



NURS20160 *The Nurse Professional*

Term 1 - 2020

Profile information current as at 12/05/2024 07:55 am

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

General Information

Overview

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 1 - 2020

- Cairns
- Online

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

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

Schedule

Week 1 - 09 Mar 2020

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 - 16 Mar 2020

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 - 23 Mar 2020

Module/Topic

Chapter

Events and Submissions/Topic

Over the next 2 weeks, we will comprehensively review and build upon your knowledge of evidence-informed practice and knowledge translation.

Please refer to:
1. Searching for Evidence
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	2 hours

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

*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 4 - 30 Mar 2020

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
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

Week 5 - 06 Apr 2020

Module/Topic

Chapter

Events and Submissions/Topic

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

Vacation Week - 13 Apr 2020

Module/Topic

This is a designated vacation week. Enjoy a well-earned rest.

Chapter

This is a designated vacation week. Enjoy a well-earned rest.

Events and Submissions/Topic

This is a designated vacation week. Enjoy a well-earned rest.

Week 6 - 20 Apr 2020

Module/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.

Chapter

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.

Events and Submissions/Topic

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 #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 - 27 Apr 2020

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.	<table><tr><th>General Activity</th><th>Time Commitment</th></tr><tr><td>Double check online tutorial times (please see Moodle for more information)</td><td>5 minutes</td></tr><tr><td>Double check Class Timetable (CL02 internal students only)</td><td>5 minutes</td></tr><tr><td>Assessment 2</td><td>3 hours</td></tr><tr><td>Tutorial Session #7</td><td>2 hours</td></tr></table>	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 #7	2 hours				
		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 #7	2 hours													
		<table><tr><th>Workbook Activity</th><th>Time Commitment</th></tr><tr><td>Reading: Inquest</td><td>2 hours</td></tr><tr><td>Transference/Conference</td><td>5-10 minutes</td></tr><tr><td>Reading: Delegation attitude</td><td>1 hour</td></tr><tr><td>Reading: Delegation by Registered nurses</td><td>1 hour</td></tr><tr><td>Reading: Decision-making framework</td><td>1 hour</td></tr><tr><td>Supervision levels</td><td>1 hour</td></tr></table>	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
		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																
Assessment 1 Due: Week 7 Monday (27 Apr 2020) 5:00 pm AEST																

Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic	
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	9 hours
		Tutorial Session #8	2 hours

Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic																								
Over the next 3 weeks, we will comprehensively review and build upon your knowledge of nursing law and ethics. This week will focus on personal and professions morals • Code of Conduct.	Please refer to: 1. Defining Moral Boundaries In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	<table><tr><th>General Activity</th><th>Time Commitment</th></tr><tr><td>Double-check online tutorial times (please see Moodle for more information)</td><td>5 minutes</td></tr><tr><td>Double-check Class Timetable (CL02 internal students only)</td><td>5 minutes</td></tr><tr><td>Assessment 2</td><td>1 hour</td></tr><tr><td></td><td></td></tr><tr><th>Workbook Activity</th><th>Time Commitment</th></tr><tr><td>Morality</td><td>10 minutes</td></tr><tr><td>What do you think 1, 2, 3, 4</td><td>10 minutes</td></tr><tr><td>Code of conduct activity</td><td>1 hour</td></tr><tr><td>What would a professional do?</td><td>1 hour</td></tr><tr><td>Google scholar video</td><td>45 minutes</td></tr><tr><td>Tutorial Session #9</td><td>2 hours</td></tr></table>	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	Tutorial Session #9	2 hours
		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																									
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 - 18 May 2020

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
Tutorial Session #10	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 11 - 25 May 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 #11	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

*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 12 - 01 Jun 2020

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 2 Due: Week 12 Monday (1 June 2020) 5:00 pm AEST

Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Assessment 1

Assessment Type

Presentation

Task Description

Length: 1500-word report + worksheet

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

Format:

- Size 11 font (Arial)
- 1.5 spacing

The Task

Please watch the following video, taken from the perspective of an older woman with dementia.

https://youtu.be/R-Rcbj_qR4g

Conduct a concise (5 article) literature review on providing home care to people with dementia 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 recommend how the homecare health service could implement it into service using Transformational Leadership values.

You will present your literature review as 1500-word report. The following headings should be used:

Introduction, Background, Method, Findings, Recommendations, References

The worksheet, found on Moodle, must be used to prepare the report. 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) are required to demonstrate adequate consideration of the topic.

Upload Instructions:

Report & Worksheet – please upload this as a word document.

Assessment Due Date

Week 7 Monday (27 Apr 2020) 5:00 pm AEST

Remember to factor in time (approx 1 hour) to learn how to upload online assessments. There is information in "Moodle help" to assist you uploading assessments.

Return Date to Students

Week 10 Monday (18 May 2020)

Students who have received assessment extensions, or are undergoing academic integrity investigations may receive feedback later than the return date.

