



NURS20160 *The Nurse Professional*

Term 2 - 2019

Profile information current as at 29/04/2024 01:49 pm

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

General Information

Overview

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) or CL02 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 2 - 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](#).

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 Unit Evaluation Report

Feedback

"Everything is direct to the point. No unnecessary topics. Theories were all taught through real-life cases which encouraged nurses to think critically on what could be the best practice specific to it."

Recommendation

Continue with this constructive alignment approach. Continue to use authentic learning resources.

Feedback from Unit Evaluation Report

Feedback

Students appreciated the consolidation activities and how the Academic Learning Centre staff worked with the teaching staff to help with assessments.

Recommendation

Continue with the consolidation activities. Continue to work in collaboration with the ALC.

Feedback from Unit Evaluation Report Student Feedback

Feedback

Some students found the research component of the class to be interesting. It made students curious about research and pursuing a higher degree by research in the future.

Recommendation

Consider ways to make research more relevant for students.

Feedback from Unit Evaluation Report

Feedback

More time in lectures/tutorials to go through answers to activities.

Recommendation

Increase tutorial from 1hr to 2 hrs/week.

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



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 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Over the first two weeks, we review and extend your knowledge of patient-centred care, essentials of care, and transformational leadership. By the end of this week, you should have engaged with the following theory:

- The patient-centred care framework
- NSQHS Standard 2
- Essentials of care

Please refer to:

1. Patient-Centred Care Moodle Book
 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.

General Activity	Time Commitment
Read all the orientation materials (if you have not done so already during O-week).	3-5 hours
Learn how to use Zoom for tutorials	1 hour
Double check online tutorial times (please see Moodle for more information)	10 minutes
Double check Class Timetable (CL02 internal students only)	10 minutes
Introduce yourself to the class on the activity forum	10 minutes
Read through the assessment items	1 hour

Workbook Activity	Time Commitment
Practice Development	30-45 minutes
Sydney Morning Herald Reading	20 -30 minutes
Kyran's Story	15-20 minutes
Person-centred care	2 hours
Cooper's Story	30 minutes
NSQHS Standard 2	1.5 hours
The care environment	1 hour
Shared Vision	20 - 30 minutes
Essentials of Care	30 - 40 minutes
Flipped Classroom #1	1 hour
*These times are an estimate only. Some students may find that they require extra time to complete their activities. If you find that the workbook activities are taking you in excess of 15 hours, please contact the Unit Coordinator.	

Week 2 - 22 Jul 2019

Module/Topic

Chapter

Events and Submissions/Topic

This week we extend your knowledge of patient-centred care, practice development, and transformational leadership.

By the end of this week, you should have engaged with the following theory:

- Transformational Leadership
- Practice Development

Please refer to:

2. Transformational Leadership Moodle book

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.

General Activity	Time Commitment
Double check online tutorial times (please see Moodle for more information)	10 minutes
Double check Class Timetable (CL02 internal students only)	10 minutes
Ensure all learning has been completed for the week prior to attending the class.	n/a
Commence assessment 1 (Person-centred care and Transformational Leadership section)	2 hours
Workbook Activity	Time Commitment
Transformational Leadership	3 hours
Reflection	1 hour
Practice development	4 hours
Consolidation Activity	3 hours
ALC Session # 1	1 hour

*These times are an estimate only. Some students may find that they require extra time to complete their activities. If you find that the workbook activities are taking you in excess of 15 hours, please contact the Unit Coordinator.

Week 3 - 29 Jul 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:
 2. Analysing the Evidence
 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.

General Activity	Time Commitment
Double check online tutorial times (please see Moodle for more information)	10 minutes
Double check Class Timetable (CL02 internal students only)	10 minutes
Assessment 1	4 hours

Workbook Activity	Time Commitment
Health Matters	2 hours
Learning through humour	20-30 minutes
Systematic Critical Appraisal	2-3 hours
Searching for the evidence	1 hour
Consolidation Activity	45 minutes
Flipped Classroom #2	1 hour

*These times are an estimate only. Some students may find that they require extra time to complete their activities. If you find that the workbook activities are taking you in excess of 15 hours, please contact the Unit Coordinator

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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This week has been set aside for catch-up and assignment work.

