



NURS20160 *The Nurse Professional*

Term 3 - 2019

Profile information current as at 13/05/2024 09:12 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.

Corrections

Unit Profile Correction added on 24-10-19

In nursing cares component of assessment task 2:

Patient 1 - change from: *In-dwelling catheter trial of void failed, failed IV* to *Needs indwelling catheter trial of void failed,*

Patient 4 - change from: *preop/post-op* care to *preop* care

Patient 6 - remove the words "*ask what is PCI*"

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 3 - 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

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

Assessment Tasks	Learning Outcomes			
	1	2	3	4
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

Simone Ohlin Unit Coordinator

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Lydia Mainey Unit Coordinator

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Schedule

Week 1 - 11 Nov 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/watch 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
Tutorial Session #1	2 hours
*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 - 18 Nov 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	2 hours
Reflection	1 hour
Practice development	3 hours
Consolidation Activity	3 hours
Tutorial Session # 2	2 hours

*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 - 25 Nov 2019

Module/Topic

Chapter

Events and Submissions/Topic

Please refer to:
1. Searching for 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.

Workbook Activity	Time Commitment
Vihaan's presentation	10 minutes
PICO/PEO	10 minutes
Searching in the right places	2 minutes
Searching for the evidence	1 hour
Google scholar video	45 minutes
Tutorial Session #3	2 hours

Week 4 - 02 Dec 2019

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
Tutorial session #4	2 hours

*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

Vacation Week - 09 Dec 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 5 - 16 Dec 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
Tutorial Session #5	2 hour
Ensure all learning has been completed for the week prior to attending the class.	n/a

Week 6 - 23 Dec 2019

Module/Topic

Chapter

Events and Submissions/Topic

This week is considered: Monday 23/12/19, Tues 24/12/19, **Thurs 2/1/2020, Fri 3/1/2020**

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

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.

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
Tutorial Session #6	2 hours

*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 7 - 06 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
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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
Tutorial Session #7	2 hours

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	1 hour
Maintaining 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

Assessment 1 Due: Week 7 Monday (6 Jan 2020) 5:00 pm AEST

Week 8 - 13 Jan 2020

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
Tutorial Session #8	2 hours

Workbook Activity	Time Commitment
Patient Story	1 hours
Patient 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 - 20 Jan 2020

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
Tutorial Session #9	2 hours

*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 - 27 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
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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
Tutorial Session #10	2 hours

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 - 03 Feb 2020

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	10hours

Week 12 - 10 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
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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 2 Due: Week 12 Monday (10 Feb 2020) 5:00 pm AEST

Exam Week - 17 Feb 2020

Module/Topic

Chapter

Events and Submissions/Topic

Term Specific Information

This term will be affected by the following National and University holidays: Christmas, New Year and Australia Day holidays.

[Please refer to the Academic Calendar for more information.](#)

Assessment Tasks

1 Assessment 1

Assessment Type

Presentation

Task Description

Format: Poster Presentation + worksheet

Length:

Poster Presentation (min 800 – max 1000 words)

Worksheet (1500 words) with cover page.

Total word count must be noted on the cover page.

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.

The Task

Please watch the following interview between Professor Kerry Reid-Searl and Matthew (Matt) Ames, a quadruple amputee and sepsis survivor. https://www.youtube.com/watch?v=UVKiz_45G4E&feature=youtu.be

Select a nursing intervention, mentioned by Matt, that you want to investigate further.

Conduct a concise (5 article) literature review on this intervention to determine best practice. You will learn how to perform the review during your studies.

To conclude this assessment, explain how the evidence-based practice aligns with the Person-Centred Care framework and how you could implement it into the healthcare setting using Transformational Leadership values.

You will present your literature review as a poster presentation. The following headings should be used:

Introduction, Background, Method, Findings, Discussion, Conclusion, References

The worksheet (found in Moodle) must be used to prepare the poster presentation. It must be uploaded for assessment.

Like any other assessment piece, you should use paraphrasing and referencing. A minimum of 10 references (inclusive of the literature review) is required to demonstrate adequate consideration of the topic.

Upload Instructions:

Worksheet – please upload this as a word document.

Poster Presentation – please upload as a PDF.

Assessment Due Date

Week 7 Monday (6 Jan 2020) 5:00 pm AEST

If you have never uploaded an online assignment, it is strongly recommended that you factor in time to learn how to do this before the assessment deadline. There is information in "Moodle help" to assist you uploading assessments.