Weighting

50%

Assessment Criteria

Appropriate literature = less than 5 years old OR a seminal article (from any time period); resources found in the curriculum.

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Structure 35% <i>Efficacy and organisation 10% (5% Report & 5% Worksheet)</i> An engaging and well-planned Poster Presentation. It is logical, clear, concise and persuasive. Assignment worksheet is very clear and comprehensive. <i>Presentation 10% (Report & Worksheet)</i> Written material very well-presented and free from errors. The assessment is within the set word count and at least three-quarters of the assessment is the student's original work. <i>Informed argument 10%</i> Consistent and judicious 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 or grey literature. <i>APA Referencing 5%</i> Accurate APA referencing. No errors.	A well-planned Poster Presentation It is logical and clear. At times, it is not concise or persuasive. Assignment worksheet mostly clear and comprehensive. There are minor errors (in spelling, grammar and paragraph structure) which do not affect the meaning and flow of the assessment. The assessment is within the set word count and at least half of the assessment is the student's original work. 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 or grey literature. 1-2 consistent punctuation/formatting errors (may be made multiple times).	Appropriately planned Poster Presentation. It mostly proceeds logically. Assignment worksheet somewhat clear and comprehensive. There are some errors (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 and at least half of the assessment is the student's original work. 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 or grey literature. Somewhat accurate APA referencing. 3 consistent punctuation/formatting errors (may be made multiple times) OR 1-2 content errors.	Adequately planned Poster Presentation. At times, it is repetitive or lacks cohesion. Assignment worksheet is not clear or comprehensive. There are errors (spelling, grammar and paragraph structure) that impede meaning and flow of the assessment. The assessment is within the set word count and at least half of the assessment is the student's original work. 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 or grey literature. Occasionally accurate APA referencing. 4 consistent punctuation/formatting errors (may be made multiple times) OR 3-4 content errors.	The Poster Presentation does not follow a logical sequence. Assignment worksheet is not present or is not relevant. Poorly presented assessment. There are many errors in spelling, grammar and paragraph structure which significantly reduce the readability of the document. The word count has not been adhered to OR less than half of the assessment is the student's original work. Fails or infrequently attempts (>5 errors) to integrate appropriate references to support and reflect ideas, information and quotations. Less than 10 references have been cited. APA referencing not used, or more than 4 inconsistent inaccuracies in content or punctuation/formatting.
Approach and Argument 65%				

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
<i>Knowledge of the literature review process (Report & Worksheet 10% per criterion)</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 review process is demonstrated.	An understanding of the literature review process is somewhat demonstrated	Minimal/no understanding of the literature review process is demonstrated.
Insightful research question that is relevant and clearly articulated (using PICO/PEO).	Research question is relevant and appropriately articulated (using PICO/PEO).	Research question is mostly relevant and well-articulated (using PICO/PEO).	Research question is somewhat relevant and but lacks cohesion (using PICO/PEO).	Research question is not relevant OR does not make sense (using PICO/PEO).
Thorough and analytical understanding of the 5 journal articles. 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. 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% (Report & Worksheet)</i>				
Thorough understanding is demonstrated of Person-Centred Care & Transformational Leadership relevant to the research findings.	Clear and well-developed understanding is demonstrated of Person-Centred Care & Transformational Leadership relevant to the research findings	Consistently correct understanding is demonstrated of Person-Centred Care & Transformational Leadership mostly relevant to the research findings	A basic understanding is demonstrated of Person-Centred Care & Transformational Leadership mostly relevant to the research findings	Minimal/no understanding is demonstrated of Person-Centred Care & Transformational Leadership relevant to the research findings
<i>Synthesis 15% (Report & Worksheet)</i>				
Unique, and 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 and consistently correct.	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

Please upload as a single word document.

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 + game

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

Format:

- Size 11 font (Arial)
- 1.5 spacing

The Task

You will work in small teams in this assessment. You will submit individual assessments which demonstrate your individual understanding of the team activity.

Answers to all questions must be referenced appropriately according to APA referencing guidelines. A minimum of 5 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.

The members of your team are your Accountability Study Group.

You will work in your Accountability Study Groups to design a game intended to educate first-year nursing student about delegation, the NMBA Decision Making Framework and ethical decision making.

Create an instruction manual for your game. The instruction manual must demonstrate your understanding of delegation, the NMBA Decision Making Framework and ethical decision making.

You may create the basic instruction manual together. However, each member of the group must:

- choose a different patient from the scenario below to provide examples of how the game works and demonstrate their understanding of delegation and the application of the NMBA Decision Making Framework.
- create a different ethical dilemma to provide examples of how the game works and demonstrate their understanding of ethical decision making.

It is expected that the examples will constitute between half (1000 words) and three-quarters (1500 words) of the word-count.

Scenarios for examples

The Nursing team are a Registered Nurse (RN), an experienced Enrolled Nurse (EN), an experienced Assistant in Nursing (AIN) and a Student Registered Nurse (SRN) - first year. None of these people has worked with each other.

