and compelling introduction which introduces the topic and outlines the direction of the paper. The essay is cogent and is brought to a compelling conclusion.	A well-written essay. There is a clear and appropriate introduction which introduces the topic and outlines the direction of the paper. The essay proceeds logically and is brought to a logical conclusion.	Appropriately written essay. There is an appropriate introduction which mostly introduces the topic and outlines the direction of the paper. The essay mostly proceeds logically and is brought to an appropriate conclusion.	Adequately articulated essay. An introduction is apparent and the topic is somewhat introduced. There is an attempt made to outline the direction of the paper. The essay is at times repetitive or lacks cohesion. A conclusion is evident.	The introduction is not apparent or does not attempt to introduce the topic and outline the direction of the paper. The essay is does not flow logically and is not brought to a close.
PICO/PEO and annotated bibliography tables are very clear and comprehensive. Video slide is eye-catching, clear and concise.	PICO/PEO and annotated bibliography tables are mostly clear and comprehensive. Video slide is clear and concise.	PICO/PEO and annotated bibliography tables are somewhat clear and comprehensive. Video slide is present and relevant to the performance, however too many words/images are used.	PICO/PEO and annotated bibliography tables are neither clear nor comprehensive. Video slide is present but is not completely relevant to the performance.	PICO/PEO and annotated bibliography tables are not present or is not relevant. Video slide is not present or is not relevant to the performance.
Presentation 10% (5% per item)				
Excellent presentation of assignment. The submitted written material very well-presented follows the formatting requirements and is free from errors. PICO and annotated bibliography are very well-presented and free from errors. Script is free from formatting errors.	A very good presentation of the assignment. The additional submitted written material is well-presented and mostly follows the formatting requirements. There are minor errors (e.g. 1 or 2 errors in spelling, grammar and paragraph structure). PICO and annotated bibliography have minor errors (e.g. 1 or 2 consistent errors in spelling, grammar and paragraph structure).	A good presentation of the assignment that follows the formatting requirements. There are some errors (e.g. 3 or 4 consistent errors with spelling, grammar and paragraph structure). PICO and annotated bibliography have some errors (e.g. 3 or 4 consistent errors with spelling, grammar and paragraph structure).	An adequate presentation that sometimes follows the formatting requirements. There are 3 or 4 inconsistent errors (spelling, grammar and paragraph structure). PICO and annotated bibliography and has 3 or 4 inconsistent errors (spelling, grammar and paragraph structure).	Poorly presented assignment. There are many inaccuracies in formatting spelling, grammar and paragraph structure. (> 5 errors). PICO and annotated bibliography have many inaccuracies in formatting, spelling, grammar and paragraph structure. (> 5 errors).
The video presentation is polished as lasts 3 minutes. Well-Rehearsed and professional performance is given. The presentation follows a clear and logical sequence. Student does not refer to notes. Only 1 power-point slide is used.	A well made video. Video is under or over the time limit by 15 seconds. Performance has been rehearsed with few mistakes (less than 5). The presentation follows a logical sequence. Student refers to notes occasionally. Only 1 powerpoint slide is used.	Video presentation is structured. The video is under or over the time limit by 30 seconds. Student makes more than 5 mistakes. The presentation is mostly logical. Student refers to notes throughout the presentation. More than 1 powerpoint slide is used.	Video presentation does not have a clear structure. The video presentation is under or over the time limit by 45 seconds. Student makes frequent mistakes or relies on notes to undertake the presentation. More than 1 powerpoint slide is used.	The video is not relevant or present. The video is under or over the time limit by 1 minute.
Referencing 5% (2.5% per item)				
Consistently integrates up-to-date references/citations to support and reflect all ideas, factual information and quotations. A minimum of 10 contemporary* journal articles has been cited.	Generally integrates up-to-date references/citations to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions. A minimum of 10 contemporary* journal articles have been cited.	Partly integrates up-to-date references/citations to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions. Between 8- 10 contemporary* journal articles have been cited.	Occasionally integrates up-to-date references/citations to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions. Between 5-8 contemporary* journal articles have been cited.	Fails to or infrequent attempts (>7 errors) to integrate up-to-date references/citations to support and reflect ideas, factual information and quotations. Less than 5 contemporary* journal articles have been cited.
Accurate APA referencing. No errors.	Mostly accurate APA referencing. 1-2 consistent errors (may be made multiple times).	Somewhat accurate APA referencing. 3 consistent errors (may be made multiple times).	Occasionally accurate APA referencing. 4 consistent errors (made multiple times).	APA referencing not used, or more than 5 inaccuracies.
Approach and Argument 80%				
Relevancy and depth 15% (7.5% for each item)				