Return Date to Students

Week 10 Monday (27 Jan 2020)

Weighting

50%

Assessment Criteria

Marking Criteria

Use this marking criteria sheet when creating your assignment. Prior to submission, we recommend you attempt to 'mark yourself' against the marking criteria. This ensures that you will be focussing on the same criteria your marker will focus on.

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Structure 35%				
<i>Efficacy and organisation 10% (5% per section)</i>				
An engaging and well-planned Poster Presentation. It is logical, clear, concise and persuasive.	A well-planned Poster Presentation It is logical and clear. At times it is not concise or persuasive.	Appropriately planned Poster Presentation. It mostly proceeds logically.	Adequately planned Poster Presentation. At times it is repetitive or lacks cohesion.	The Poster Presentation does not follow a logical sequence.
Assignment worksheet is very clear and comprehensive.	Assignment worksheet is mostly clear and comprehensive.	Assignment worksheet is somewhat clear and comprehensive.	Assignment worksheet is not clear or comprehensive.	Assignment worksheet is not present or is not relevant.
<i>Presentation 10% (Poster & Worksheet)</i>				
Written material very well-presented and free from errors. The assessment is within the set word count.	There are minor errors (up to 2 errors in spelling, grammar and paragraph structure) which do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count.	There are some errors (3- 4 consistent errors with spelling, grammar and paragraph structure) which do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count.	There are 4 or 5 inconsistent errors (spelling, grammar and paragraph structure) OR the errors impede meaning and flow of the assessment. The assessment is within the set word count.	Poorly presented assessment. There are many errors in spelling, grammar and paragraph structure (> 5 errors) OR the errors significantly impede the meaning and flow of the assessment. The word count has not been adhered to.
<i>Informed argument 10%</i>				
Consistent and <i>judicious</i> integration of <i>appropriate</i> references to support and reflect all ideas, information and quotations. A minimum of 10 references are used. These may be peer-reviewed and grey literature.	Consistent integration of appropriate references to support and reflect ideas, information and quotations, with 1 exception. A minimum of 10 references are used. These may be peer-reviewed and grey literature.	Integrates appropriate references to support and reflect ideas, information and quotations, with 2 or 3 exceptions. A minimum of 10 references are used. These may be peer-reviewed and grey literature.	Integrates appropriate references to support and reflect ideas, information and quotations, with 4 or 5 exceptions. A minimum of 10 references are used. These may be peer-reviewed and grey literature.	Fails to or infrequent attempts (>7 errors) to integrate appropriate references to support and reflect ideas, information and quotations. Less than 10 references have been cited.
<i>APA Referencing 5%</i>				
Accurate APA referencing. No errors.	1 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 (may be made multiple times).	APA referencing not used, or more than 5 inaccuracies.
Approach and Argument 65%				
<i>Knowledge of the literature review process (10% per section)</i>				
Mastery of the literature review process is demonstrated. Well-substantiated literature review methods are employed.	Thorough understanding of the literature review process is demonstrated.	An understanding of the literature reviews process is demonstrated.	The literature review process is followed.	Minimal/no understanding of the literature review process is demonstrated.
An insightful research question that 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 OR does not make sense (using PICO/PEO).
Thorough and analytical understanding of the 5 journal articles. The critical analysis extends beyond the individual journal articles to incorporate the context of the review.	Thorough and analytical understanding of the 5 journal articles. Critical analysis sometimes extends beyond the individual journal article to incorporate the context of the review.	Thorough understanding of the 5 journal articles. The critical analysis does not extend beyond the journal articles.	An understanding of the 5 journal articles with limited critical analysis.	Minimal/no understanding of the 5 journal articles or critical analysis.
Research findings clearly address the research question. Direction regarding best practice is relevant and well-articulated.	Research findings clearly address the research question. Direction regarding best practice is relevant.	Research findings address the research question. Direction regarding best practice is mostly relevant.	Research findings somewhat address the research question. Direction regarding best practice is somewhat relevant.	Research findings do not address the research question. Direction regarding best practice is not relevant.
<i>Knowledge of Person-Centred Care & Transformational Leadership 10%</i>				
Thorough understanding of Person-Centred Care & Transformational Leadership relevant to the research findings.	Thorough understanding of Person-Centred Care & Transformational Leadership relevant to the research findings	Thorough understanding of Person-Centred Care & Transformational Leadership mostly relevant to the research findings	An understanding of Person-Centred Care & Transformational Leadership mostly relevant to the research findings	Minimal/no understanding of Person-Centred Care & Transformational Leadership relevant to the research findings
<i>Synthesis 15%</i>				
A novel, well-reasoned alignment of research findings, best practice, Person-Centred Care and Transformational Leadership.	Well-reasoned alignment of research findings, best practice, Person-Centred Care and Transformational Leadership.	Alignment of research findings, best practice, Person-Centred Care and Transformational Leadership is present.	Alignment of research findings, best practice, Person-Centred Care and Transformational Leadership is mostly present.	Minimal/no alignment of research findings, best practice, Person-Centred Care and Transformational Leadership.

