



# NURS20160 *The Nurse Professional*

## Term 1 - 2021

Profile information current as at 29/04/2024 10:27 pm

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

## 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 - 2021

- 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. **Online Quiz(zes)**

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 Student Survey

##### **Feedback**

Dynamism and adaptability of the teaching team during COVID-19.

**Recommendation**

COVID-19 will continue into the future and we will be forced to continuously adapt to the challenges it presents. It is recommended that to remain dynamic and agile, the teaching team must practice self-care which includes taking holidays. It is also recommended that the School and individual unit coordinators manage their resources effectively, so as to mitigate staff burnout.

## Feedback from Student Survey Class Feedback

**Feedback**

Group Accountability Study (GAS) groups - mixed results. Some found that they were disorganised, one student felt that the way the groups were split was racist, others felt that "GAS group collaboration and brainstorming was...best".

**Recommendation**

It is recommended that GAS groups remain. The skills acquired and practised in the group are important skills for nurses. Moreover, connection with other people is a trauma-informed approach to teaching. In the future students will be able to choose their own GAS groups, however, will be encouraged to mix with other cultural groups. I will explain that having an "Aussie" in the group is just as important for that student as it is for others; we work in a multicultural environment.

## Feedback from Student feedback

**Feedback**

Assessment markers were inconsistent.

**Recommendation**

It is recommended a standard list of feedback items be provided to markers in the future. Marking guides, videos, and one-on-one conversations do not seem to improve consistency. Some markers seem to focus on the minutia (APA referencing, spelling and grammar) rather the content. This may be related to the 30min/assessment piece model we run.

## Feedback from Student feedback

**Feedback**

Assessment tasks lacked clarity.

**Recommendation**

The assessment items were AQF level 8 and required thinking and revising time. They also required student autonomy and creativity. My assessment of the situation is that this feedback was more of a trust issue between the students and the teacher. I will recommend formative feedback to students to improve their confidence around the assessment task.

## Feedback from Student feedback

**Feedback**

It is difficult to find content in the Moodle books.

**Recommendation**

It is recommended in the FAQs, to provide information about how students can download the Moodle Book (and search within the book).

## Feedback from Student feedback

**Feedback**

Spelling and grammar issues in the Moodle book content.

**Recommendation**

It is recommended that while the unit coordinator is streamlining the content (see previous feedback), they check spelling and grammar. Software such as Grammarly would be useful.

## 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.

The unit learning outcomes are linked to the Nursing and Midwifery Board of Australia's "[Registered Nurses Standards for Practice](#)".

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Presentation - 50%			•	•
2 - Online Quiz(zes) - 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 - Online Quiz(zes) - 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)
- Laptop/Computer

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Simone Ohlin** Unit Coordinator  
[s.ohlin@cqu.edu.au](mailto:s.ohlin@cqu.edu.au)

## Schedule

### Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Over the first two weeks, we review and extend your knowledge on person-centred care and transformational leadership.	<ol style="list-style-type: none"><li>1. The person-centred care framework</li><li>2. NSQHS Standard 2</li><li>3. Essentials of care</li></ol>	Please see a detailed weekly schedule in the getting Started tab in Moodle

### Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
This week we extend your knowledge of person-centred care, practice development, and transformational leadership.	<ol style="list-style-type: none"><li>1. Transformational Leadership</li><li>2. Practice Development</li></ol>	GAS group and discussion: Person-centred care and transformational leadership conceptual framework

### Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
There will be an ALC session class today Over the next three weeks, we will comprehensively review and build upon your knowledge of evidence-informed practice and knowledge translation.	<ol style="list-style-type: none"><li>1. Searching for the evidence</li></ol>	<b>Assessment 1;</b> Submission 1: person-centred care and transformation leadership conceptual framework, nursing care plan topic, research question.

### Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
This week we extend on your knowledge of evidence-informed practice and knowledge translation.	<ol style="list-style-type: none"><li>1. Analysing the Evidence</li></ol>	GAS group and discussion: Review Protocol and literature review

**Week 5 - 05 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
There will be an ALC session today We continue to extend on your knowledge of evidence-informed practice and knowledge translation.	1. Translating research findings	<b>Assessment 1;</b> Submission 2: Analysis of one journal article

**Vacation Week - 12 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
This is a designated vacation week. Enjoy a well-earned rest.	There is no work this week.	There is no work this week.

**Week 6 - 19 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Over the next two 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.	1. Healthcare team Scope of Practice	

**Week 7 - 26 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
There will be an ALC session today This week we build on the scope of practice and focus on delegation.	1. Delegation	Assignment 1 Final Submission  <b>Research project</b> Due: Week 7 Friday (30 Apr 2021) 5:00 pm AEST

**Week 8 - 03 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Over the next two weeks, we will build upon your knowledge of nursing law, professional guidelines and ethics	1. Code of Conduct.	

**Week 9 - 10 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
There will be an ALC session today We continue our review of ethical and legal frameworks this week focusing on nursing ethics.	1. ICN Code of Ethics	

**Week 10 - 17 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
We finish our review and ethical and legal frameworks by focusing on nursing and the law. This week we put it all together.	1. Registered Nurse Standards for Practice.	

**Week 11 - 24 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
This week has been set aside for wrap-up and reflections.	Consider if you have met the learning outcomes and graduate attributes of the unit.	Assignment 2 quiz due  <b>Open-book online quiz</b> Due: Week 11 Friday (28 May 2021) 11:45 pm AEST

**Week 12 - 31 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic

**Review/Exam Week - 07 Jun 2021**

Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Research project

#### Assessment Type

Presentation

#### Task Description

UNIT CODE NURS20160

UNIT TITLE The Nurse Professional

#### Assessment 1- Evidence -Informed report

Type: Written assessment

Due date: Time 1700hrs

Submission date: There are three submission dates in week 3, 5 and final submission in week 7. See submission details below.

Weighting: 50%

Length: 2000 words

Unit Coordinator: Simone Ohlin

#### 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.

#### Aim

The aim of this assessment is to demonstrate your understanding of using evidence-based research to lead nursing care in a patient centered approach.

#### Instructions

Using the provided template, you will complete a small (5 article) literature review project on a [nursing care planning](#) topic of your choice. You will learn how to perform the review during your studies. The lecturer will support you through tutorials and you will submit sections of your assessment periodically. Students who do well in this assessment may be invited to extend their review and submit their manuscript to a nursing journal (assistance will be provided by the lecturer).

In this process you will use the template to undertake the following steps:

- Create a diagram of Person-centred/Transformational conceptual framework
- Develop a research question
- Undertake a data-based search
- Select 5 articles and undertake analysis
- Present a summary of findings

#### Literature and references

In this assessment use at least a total of 10 contemporary references (<5 years) to support your discussion (this includes the 5 reviewed articles). You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing.

## Requirements

1. Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (this is the standard pre-set margin in Microsoft Word).
2. Please include a cover page that has the Unit name, unit code and assignment title. Your name and student number and the name of the lecturer.
3. Include page numbers on each page.
4. Write in the third-person perspective.
5. Use formal academic language.
6. Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
7. The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

## Resources

1. You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
2. We recommend that you access your discipline specific [library guide](#): the [Nursing Resource Guide](#);
3. For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
4. Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

## Submissions

Submit your assessment via the unit Moodle site in Microsoft Word format only in one document.

1. Week 3: Friday 1700rs person-centred care and transformational leadership conceptual framework, nursing care planning topic, research question (PICO /PEO)
2. Week 5: Friday 1700hrs - analysis of journal article

## Final Assessment Due Date

Week 7 Friday (30 April 2021) 5:00 pm AEST

Please allow yourself enough time to learn how to upload your assignment to Moodle.