There is no scheduled unit work this week.

General Activity	Time Commitment
Double check online tutorial times (please see Moodle for more information)	5 minutes
Double check Class Timetable (CL02 internal students only)	5 minutes
Assessment 1	10 hours
ALC Tutorial #3	1 hour
Ensure all learning has been completed for the week prior to attending the class.	n/a

Vacation Week - 19 Aug 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 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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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.

General Activity	Time Commitment
Double check online tutorial times (please see Moodle for more information)	5 minutes
Double check Class Timetable (CL02 internal students only)	5 minutes
Assessment 2	1 hour

Workbook Activity	Time Commitment
Morality	10 minutes
What do you think 1, 2, 3, 4	10 minutes
Code of conduct activity	1 hour
What would a professional do?	1 hour
Google scholar video	45 minutes
Flipped classroom #3	1 hour

*These times are an estimate only. Some students may find that they require extra time to complete their activities. If you find that the workbook activities are taking you in excess of 15 hours, please contact the Unit Coordinator

Assessment 1 Due: Week 6 Monday (26 Aug 2019) 5:00 pm AEST

Week 7 - 02 Sep 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

General Activity	Time Commitment
Double check online tutorial times (please see Moodle for more information)	5 minutes
Double check Class Timetable (CL02 internal students only)	5 minutes
Assessment 2	4-5 hours
ACL #4	1 hour

Workbook Activity	Time Commitment
Alexandra's Story	1 hour
On the shoulders of giants	1 hour
Reading: Working with refugee young people: a nurse's perspective	1.5 hours
The Code of Ethics for Nurses in Australia	1 hour
Maintains the capability for practice	1.5 hour

*These times are an estimate only. Some students may find that they require extra time to complete their activities. If you find that the workbook activities are taking you in excess of 15 hours, please contact the Unit Coordinator

Week 8 - 09 Sep 2019

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
 4. Consolidation activity
 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.

General Activity	Time Commitment
Double check online tutorial times (please see Moodle for more information)	5 minutes
Double check Class Timetable (CL02 internal students only)	5 minutes
Assessment 2	3 hours
Flipped Class #4	1 hour

Workbook Activity	Time Commitment
Julie's Story	1 hours
Alexandra's Story	20-30 minutes
Scope of Practice	1 hour
Reading: Documentation & Duty of Care.	1 hour
Making a complaint	45 minutes
Customary Law	1 hour

Consolidation Activity	2 hours
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*These times are an estimate only. Some students may find that they require extra time to complete their activities. If you find that the workbook activities are taking you in excess of 15 hours, please contact the Unit Coordinator

Week 9 - 16 Sep 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.

General Activity	Time Commitment
Double check online tutorial times (please see Moodle for more information)	5 minutes
Double check Class Timetable (CL02 internal students only)	5 minutes
Assessment 2	4 hours

Workbook Activity	Time Commitment
Setting the Scene	30 minutes
Setting the Scene #2	1 hour
Scope of practice readings	2-3 hours
ALC #5	1 hour

*These times are an estimate only. Some students may find that they require extra time to complete their activities. If you find that the workbook activities are taking you in excess of 15 hours, please contact the Unit Coordinator

Week 10 - 23 Sep 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.

General Activity	Time Commitment
Double check online tutorial times (please see Moodle for more information)	5 minutes
Double check Class Timetable (CL02 internal students only)	5 minutes
Assessment 2	3 hours
Flipped Class #5	

Workbook Activity	Time Commitment
Reading: Inquest	2 hours
Transference/Conference	5-10 minutes
Reading: Delegation attitude	1 hour
Reading: Delegation by Registered nurses	1 hour
Reading: Decision-making framework	1 hour
Supervision levels	1 hour

*These times are an estimate only. Some students may find that they require extra time to complete their activities. If you find that the workbook activities are taking you in excess of 15 hours, please contact the Unit Coordinator

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Finally, this week we focus on consolidation and assignment work.