Referencing Style

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

Submission

Online

Submission Instructions

Coversheet and Worksheet – please upload this as a word document. Poster Presentation – please upload as a PDF file. It is recommended that you design your poster in PowerPoint and convert it to a PDF file.

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: 2000 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:

- Word Document
- 1.5 spacing

The Task

Answers to all questions must be referenced appropriately according to APA referencing guidelines. A minimum of 10 references (overall) is needed to demonstrate adequate consideration of the topics. These references may be sourced from peer-reviewed journal articles and grey literature. One reference list should be provided at the end of the document.

For this assessment, you will write from the perspective of a Registered Nurse who works in a team nursing environment on a morning shift. You should use the first person.

The members of your team are an experienced Enrolled Nurse (EN), an experienced Assistant in Nursing (AIN) and a Student Registered Nurse (SRN) - second year. You have never worked with any of these people before.

Part A (1500):

Following the bedside handover from the night shift team you need to delegate nursing practices.

DR	Pt Details	Admission Details	Background	Mobility	Nursing
1 Nurse	CARR, Dorothy (65) URN 881235 Nil Known Allergies	Investigation of increased abdominal girth & jaundice	Total Abdominal Hysterectomy 2/52, Type 2 DM, Cataracts, Hearing Aids	Wheelchair Assist x2	4/24 obs, OD wound dx, BSL needs In-dwelling Catheter trial of void, failed IV cannula, medication
2 Sing	WEBSTER, Joshua (45) URN 526894 Nil Known Allergies	Short of breath	Asthma	Independent	4/24 obs, Peak flow & Incentive spirometry, medications
3 Dance	CHURCHILL, Isobel (68) URN 8629322 Nil Known Allergies	Fall from ladder, not coping at home	Hypertension, Depression, Anxiety, Bladder Cancer	1xAssist	4/24, Toilet schedule, Food/Fluid MH assessment, medications
4 Pepper	Ruben, Bill (43) URN 10692Penicillin Allergy	For debridement and wound closure to the left hip. (filleting fish)	CA Bowel (Stoma Right), Asthmatic, smoker	Assist x 1	QID obs, Preop/Post-op care, Aseptic Non-Touch Technique wound cleaning prior to surgery, ECG, Urine Analysis, medications
5 Sing	Joe Black (65) URN 012345Egg Allergy	6/12 cancerous tumours bladder. Know diagnosed with ca bowel and lung	H# COPD,T1 DM, CA bowel resected (Stoma) SPC insitu	Assist x 2	Daily obs, palliative care review, Supra Pubic Catheter care, Naso Gastric tube insertion required for feeds.
6 Dance	Peter Mendel (79) UR 325987Sulphur Allergy	Chest Pain	Hernia 10 yrs ago	Independent	4/24 obs, preop care for Per-Cutaneous Coronary Intervention-ask what is PCI IV cannula
7 Pepper	Marie Rossi (75) UR 654322Nil Known Allergies	Acute Diverticulitis Post-op day 2 bowel resection	Arthritis, hypertension, glaucoma	Assist x 1	4/24, post-op wound care. Removal of percutaneous endoscopic gastrostomy (PEG) tube, insertion of catheter, bloods required. Intravenous catheter resited - needs IV fluids.

Write an academic piece that:

1. Identifies and which nursing tasks you would delegate to each member of the nursing team AND provides a rationale behind your decisions.
2. Explains each team member's roles and responsibilities when delegating and/or accepting delegated care.

A minimum of 5 references (from peer-reviewed and grey sources) are necessary to demonstrate appropriate consideration of the assessment.

Part B (500 words):

During the shift, the EN asks the SRN to administer an IV flucloxacillin to MR Ruben, under their direct supervision. Mr Ruben goes on to have an anaphylactic reaction and requires IV adrenaline and intubation.

Write a short academic piece that analyses this incident from the following angles

1. Delegation
2. Negligence

To conclude Part B, come to a decision on which of the team members are at fault and what the next steps in the situation should be.