Doctor	Patient Details	Admission Details	Background	Mobility	Nursing Care	Student
Kahn	Nina Andrews 5/12/53 Nil Known Allergies	Acute Cholecystitis Day 1 post-op Cholecystectomy	Anxiety, gastric reflux.	1 assist Rest in bed	Intravenous Fluid 4/24 Requires indwelling catheter (IDC) removal QADDS 2 Vital signs 4/24	1
Diego	Alex Myers 21/2/1963 Nil Known Allergies	Fall from Tractor Open reduction internal fixation of fractured left leg. Day 3 post-op	Illiterate	2 assist Rest in Bed	Intravenous Fluid 8/24 Normal diet Requires IDC removal and trial of void Wound care QADDS 1 Vital signs 4/24	2
Mullans	Leslie Fango 30/05/1981 Nil Known Allergies	Pneumonia	Migraines	Independent	Normal Diet Intravenous antibiotics Deep breathing & coughing exercises QADDS 0 Vital signs 4/24	3
Baird	Simone Little 03/03/1990 Allergies: Sulphur and eggs	Trauma, Road Traffic Collision. Penetrating wound to chest. Day 0 post-op	Domestic violence 2 school-aged children	Requires assessment	Post-op, clear fluid diet. Chest drain 1/24 observations QADDS yet to be assessed. Post-op vital signs	4

Upload Instructions:

Report & Worksheet – please upload this as a word document.

Assessment Due Date

Week 12 Monday (1 June 2020) 5:00 pm AEST

Please allow sufficient time to upload your assessment.

Return Date to Students

Exam Week Friday (19 June 2020)

Assessments will be returned by the 22nd of June. Students who have received assessment extensions, or are undergoing academic integrity investigations may receive feedback later than the return date

Weighting

50%

Assessment Criteria

Appropriate literature = less than 5 years old OR a seminal article (from any time period); literature found in the curriculum.

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.
Presentation 10%				

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Written material very well-presented and free from errors. The assessment is within the set word count and at least three-quarters of the assessment is the student's original work.	There are minor errors (in spelling, grammar and paragraph structure) which do not affect the meaning and flow of the assessment. The assessment is within the set word count and at least half of the assessment is the student's original work.	There are some errors (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 and at least half of the assessment is the student's original work.	There are errors (spelling, grammar and paragraph structure) that impede meaning and flow of the assessment. The assessment is within the set word count and at least half of the assessment is the student's original work.	Poorly presented assessment. There are many errors in spelling, grammar and paragraph structure which significantly reduce the readability of the document. The word count has not been adhered to OR less than half of the assessment is the student's original work.
<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 5 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 5 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 5 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 5 references are used. These may be peer reviewed and grey literature.	Fails to or infrequent attempts (>5 errors) to integrate appropriate references to support and reflect ideas, information and quotations. Less than 5 references have been cited.
<i>APA referencing 5%</i> Accurate APA referencing. No errors.	1-2 consistent punctuation/formatting errors (may be made multiple times).	Somewhat accurate APA referencing. 3 consistent punctuation/formatting errors (may be made multiple times) OR 1-2 content errors.	Occasionally accurate APA referencing. 4 consistent punctuation/formatting errors (may be made multiple times) OR 3-4 content errors.	APA referencing not used, or more than 4 inconsistent inaccuracies in content or punctuation/formatting.
Approach and Argument 70% <i>Knowledge Delegation 30 %</i> Excellent understanding of ethical decision making and nursing delegation (including the role and responsibility of the delegator and delegate) in consideration of the word count is demonstrated. Explanations is clear and concise.	Excellent understanding of ethical decision making and nursing delegation (including the role and responsibility of the delegator and delegate) in consideration of the wordcount is demonstrated. Explanation is clear but not concise.	Good understanding of ethical decision making and nursing delegation (including the role and responsibility of the delegator and delegate) in consideration of the wordcount is demonstrated. Explanation is somewhat clear, but not concise.	Sound understanding of ethical decision making and nursing delegation (including the role and responsibility of the delegator and delegate) in consideration of the wordcount is demonstrated. Explanation may lack clarity.	Minimal/no understanding of ethical decision making nursing delegation has been demonstrated.
<i>Analysis/Synthesis 40%</i> Student provides nuanced and authentic scenario examples that demonstrate their ability to analyse (deconstruct) and synthesise (reconstruct in new ways) information regarding the national law as well as the codes/standards/guidelines of the profession.	Student provides authentic scenario examples that demonstrate their ability to analyse (deconstruct) and synthesise (reconstruct in new ways) information regarding the national law as well as the codes/standards/guidelines of the profession.	Student provides scenario examples that demonstrate their ability to analyse (deconstruct) and synthesise (reconstruct in new ways) information regarding the national law as well as the codes/standards/guidelines of the profession.	Student provides basic scenario examples that mostly demonstrate their ability to analyse (deconstruct) and synthesise (reconstruct in new ways) information regarding the national law as well as the codes/standards/guidelines of the profession.	Game provides minimal/no examples 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