



NURS20162 Clinical Nurse Practice

Term 2 - 2018

Profile information current as at 28/04/2024 08:39 pm

All details in this unit profile for NURS20162 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 will provide you with advanced knowledge and skills in nursing assessment and care planning. You will learn how to apply a clinical reasoning process and an Aboriginal and Torres Strait Islander health assessment model in order to prioritise and perform holistic nursing care for individuals, families and groups. You will critically examine common risk screening tools and clinical pathways used in practice, to organise and perform safe and effective nursing care. You will evaluate early warning systems and health assessment instruments through evidence-based research and by analysing practice and policy documents. You will consider best practice implications for medication administration, wound care and contemporary nursing psychomotor skills. This unit incorporates a five-day residential school and 160 hours of work-integrated learning which you will undertake after week 12. This will allow you to demonstrate responsible nursing practice under the supervision of a Registered Nurse.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: *12*

Student Contribution Band: *7*

Fraction of Full-Time Student Load: *0.25*

Pre-requisites or Co-requisites

Co-requisites - NURS20161 and NURS20160 Students must be enrolled in CH79 Graduate Certificate in Nursing (Re-Entry)

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2018

- Distance

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).

Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are: Click here to see your [Residential School Timetable](#).

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 12-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 25 hours of study per week, making a total of 300 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. **Written Assessment**

Weighting: Pass/Fail

2. **Online Test**

Weighting: Pass/Fail

3. **On-campus Activity**

Weighting: Pass/Fail

4. **Professional Practice Placement**

Weighting: Pass/Fail

Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

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 "Have your say" button

Feedback

The Unit Coordinator was approachable, supportive and friendly.

Recommendation

The Unit Coordinator and Course Coordinator will continue to meet regularly to discuss student progress and strategies to support students.

Feedback from "Have your say" button

Feedback

Students wanted more authentic clinical tools in the Residential School.

Recommendation

While it would be advantageous to have more equipment, technology and documentation available for use in the Residential School, this must be done in concert across the School which can be costly. The Course Coordinator will liaise with the Professor for Simulation to discuss the Clinical Learning Environment purchasing strategy for the next 12 months. Guest speakers will be asked to bring in equipment and documentation for demonstrations where possible.

Feedback from Student email

Feedback

Larry's tutorials were an invaluable addition to the CH79 course. I understand mathematical concepts much better now and feel more confident when approaching maths problems. Not just in nursing, but in every day life. I wish Larry was my high school maths teacher. Larry I understand comes from a different discipline (? Engineering.) He was very personable and very easily adapted and made the information relevant to nursing. It has also been a long time since a lot of us studied maths and not once was I made to feel stupid. Larry seemed very concerned at making sure we understood the basic concepts. Lessons were interactive and he provided excellent notes.

Recommendation

Continue with Academic Learning Centre maths support.

Unit Learning Outcomes

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

1. Construct and adapt an evidence informed and culturally safe nursing care plan based on patient assessment data with consideration of Aboriginal and Torres Strait Islander peoples and other culturally or linguistically diverse backgrounds
2. Communicate with patients, families and healthcare teams, adhering to legal and professional standards
3. Evaluate medications used in Australia and their uses in different client groups
4. Prioritise and plan the safe administration of medications to a variety of patients
5. Apply the Nursing and Midwifery Board of Australia's Registered Nurse Standards for Practice in the safe and effective care of individuals, families and the community whilst in the industry based learning context.

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

1.6 maintains accurate, comprehensive and timely documentation of assessments, planning, decision-making, actions and evaluations, and

1.7 contributes to quality improvement and relevant research.