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Content is entirely relevant to the topic, the approach comprehensively addresses the task and the presentation proceeds logically and is within the set time limit and word count.	Content is very relevant to the topic, the approach clearly addresses the task and the presentation proceeds logically and is within the set time limit and word count.	Content is appropriate to the topic, the approach mostly addresses the task and the presentation for the most part proceeds logically and is within the set time limit and word count.	Content addresses the topic but the presentation is at times repetitive or lacks cohesion and is within the set time limit with a 10% allowance (under or over the set limit and word count).	Content is irrelevant and or does not address the topic and the presentation lacks cohesion. The time limit and word count are not within the 10% under or over allowance and not been adhered to.
The 3-minute video provides a clear understanding of the background and significance of the problem. Student clearly and concisely describes their literature review method. Student clearly describes the results of their literature search. Student clearly describes the application of the results of their findings using Transformational Leadership and Practice Development attributes to the ward environment.	3 minute video provides understanding of the background and significance of the problem. Student clearly describes their literature review method. Student describes the results of their literature search. The student describes the application of the results of their findings using Transformational Leadership and Practice Development attributes to the ward environment.	The 3-minute video provides too much background and significance of the problem. Student provides too much detail of their literature review method. Student over-describes the results of their literature search. Student's description of the application of the results of their findings is sometimes unclear and is not concise.	The 3-minute video provides too little background and the significance of the problem. Student provides too little detail of their literature review method. Student under-describes the results of their literature search. Student's description of the application of the results of their findings, while relevant, is unclear.	3 minute video is irrelevant or is not present.

Knowledge of Best Practice 25% (5% per item)

Practice issue clearly identified and concisely explained.	Practice issue clearly identified but the explanation is not concise or is not evident.	Practice issue is mostly clearly identified.	Practice issue is addressed but not clearly identified.	Practice issue is not addressed or is not relevant.
The research question is relevant and clearly articulated (using PICO/PEO).	The research question is relevant and appropriately articulated (using PICO/PEO).	The research question is mostly relevant and well-articulated (using PICO/PEO).	The research question is somewhat relevant and but lacks cohesion (using PICO/PEO).	The research question is not relevant and lacks cohesion (using PICO/PEO).
Communication of the results of the literature search is clear and concise.	Communication of the results of the literature search is clear.	Communication of the results of the literature search is mostly clear.	Communication of the results of the literature search is at times unclear.	Communication of the results of the literature search is not present or is unclear.
Critical analysis of the literature is clear.	Critical analysis of the literature is mostly apparent.	Critical analysis of the literature is often apparent.	Critical analysis of the literature is sometimes apparent.	Critical analysis of the literature is not present, or is unclear.
Direction regarding best practice is relevant and well-articulated.	Direction regarding best practice is relevant.	Direction regarding best practice is mostly relevant.	Direction regarding best practice is somewhat relevant.	Direction regarding best practice is not relevant.

Knowledge of Transformational Leadership 20%

Well-articulated, patient-centred plan demonstrating excellent understanding of the principles of Practice Development and Transformational Leadership.	Well-articulated, patient-centred plan demonstrating a good understanding of the principles of Practice Development and Transformational Leadership	Well-articulated plan demonstrating a good understanding of the principles of Practice Development and Transformational Leadership	The plan lacks clarity. Understanding of the principles of Practice Development and Transformational Leadership is evident but unclear.	Plan lacks clarity or is not present. Limited or no understanding of the principles of Practice Development and Transformational Leadership is evident.

Application 20%

Expert synthesis and application of complex information to create and defend a comprehensive Practice Development strategy which addresses the practice issue/problem.	Mostly expert synthesis and application of complex information to create and defend an effective Practice Development strategy.	Some synthesis and application of complex information to create and defend a sound Practice Development strategy.	An attempt to synthesise and apply complex information is apparent. The Practice Development strategy is adequate.	No apparent synthesis or application of complex information. Practice Development strategy is not apparent or is inadequate.

Referencing Style

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

Submission
Online

Submission Instructions
Assessment items (essay and video) are to be submitted online through Moodle.

Learning Outcomes Assessed

- Evaluate sources of evidence in order to design an evidence-informed nursing care plan
- Apply the principles of clinical leadership to construct a best-practice change concept.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Leadership

2 Assessment 2

Assessment Type
Written Assessment

Task Description
Length: 2500 words
The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page and reference list. It includes in-text references and direct quotations.
Referencing Style: APA 6th Edition
Format:

- Size 12 font (Times New Roman or Arial)
- 1.5 spacing
- 2.54cm margins
- Page numbers, name and student number on each page

Learning Outcomes

- Apply legal and ethical frameworks and professional codes and guidelines to nursing practice

- Delegate nursing care in an appropriate manner to optimise patient outcomes.