## Return Date to Students

Week 10 Friday (21 May 2021)

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

## Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

If students receive a Fail grade for this assessment, the Unit Coordinator may allow them an opportunity to reattempt the assessment. In order for the Unit Coordinator to allow a re-attempt, they will need to be satisfied that the student has made a reasonable attempt in the assessment item. If a reattempt is offered, students will have only 7 consecutive days to resubmit their assessment and can only receive 50% of the available grades. Only one reattempt will be allowed.

### **Assessment Due Date**

Week 7 Friday (30 Apr 2021) 5:00 pm AEST

Please allow yourself enough time to learn how to upload your assignment to Moodle.

### **Return Date to Students**

Week 10 Friday (21 May 2021)

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

### **Weighting**

50%



## Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail <50%
<p><b>Organisation</b> (5%) An engaging and well-planned submission. It is logical, clear, concise and persuasive.</p>	<p>A well-planned submission. It is logical and clear. At times it is not concise or persuasive but mostly clear and comprehensive</p>	<p>Appropriately planned submission. It mostly proceeds logically and is somewhat clear and comprehensive.</p>	<p>Adequately planned submission. At times, it is repetitive or lacks cohesion. Some sections may not be clear or comprehensive.</p>	<p>The submission does not follow a logical sequence. Clarity is lacking</p>
<p><b>Presentation</b> (10%) Written material is very well-presented and free from spelling, grammar and structural errors. The assessment is within the set word count and the student's work is original.</p>	<p>There are minor errors (in spelling, grammar and paragraph structure) which do not affect the meaning and flow of the submission. The assessment is within the set word count and the students' work is original</p>	<p>There are some 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 and the students' work is mostly original.</p>	<p>There are errors (in spelling, grammar and paragraph structure) that impede the meaning and flow of the submission. The assessment is within the set word count and the students' work is mostly original.</p>	<p>Poor presentation. 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 a substantial part of the work is not original.</p>
<p><b>Informed argument</b> (10%) Consistent and judicious integration of appropriate references to support and reflect all ideas, information and quotations. A minimum of 10 references is used. These may be peer-reviewed or grey literature.</p>	<p>Consistent integration of appropriate references to support and reflect ideas, information and quotations, with 1 exception. A minimum of 10 references is used. These may be peer-reviewed or grey literature.</p>	<p>Integrates appropriate references to support and reflect ideas, information and quotations, with 2 or 3 exceptions. A minimum of 10 references is used. These may be peer-reviewed or grey literature.</p>	<p>Integrates appropriate references to support and reflect ideas, information and quotations, with 4 or 5 exceptions. A minimum of 10 references is used. These may be peer-reviewed or grey literature.</p>	<p>Fails to, or infrequently attempts (&gt;5 errors) to integrate appropriate references to support and reflect ideas, information and quotations. Less than 10 references have been cited.</p>
<p><b>Referencing</b> (5%) Accurate APA referencing. No errors.</p>	<p>1-2 consistent punctuation/formatting errors (may be made multiple times)</p>	<p>Somewhat accurate APA referencing. 3 consistent punctuation/formatting errors (may be made multiple times) OR 1-2 content errors.</p>	<p>Occasionally accurate APA referencing. 4 consistent punctuation/formatting errors (may be made multiple times) or 3-4 content errors.</p>	<p>APA referencing not used, or more than 4 inconsistent inaccuracies in content or punctuation/formatting</p>
<p><b>Process</b> (10%) Demonstrated mastery of the literature review process. Well-substantiated literature review methods are employed.</p>	<p>Thorough understanding of the literature review process is demonstrated.  Uses template to work through all process aspects with precision in majority of areas.</p>	<p>An understanding of the literature review process is demonstrated. Uses template to work through all process aspects.</p>	<p>An understanding of the literature review process is somewhat demonstrated. Uses template to work through most process aspects</p>	<p>Minimal/no understanding of the literature review process is demonstrated. Does not follow process or use template.</p>
<p><b>Question</b> (10%) Insightful research question that is relevant, and clearly articulated (using PICO/PEO).</p>	<p>The research question is relevant and appropriately articulated (using PICO/PEO).</p>	<p>The research question is mostly relevant and well-articulated (using PICO/PEO).</p>	<p>The research question is somewhat relevant and but lacks cohesion (using PICO/PEO).</p>	<p>The research question is not relevant OR non-cohesive (using PICO/PEO). Inappropriate application of PICO/PEO</p>
<p><b>Analysis</b> (10%) 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.</p>	<p>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.</p>	<p>Thorough understanding of the 5 journal articles. The critical analysis does not extend beyond the journal articles.</p>	<p>An understanding of the 5 journal articles with limited critical analysis.</p>	<p>Minimal/no understanding of the 5 journal articles or critical analysis</p>