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
- 2.2 communicates effectively, and is respectful of a person's dignity, culture, values, beliefs and rights
- 2.3 recognises that people are the experts in the experience of their life
- 2.4 provides support and directs people to resources to optimise health-related decisions
- 2.5 advocates on behalf of people in a manner that respects the person's autonomy and legal capacity
- 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

- 4.1 conducts assessments that are holistic as well as culturally appropriate
- 4.2 uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice
- 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

- 5.1 uses assessment data and best available evidence to develop a plan
- 5.2 collaboratively constructs nursing practice plans until contingencies, options priorities, goals, actions, outcomes and timeframes are agreed with the relevant persons
- 5.3 documents, evaluates and modifies plans accordingly to facilitate the agreed outcomes
- 5.4 plans and negotiates how practice will be evaluated and the time frame of engagement, and
- 5.5 coordinates resources effectively and efficiently for planned actions.

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

- 6.1 provides comprehensive safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people
- 6.2 practises within their scope of practice
- 6.3 appropriately delegates aspects of practice to enrolled nurses and others, according to enrolled nurse's scope of practice or others' clinical or non-clinical roles
- 6.4 provides effective timely direction and supervision to ensure that delegated practice is safe and correct
- 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

- 7.1 evaluates and monitors progress towards the expected goals and outcomes
- 7.2 revises the plan based on the evaluation, and
- 7.3 determines, documents and communicates further priorities, goals and outcomes with the relevant persons.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
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 - Written Assessment - 0%	○		○	○			○	
2 - Online Test - 0%	○			○				
3 - On-campus Activity - 0%	○	○	○	○		○		
4 - Professional Practice Placement - 0%	○	○		○	○	○	○	

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)
- Microphone headset and web camera for online activities

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 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
This week we will review clinical reasoning, the general adult and child assessment and general principles of documentation and clinical handover.	Please refer to: <ul style="list-style-type: none">• '1. Clinical Reasoning & Ngarlu'• '2. Assessment of Adults and Children - An Overview'• '3. Documentation and Hand Over' 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.	Tutorial 1 Also, please be aware of the following: <ol style="list-style-type: none">1. Due date for pre-Work Integrated Learning checks2. Uniform requirements for Residential School and Clinical Placement (blue collar)3. Purchase ID badge for Residential School and Clinical Placement

Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
This week we will explore infant anatomy & physiology as well as the infant health assessment. You will consider nursing interventions employed with infants including medication administration. We will also explore the NSQHS standards as they apply to infection control and patient identification.	Please refer to: <ul style="list-style-type: none">• '1: Hand Hygiene, Patient Identification and Procedure Mapping'• '2. Clinical Reasoning'• '3. Medication and Pharmacology'• '4. Collecting Specimens & Interpreting Results' 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.	Tutorial 2 Pre-WIL checks are due next week.

Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
This week we will explore the physiology of the child and the child health assessment with a particular focus on asthma. We will also review the identification and response to "at risk" children. We will build on our knowledge of infection control to consider the different types of precautions and corresponding PPE equipment.	Please refer to: <ul style="list-style-type: none"> • Asthma review and refresher • 'Lesson 1: Infection Prevention and Control and Child Protection' • 'Lesson 2: Clinical Reasoning' 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.	Tutorial 3 Pre-WIL checks due this week.

Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
This week is a continuation of week 3.	Please refer to: <ul style="list-style-type: none"> • '3. Medication and Pharmacology' • '4. Collecting Specimens & Interpreting Results' 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.	Tutorial 4 Census 31st of July. Last day to withdraw from unit without financial or academic penalty.

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
This week we will review the anatomy and physiology of the adolescent with special consideration to mental health. We will continue to build upon our understanding of infection control to investigate Aseptic Non-Touch Technique.	Please refer to: <ul style="list-style-type: none"> • '1. Refugee and Mental Health Review and Refresher' • '2. Aseptic Non-Touch Technique' • '3. Clinical Reasoning Cycle' • '4. Medication and Pharmacology' • '5. Collecting Specimens and Interpreting Results' 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.	Tutorial 5

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
There is no learning scheduled for this week	There are no resources available for this week	Clinical Reasoning Due: Vacation Week Monday (13 Aug 2018) 5:00 pm AEST

Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Over the next two weeks, we will consider the health assessment of the adult paying particular attention to cancer care, pain management and palliation. We will also review the acute resuscitation plan.	Please refer to: <ul style="list-style-type: none"> • '1. Cancer Review and Refresher' 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.	Tutorial 6

Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic

This week is a continuation of week 6.