Graduate Attributes
1. Knowledge: acquire and apply a body of knowledge and appropriate professional judgement, relevant to the profession.
2. Cognitive and Technical Skills: Investigate, analyse and synthesize complex information, problems and concepts.
3. Self-Management: Reflect on and critically evaluate one's performance
4. Ethical and Professional Responsibility: demonstrate ethical, legal, social and civic responsibility.

Context
In this assessment, you are required to create a delegation for the shift as well as identify and respond to a legal/ethical dilemma.

Outputs
1. Delegation Justification (1500)
2. Ethical/Legal response (1000words)

The Task
In this assignment, you will outline the delegation and supervision requirements you must comply with as a student re-entry nurse on clinical placement. You will consider these requirements at the beginning and end of your clinical placement as they will change.
Further, you will extend the assignment by outlining how you will navigate a common legal and ethical dilemma faced by student nurses.

Step 1
Please watch the following 3 handovers:
Mary Johnstone (https://youtu.be/lGcce4uWD_c)
Peter Mendel (https://youtu.be/PHvJoDJaIO4)
Aisha Ray (https://youtu.be/xfuWZ8947kQ)
These patients have been allocated to your buddy Registered Nurse for the shift.
Week 1:
a) Discuss your scope of practice as a student re-entry/international entry nurse at the beginning of your clinical placement.
b) Identify, then justify, the nursing cares that would be appropriate for you to perform in your first week of clinical placement.
c) Using the NMBA decision-making framework, discuss how you will negotiate delegation of these cares with your Registered Nurse buddy.
Week 4 (Re-Entry)/ Week 6 (International Entry):
a) Discuss your scope of practice as a re-entry/international entry nurse at the end of the clinical placement.
b) Identify, then justify, the nursing cares that would be appropriate for you to perform in your last week of clinical placement.
c) Using the NMBA decision-making framework, discuss how you will negotiate delegation of these cares with your Registered Nurse buddy.

STEP 2:
During your first week of clinical placement the Nurse Unit Manager has asked you to buddy up with an Enrolled Nurse, to refamiliarise yourself with medication rounds, and an Assistant in Nursing, to refamiliarise yourself with activities of daily living.
a) Please explain why this is an ethical and legal dilemma, explaining the laws, standards, codes or guidelines that it contravenes.
b) Explain how you will act to approach the situation to ensure that you and the healthcare facility are not practising outside of your scope/law.
In this section, you must refer to material covered in the course as well as sourcing evidence from other contemporary sources such as the Nursing and Midwifery Board of Australia and peer-reviewed journal articles. A minimum of ten (10) references (from peer-reviewed and grey sources) are necessary to demonstrate broad consideration of the topic.
You are encouraged to write in the first person, present for this assignment.

Assessment Due Date
Week 12 Monday (3 June 2019) 5:00 pm AEST
Please allow enough time to submit this assessment piece through Moodle.

Return Date to Students
Exam Week Monday (17 June 2019)