Please refer to:
There is no new theory this week. Students should concentrate on finalising their assignments which are due on Friday

General Activity	Time Commitment
Double check online tutorial times (please see Moodle for more information)	5 minutes
Double check Class Timetable (CL02 internal students only)	5 minutes
Assessment 2	10

Assessment 2 Due: Week 11 Friday
(4 Oct 2019) 5:00 pm AEST

Week 12 - 07 Oct 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.	

Assessment Tasks

1 Assessment 1

Assessment Type

Presentation

Task Description

Length: 1 hour research collaboration + worksheet

Format:

Please use the worksheet provided in Moodle.

The Task

In the first week of term, you will receive a nursing intervention topic. You will conduct a small literature review on this topic to uncover best practice. You will learn how to perform this review as part of your studies.

Then, you will suggest ways in which a nurse could implement this practice into a patient-centred system using Transformational Leadership values.

Finally, you will come together with a small group of your classmates and a marker (a registered nurse) to discuss your research findings and practice implementation strategies. As a group, you should respectfully discuss and debate the strengths and weakness of the research and practice implementation ideas.

At the end of the session the group must decide, based on all the evidence presented:

- The evidence-based best practice nursing intervention
- The best way of implementing the new practice into the healthcare service

You will have a worksheet to help you with your preparation for this assessment piece. You must bring it with you when you meet with your classmates, and it must also be submitted to Moodle for assessment.

Assessment Due Date

Week 6 Monday (26 Aug 2019) 5:00 pm AEST

Time should be factored in for uploading and troubleshooting technology.

Return Date to Students

Week 9 Monday (16 Sept 2019)

Weighting

50%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Structure 25% <i>Efficacy and organisation 10% (5% per section)</i> An articulate and precise argument. The student's argument is succinct and compelling. Their arguments are logical and easy to follow. The student demonstrates active listening skills. (Active listening skills: They do not interrupt their colleagues, but may ask clarifying questions; they take notes, they are willing to change their minds based on new evidence.) Assignment worksheet is very clear and comprehensive. <i>Presentation 10% (5% per section)</i>	A well-constructed argument. The student is compelling but not succinct. Their arguments are logical and easy to follow. The student mostly demonstrates active listening skills (1 or 2 instances of contravening behaviour).	An appropriate argument. The student mostly proceeds logically with their argument which is mostly easy to follow. The student mostly demonstrates active listening skills (3 or 4 instances of contravening behaviour).	Adequately articulated argument. The student makes themselves understood, but their argument does not follow a logical format. The argument may be repetitive or disconnected. The student sometimes demonstrates active listening skills (4 or 5 instances of contravening behaviour).	The argument is not apparent. The student does not make themselves understood. The argument is absent or illogical. The student has difficulty demonstrating active listening skills (more than 5 instances of contravening behaviour). Assignment worksheet is not present or is not relevant.