A minimum of 5 references (from peer-reviewed and grey sources) are necessary to demonstrate appropriate consideration of the assessment.

Assessment Due Date

Week 12 Monday (10 Feb 2020) 5:00 pm AEST

Please allow sufficient time to upload your assessment.

Return Date to Students

Assessments will be returned on the 2nd of February

Weighting

50%

Assessment Criteria

Marking Criteria

Use this marking criteria sheet when creating your assignment. Prior to submission, we recommend you attempt to 'mark yourself' against the marking criteria. This ensures that you will be focussing on the same criteria your marker will focus on.

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Structure 30%				
<i>Efficacy and organisation 5%</i>				
An engaging and well-planned assessment. The assessment material is logical, clear, concise and persuasive.	A well-planned assessment. The assessment material is logical and clear. At times it is not concise or persuasive.	Appropriately planned assessment. It mostly proceeds logically.	Adequately planned assessment. At times it is repetitive or lacks cohesion.	The assessment does not follow a logical sequence.
<i>Presentation 10%</i>				
Written material very well-presented and free from errors. The assessment is within the set word count.	There are minor errors (e.g. 1 or 2 errors in spelling, grammar and paragraph structure) which do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count.	There are some errors (e.g. 3 or 4 consistent errors with spelling, grammar and paragraph structure) which do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count.	There are 4 or 5 inconsistent errors (spelling, grammar and paragraph structure) OR the errors impede meaning and flow of the assessment. The assessment is within the set word count.	Poorly presented assessment. There are many errors in spelling, grammar and paragraph structure. (> 5 errors). The word count has not been adhered to.
<i>Informed argument 10%</i>				
Consistent and <i>judicious</i> integration of appropriate references to support and reflect all ideas, information and quotations. A minimum of 10 references are used. These may be peer-reviewed and grey literature.	Consistent integration of appropriate references to support and reflect ideas, information and quotations, with 1 exception. A minimum of 10 references are used. These may be peer-reviewed and grey literature.	Integrates appropriate references to support and reflect ideas, information and quotations, with 2 or 3 exceptions. A minimum of 10 references are used. These may be peer-reviewed and grey literature.	Integrates appropriate references to support and reflect ideas, information and quotations, with 4 or 5 exceptions. A minimum of 10 references are used. These may be peer-reviewed and grey literature.	Fails to or infrequent attempts (>7 errors) to integrate appropriate references to support and reflect ideas, information and quotations. Less than 10 references have been cited.
<i>APA referencing 5%</i>				
Accurate APA referencing. No errors.	1 consistent error (may be made multiple times).	2 consistent errors (may be made multiple times).	3 consistent errors (made multiple times).	APA referencing not used, or more than 3 consistent inaccuracies.
Approach and Argument 70%				
<i>Knowledge Delegation 30 %</i>				
Excellent understanding of nursing delegation including the role and responsibility of the delegator and delegatee in consideration of the wordcount. Explanation is clear and concise.	Excellent understanding of nursing delegation including the role and responsibility of the delegator and delegatee in consideration of the wordcount. Explanation is clear but not concise.	Good understanding of nursing delegation including the role and responsibility of the delegator and delegatee in consideration of the wordcount. Explanation is somewhat clear, but not concise.	Sound understanding of nursing delegation including the role and responsibility of the delegator and delegatee in consideration of the wordcount. Explanation may lack clarity.	Minimal/no understanding of nursing delegation has been provided.
<i>Analysis 40%</i>				
Detailed analysis of the clinical incident. Delegation and negligence (as they occur in the incident) are clearly explained. Nuanced and well-substantiated conclusions/decisions are made that comply with national law as well as the codes/standards/guidelines of the profession.	Detailed analysis of the clinical incident. Delegation and Negligence (as they occur in the incident) are clearly explained. Well-substantiated conclusions/decisions are made that comply with national law as well as the codes/standards/guidelines of the profession.	An analysis of the clinical incident. Delegation and Negligence (as they occur in the incident) are explained. A conclusion/decision is made that complies with the national law as well as the codes/standards/guidelines of the profession.	Some analysis of the clinical incident is provided. Delegation and Negligence (as they occur in the incident) are somewhat explained. A conclusion/decision is made that mostly complies with the national law as well as the codes/standards/guidelines of the profession.	Minimal/no analysis of the clinical incident. Minimal/no conclusions/decisions are made OR the national law, codes/standards and guidelines are not followed.

Referencing Style

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

Submission

Online

Submission Instructions

Assignment to be submitted as a word document 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