Weighting
50%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Structure 20%				
Efficacy and organisation 5%				
An articulate essay. There is a succinct and compelling introduction which introduces each section and outlines the direction of the paper. Each section of the essay is cogent and is brought to a compelling conclusion.	A well-written essay. There is a clear and appropriate introduction which introduces each section and outlines the direction of the paper. Each section of the essay proceeds logically and is brought to a logical conclusion.	Appropriately written essay. There is an appropriate introduction which mostly introduces each section and outlines the direction of the paper. Each section of the essay mostly proceeds logically and is brought to an appropriate conclusion.	Adequately articulated essay. An introduction for each section is apparent. There is an attempt made to outline the direction of the paper. The individual sections of the essay are, at times, repetitive or lack cohesion. A conclusion is evident.	The introduction to each section is not apparent or does not attempt to introduce the topic and outline the direction of the argument. The essay is does not flow logically and is not brought to a close.
Presentation 10%				
Excellent presentation of assignment. The submitted written material very well-presented, follows the formatting requirements and is free from errors.	A very good presentation of the assignment. The submitted written material is well-presented and mostly follows the formatting requirements. There are minor errors (e.g. 1 or 2 errors in spelling, grammar and paragraph structure).	A good presentation of assignment that follows the formatting requirements. There are some errors (e.g. 3 or 4 consistent errors with spelling, grammar and paragraph structure).	An adequate presentation that sometimes follows the formatting requirements. There are 3 or 4 inconsistent errors (spelling, grammar and paragraph structure).	Poorly presented assignment. There are many inaccuracies in formatting spelling, grammar and paragraph structure. (> 5 errors).
Referencing 5%				
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. A minimum of 10 contemporary* references are used. These may be peer-reviewed and grey literature.	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions. A minimum of 10 contemporary* references is used. These may be peer-reviewed and grey literature.	Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions. Between 7-9 contemporary* references are used. These may be peer-reviewed and grey literature.	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions. Between 5-6 contemporary* references are used. These may be peer-reviewed and grey literature.	Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information and quotations. Less than 5 contemporary* references have been cited.
Accurate APA referencing. No errors.	Mostly accurate APA referencing. 1-2 consistent errors (may be made multiple times).	Somewhat accurate APA referencing. 3 consistent errors (may be made multiple times).	Occasionally accurate APA referencing. 4 consistent errors (made multiple times).	APA referencing not used, or more than 5 inaccuracies.
Approach and Argument 80%				
Relevancy and depth 15%				
Content is entirely relevant to the topic, the approach comprehensively addresses the task. The essay is within the set word count.	Content is very germane, the approach clearly addresses the task. The essay is within the set word count.	Content is appropriate to the topic, the approach mostly addresses the task and is within the set word count	Content addresses the topic and is within the set set word count 10% allowance (under or over the set word count).	Content is irrelevant and or does not address the topic and the presentation lacks cohesion. The time limit and word count have not been adhered to.
Knowledge 35% (5% for each section)				
The student demonstrates thorough investigation and analysis of the ethical, legal and practical responsibilities of nursing. The following topics are covered: · Scope of practice	The student demonstrates an investigation and analysis of the ethical, legal and practical responsibilities of nursing. The following topics are covered: · Scope of practice	Student demonstrates adequate investigation and some analysis of the legal and practical responsibilities of nursing. The following topics are adequately covered. · Scope of practice	The student demonstrates limited investigation and analysis of the legal and practical responsibilities of nursing. The following topics are covered. · Scope of practice	There is little/no attempt to investigate and analyse the following topics: · Scope of practice
· Role of delegation in the nursing context	· Role of delegation in the nursing context	· Role of delegation in the nursing context	· Role of delegation in the nursing context	· Role of delegation in the nursing context
· Types of delegation	· Types of delegation	· Types of delegation	· Types of delegation	· Types of delegation
· Roles and responsibilities of the delegator and delegatee	· Roles and responsibilities of the delegator and delegatee.	· Roles and responsibilities of the delegator and delegatee.	· Roles and responsibilities of the delegator and delegatee.	· Roles and responsibilities of the delegator and delegatee.
· Levels of supervision	· Levels of supervision	· Levels of supervision	· Levels of supervision	· Levels of supervision
· Correct identification of the legal/ethical dilemma	· Correct identification of the legal/ethical dilemma	· Correct identification of the legal/ethical dilemma	· Correct identification of the legal/ethical dilemma	· Correct identification of the legal/ethical dilemma
· Professional nursing codes and guidelines related to delegation and ethical/legal dilemma	· Professional nursing codes and guidelines related to delegation and ethical/legal dilemma	· Professional nursing codes and guidelines related to delegation and ethical/legal dilemma	· Professional nursing codes and guidelines related to delegation and ethical/legal dilemma	· Professional nursing codes and guidelines related to delegation and ethical/legal dilemma
Application 30% (15% for each section)				
Expert synthesis and application of complex information to create and defend a comprehensive · Student nursing care plan which adheres to the scope of practice and follows the NMBA decision-making framework	Mostly expert synthesis and application of complex information to create and defend an effective · Student nursing care plan which adheres to the scope of practice and follows the NMBA decision-making framework	Some synthesis and application of complex information to create and defend a sound · Student nursing care plan which adheres to the scope of practice and follows the NMBA decision-making framework	An attempt to synthesise and apply complex information is apparent. An attempt has been made to create and defend: · Student nursing care plan which adheres to the scope of practice and follows the NMBA decision-making framework	No apparent synthesis or application of complex information. · Student nursing care plan is not apparent or is inadequate
· Response and resolution to an ethical/legal dilemma	· Response and resolution to an ethical/legal dilemma	· Response and resolution to an ethical/legal dilemma	· Response and resolution to an ethical/legal dilemma	· Response and resolution to an ethical/legal dilemma are not apparent or is inadequate

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Assessment is to be submitted online through Moodle.

Learning Outcomes Assessed

- Apply legal and ethical frameworks and professional codes and guidelines to nursing practice
- Delegate nursing care in an appropriate manner, to optimise patient outcomes in simulated scenarios

Graduate Attributes

- Knowledge
- Cognitive, technical and creative skills
- Self-management
- Ethical and Professional Responsibility

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