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
<p>Student is very well organised. They come to the assessment with their worksheet, incidental notes (as necessary), pen and paper for taking notes.</p> <p>The student speaks clearly and confidently. They are respectful to their classmates. The feedback is constructive (they address the argument, not the person).</p> <p>The submitted worksheet is very well-presented and is free of errors.</p>	<p>The student is organised. They come to the assessment with their worksheet, incidental notes (as necessary), pen and paper for taking notes.</p> <p>The student speaks clearly and confidently but may require prompting (once or twice) to repeat themselves.</p> <p>The student is mostly respectful to their classmates when they provide feedback. The feedback is constructive (they address the argument, not the person).</p> <p>The submitted worksheet is very well-presented and is mostly free of errors (up to 2 consistent spelling/grammar/formatting issues). The errors do not obscure the meaning of the student's work.</p>	<p>The student is organised. They come to the assessment with their worksheet, incidental notes (as necessary), pen and paper for taking notes.</p> <p>The student speaks somewhat clearly and confidently but may require prompting (3 - 5 times) to repeat themselves.</p> <p>The student, for the most part, is polite to their classmates when they provide feedback. At times their feedback is personal.</p> <p>The submitted worksheet is well presented and is mostly free of errors (up to 3-4 consistent spelling/grammar/formatting issues). Overall, the errors do not obscure the meaning of the student's work.</p>	<p>The student is somewhat organised. They come to the assessment with their worksheet, incidental notes (as necessary), pen and paper for taking notes.</p> <p>The student speaks confidently but may require prompting (5 - 7 times) to repeat themselves.</p> <p>The student attempts to be polite when they provide feedback but their feedback often addresses their classmate, not the argument.</p> <p>The submitted worksheet has spelling/grammar/formatting issues that make it difficult to understand the students work.</p>	<p>The student is disorganised. They come to the assessment without their worksheet, incidental notes (as necessary), pen and paper for taking notes.</p> <p>The student's speech is unclear. They require prompting (more than seven times) to repeat themselves.</p> <p>The student is impolite or disrespectful when they provide feedback (they criticise the person, not the argument).</p> <p>The correct worksheet is not submitted, or has spelling/grammar/formatting issues which mostly obscure the meaning of the student's work.</p>
Evidence & Referencing 5% (2.5% per section)				
<p>Consistent judicious use of up-to-date, valid and peer-reviewed sources of evidence to support and reflect ideas and arguments. A minimum of 10 contemporary* journal articles have been used. Journal articles are highly relevant. Seminal documents presented in the unit curricula are also referred to. 5 references = literature review 5 references = Transformational Leadership & Patient-Centred Care & Other arguments (e.g. Evidence Pyramid, CASP, PICO)</p>	<p>Judicious use of mostly up-to-date, valid and peer-reviewed sources of evidence to support and reflect ideas and arguments. 10 contemporary* journal articles have been used, however selection of 1 or 2 of the articles is not judicious (they are not relevant or have little relevance). Seminal documents presented in the unit curricula are referred to when prompted. 5 references = literature review 5 references = Transformational Leadership & Patient-Centred Care</p>	<p>Partial and somewhat judicious up-to-date references/citations to support and reflect ideas, factual information and quotations. Between 8-9 relevant contemporary* journal articles have been cited. OR more than 10 articles are used but their inclusion is often not judicious (they are not relevant or have little relevance). Seminal documents presented in the unit curricula are usually referred to. 5 references = literature review 3-4 references = Transformational Leadership & Patient-Centred Care</p>	<p>Occasionally integrates up-to-date peer-reviewed sources of evidence to support and reflect their ideas, and arguments. Between 6-7 relevant contemporary* journal articles have been cited. OR more than 10 articles are used but their inclusion is mostly not judicious (they are not relevant or have little relevance). Seminal documents presented in the unit curricula are sometimes referred to. 5 references = literature review 3-4 references = Transformational Leadership & Patient-Centred Care</p>	<p>Fails to or infrequent attempts to integrate up-to-date peer-reviewed sources of evidence to support and reflect their ideas, and arguments. Less than 5 contemporary* journal articles have been cited. OR more than 10 articles are used but their inclusion is not judicious (they are not relevant or have little relevance). Seminal documents presented in the unit curricula are not referred to. Less than 5 references = literature review Less than 2 references = Transformational Leadership & Patient-Centred Care</p>
<p>Accurate APA referencing. No errors.</p>	<p>Mostly accurate APA referencing. 1-2 consistent errors (may be made multiple times).</p>	<p>Somewhat accurate APA referencing. 3 consistent errors (may be made multiple times).</p>	<p>Occasionally accurate APA referencing. 4 consistent errors (made multiple times).</p>	<p>APA referencing not used, or more than 5 inaccuracies.</p>