## Referencing Style

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

## Submission

Online

## Submission Instructions

Ensure the assessment has been submitted and is not sitting as a 'draft' in Moodle.

## Learning Outcomes Assessed

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

## Graduate Attributes

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

## 2 Open-book online quiz

### Assessment Type

Online Quiz(zes)

### Task Description

**UNIT CODE NURS20160**

**UNIT TITLE Contemporary Australian Healthcare/ Australian Identity and Nursing Care**

### Assessment 2 - Quiz

Type: Quiz

Due date: The quiz will not be available until Week 11 Friday, 28th May 2021, 9:00 AM

This quiz will close on Friday, 28th May 2021, 11:55 PM.

Time limit: 1 hour 30 mins

Weighting: Weighting entered in percentage 50%

Unit Coordinator: Name(s) of unit coordinator(s) Simone Ohlin

## Learning Outcomes Assessed

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

## Aim

The quiz will test your knowledge, application of knowledge to practice and critical thinking concerning:

- The Code of Conduct for Nurses
- The ICN Code of Ethics
- The Registered Nurse Standards for Practice
- The NMBA Decision-making Framework for Nursing and Midwifery
- Mandatory reporting.

## Instructions

The quiz contains 5 scenarios. Each scenario has 5 multiple-choice quiz questions. Therefore, there are 25 multiple choice quiz questions. Each question is worth 1 point. Marks are not deducted for incorrect answers.

The 25 questions are broken down as follows:

Knowledge = 5 quiz questions

Application = 12 quiz questions

Critical Thinking = 8 quiz questions

The 25 quiz questions are drawn from a bank of 200 questions.

## Marking Criteria

High Distinction 85-100%

Distinction 75-84%

Credit 65-74%

Pass 50-64%

Fail <50%

The student achieves between 22-25, demonstrating excellent understanding, application and critical reasoning.

The student achieves 19-21, demonstrating a strong understanding, application and clinical reasoning.

The student achieves 17-18, demonstrating sound understanding, application and clinical reasoning

The student achieves between 13-16, demonstrating adequate understanding, application and clinical reasoning.

The student achieves 12 or below, demonstrated insufficient understanding, application or clinical reasoning.

### Number of Quizzes

1

### Frequency of Quizzes

Other

### Assessment Due Date

Week 11 Friday (28 May 2021) 11:45 pm AEST

The quiz will open at 9am on Friday and will close at 11.55pm. Extensions will be allowed in extenuating circumstances.

### Return Date to Students

Marks will be released tuesday the following week

### Weighting

50%

### Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail <50%
The student achieves between 22-25, demonstrating excellent understanding, application and critical reasoning.	The student achieves 19-21, demonstrating a strong understanding, application and clinical reasoning.	The student achieves 17-18, demonstrating sound understanding, application and clinical reasoning	The student achieves between 13-16, demonstrating adequate understanding, application and clinical reasoning.	The student achieves 12 or below, demonstrated insufficient understanding, application or clinical reasoning.

### Referencing Style

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

### Submission

Online

### Submission Instructions

The quiz will open at 9am on Friday, week 12 and close at 11.59pm. A second attempt will be open 1 week later for students who did not achieve a passing grade.

### 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