Approach and Argument 75%				
Relevancy and depth 15% (7.5% for each item)				
<p>Content is entirely relevant to the topic; the approach comprehensively addresses the task and the argument/conversation proceeds logically.</p> <p>Student's critical analysis of their own and classmates' research findings (demonstrated through the questions they ask, comments they make, recommendations they put forward etc) is relevant, well-informed and expressed clearly and concisely. Relevant = relates to the evidence not only their prior nursing background. Well informed = student links back to sources of evidence.</p>	<p>Content is very relevant to the topic; the approach addresses the task (but may not be concise) and the argument/conversation proceeds logically.</p> <p>Student's critical analysis of their own and classmates' research findings (demonstrated through the questions they ask, comments they make, recommendations they put forward etc) is relevant and well-informed. Their expression is mostly clear and concise.</p>	<p>Content is appropriate to the topic; the approach mostly addresses the task and the argument/conversation for the most part proceeds logically and is within the set time limit and word count.</p> <p>Student's critical analysis of their own and classmates' research findings (demonstrated through the questions they ask, comments they make, recommendations they put forward etc) is somewhat relevant and usually well-informed.</p>	<p>Content addresses the topic but the argument/conversation is at times repetitive or lacks cohesion. The student is redirected or prompted by the marker to provide more or fewer details.</p> <p>Student's critical analysis of their own and classmates' research findings (demonstrated through the questions they ask, comments they make, recommendations they put forward etc) is sometimes relevant and well-informed.</p>	<p>Content is irrelevant and or does not address the topic and the argument/conversation lacks cohesion. Student requires constant prompting by the marker to provide more or appropriate details.</p> <p>Student's critical analysis of their own and classmates' research findings (demonstrated through the questions they ask, comments they make, recommendations they put forward etc) not relevant and not informed.</p>
Knowledge of Best Practice 25% (5% per item)				
<p>Nursing intervention clearly and concisely explained.</p> <p>The research question is relevant and clearly articulated (using PICO/PEO).</p> <p>Communication of the results of literature search is clear and concise.</p> <p>Critical analysis of the literature is clear.</p> <p>Direction regarding best practice is relevant and well-articulated.</p>	<p>Nursing intervention explanation is clear but not concise.</p> <p>The research question is relevant and appropriately articulated (using PICO/PEO).</p> <p>Communication of the results of literature search is clear.</p> <p>Critical analysis of the literature is mostly apparent.</p> <p>Direction regarding best practice is relevant.</p>	<p>Nursing intervention is mostly clearly identified.</p> <p>The research question is mostly relevant and well-articulated (using PICO/PEO).</p> <p>Communication of the results of literature search is mostly clear.</p> <p>Critical analysis of the literature is often apparent.</p> <p>Direction regarding best practice is mostly relevant.</p>	<p>Nursing intervention is addressed but not clearly identified.</p> <p>The research question is somewhat relevant and but lacks cohesion (using PICO/PEO).</p> <p>Communication of the results of literature search is at times unclear.</p> <p>Critical analysis of the literature is sometimes apparent.</p> <p>Direction regarding best practice is somewhat relevant.</p>	<p>Nursing intervention is not addressed or is not relevant.</p> <p>The research question is not relevant and lacks cohesion (using PICO/PEO).</p> <p>Communication of the results of literature is not present or is unclear.</p> <p>Critical analysis of the literature is not present or is unclear.</p> <p>Direction regarding best practice is not relevant.</p>
Knowledge of Transformational Leadership 15%				
<p>Well-articulated, Person-Centred discussion demonstrating excellent understanding of the principles of Person-Centred Care and Transformational Leadership.</p>	<p>Well-articulated, Person-Centred discussion demonstrating good understanding of the principles of Person-Centred Care and Transformational Leadership.</p>	<p>Well-articulated discussion demonstrating good understanding of the principles of Person-Centred Care and Transformational Leadership.</p>	<p>Plan lacks clarity. Understanding of the principles of Person-Centred Care and Transformational Leadership is evident but unclear.</p>	<p>Plan lacks clarity or is not present. Limited or no understanding of the principles of Person-Centred Care and Transformational Leadership is evident.</p>
Application 20%				
<p>Expert synthesis of complex information to decide on an evidence-based best practice nursing intervention and implementation strategy.</p>	<p>Mostly expert synthesis of complex information to decide on an evidence-based best practice nursing intervention and implementation strategy.</p>	<p>Some synthesis of complex information to decide on an evidence-based best practice nursing intervention and implementation strategy.</p>	<p>An attempt to synthesise complex information is apparent. The implementation strategy is adequate.</p>	<p>No apparent synthesis of complex information. The implementation strategy is not apparent or is inadequate.</p>

Referencing Style

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

Submission

Online

Submission Instructions

Worksheets to be submitted 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

1. Delegation Justification (1500 words)
2. Ethical/Legal response (1000 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, reference list and appendices. 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

The Task

In this assignment, you will outline the delegation and supervision requirements you must comply with as a student re-entry or international entry nurse on clinical placement. You will consider these requirements across the trajectory of clinical placement.

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 handover video which is available on the Moodle site. It is found in the Assessment Block.

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 Nursing and Midwifery Board of Australia 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 student re-entry/international entry nurse at the end of 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 clinical placement, you notice another student taking 'selfies' with patients.

- 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 10 references (from peer-reviewed and grey sources) are necessary to demonstrate broad consideration of the topic.

Assessment Due Date

Week 11 Friday (4 Oct 2019) 5:00 pm AEST

Time should be factored in for uploading and troubleshooting technology.

Return Date to Students

Exam Week Monday (21 Oct 2019)

Weighting

50%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Structure 20%				
<i>Efficacy and organisation 10%</i>				
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 to 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 does not flow logically and is not brought to a close.
<i>Presentation 5%</i>				
Excellent presentation of assignment. The submitted written material is very well-presented follows the formatting requirements and is free from errors.	A very good presentation of 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 the 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).
<i>Referencing 5%</i>				
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 or 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 are used. These may be peer-reviewed or 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 or 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 or 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 [SH1] not used, or more than 5 errors.
Approach and Argument 80%				
<i>Relevancy and depth 15%</i>				
Content is entirely relevant to the topic, the approach comprehensively addresses the task. The essay is within the set word count.	Content is very relevant, 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 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.
<i>Knowledge 35% (5% for each section)</i>				
Student demonstrates thorough investigation and analysis of the ethical, legal and practical responsibilities of nursing. The following topics are covered: <ul style="list-style-type: none"> • Scope of practice • Role of delegation in the nursing context • Types of delegation • Roles and responsibilities of the delegator and delegatee • Levels of supervision • Correct identification of the legal/ethical dilemma • Professional nursing codes and guidelines related to delegation and ethical/legal dilemma 	The student demonstrates an investigation and analysis of the ethical, legal and practical responsibilities of nursing. The following topics are covered: <ul style="list-style-type: none"> • Scope of practice • Role of delegation in the nursing context • Types of delegation • Roles and responsibilities of the delegator and delegatee • Levels of supervision • Correct identification of the legal/ethical dilemma • Professional nursing codes and guidelines related to delegation and ethical/legal dilemma 	Student demonstrates adequate investigation and some analysis of the legal and practical responsibilities of nursing. The following topics are adequately covered. <ul style="list-style-type: none"> • Scope of practice • Role of delegation in the nursing context • Types of delegation • Roles and responsibilities of the delegator and delegatee • Levels of supervision • Correct identification of the legal/ethical dilemma • Professional nursing codes and guidelines related to delegation and ethical/legal dilemma 	Student demonstrates limited investigation and analysis of the legal and practical responsibilities of nursing. The following topics are covered. <ul style="list-style-type: none"> • Scope of practice • Role of delegation in the nursing context • Types of delegation • Roles and responsibilities of the delegator and delegatee • Levels of supervision • Correct identification of the legal/ethical dilemma • Professional nursing codes and guidelines related to delegation and ethical/legal dilemma 	There is little/no attempt to investigate and analyse the following topics: <ul style="list-style-type: none"> • Scope of practice • Role of delegation in the nursing context • Types of delegation • Roles and responsibilities of the delegator and delegatee. • Levels of supervision • Correct identification of the legal/ethical dilemma • Professional nursing codes and guidelines related to delegation and ethical/legal dilemma
<i>Application 30% (15% for each section)</i>				
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

No submission method provided.

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