Please refer to:

- '2. Clinical Reasoning Cycle'
- '3. Palliative Care & the Acute Resuscitation Plan'

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.

Tutorial 7

Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
<p>Pregnancy is a time of change for women and families. This unit will review and build upon your knowledge of the physiological and psychosocial changes which occur during pregnancy.</p> <p>Not all pregnancies end in a live birth and this module will also consider the nursing implications for a woman presenting with miscarriage or requesting a termination of pregnancy.</p>	<p>Please refer to:</p> <ul style="list-style-type: none"> '1. Pregnancy, Miscarriage & Termination Review & Refresher' '2. Clinical Reasoning Cycle' '3. Medication and Pharmacology' '4. Collecting Specimens and Interpreting Results' <p>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.</p>	<p>Tutorial 8</p>

Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
<p>Elderly people have the right to live meaningful and fulfilling lives and have their basic rights (including healthcare) met.</p> <p>Nonetheless, this time of life can come with its challenges as physical body changes with the ageing process. In this module, we will consider these physiological changes with a focus on chronic disease.</p>	<p>Please refer to:</p> <ul style="list-style-type: none"> 1. Chronic Disease Review and Refresher '2. Clinical Reasoning Cycle' '3. Medication and Pharmacology' '4. Collecting Specimens and Interpreting Results' <p>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.</p>	<p>Tutorial 9</p>

Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week is a continuation of week 9.</p>	<p>Please refer to:</p> <ul style="list-style-type: none"> 1. Wound care Review and Refresher 2. Medication and Pharmacology 3. Collecting Specimens and Interpreting Results <p>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.</p>	<p>Tutorial 10</p>

Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Residential School, Cairns

- Ensure that you adhere to the uniform requirements.
- Ensure that you are wearing your student badge.

Medication Safety Exam Due: Week 11 Monday (24 Sept 2018) 10:00 am AEST

Residential School Due: Week 11 Friday (28 Sept 2018) 5:00 pm AEST

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Work Integrated Learning (WIL): Students will commence clinical placement after Residential School. Not all placements will commence in week 12. Placement dates will be released after Census date. Students who do not have their pre-WIL checks completed by the cut-off date cannot go on placement.		<ul style="list-style-type: none">• Ensure that you adhere to the uniform requirements.• Ensure that you are wearing your student badge.• Ensure that you carry your pre-WIL checks with you on clinical placement. These can be requested by the facility.

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

Residential School will be held in week 11 this term

Assessment Tasks

1 Clinical Reasoning

Assessment Type

Written Assessment

Task Description

Due Date: 13th August 2018, 1700hrs

Weight: Pass/Fail (students must pass this assessment to complete the unit)

Length: 2500 + uploaded charts

Referencing Style: APA 6th Edition

Format:

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

Learning Outcomes Assessed

- Construct and adapt an evidence-informed and culturally safe nursing care plan based on patient assessment data with consideration of Aboriginal and Torres Strait Islander peoples and other culturally or linguistically diverse backgrounds
- Communicate with patients, families and healthcare teams, adhering to legal and professional standards
- Evaluate medications used in Australia and their uses in different client groups
- Prioritise and plan the safe administration of medications to a variety of patients

Graduate Attributes

- 1. Knowledge:** Acquire and apply a body of knowledge and appropriate professional judgment relevant to a discipline.
- 2. Communication:** Communicate and interact with others and in culturally diverse contexts.
- 3. Cognitive, technical and creative skills:** Investigate, analyse and synthesise complex information, problems and concepts.
- 4. Research:** Critically appraise outcomes and products of research for translation into the discipline
- 5. Self-management:** Reflect on and critically evaluate one's performance
- 6. Ethical and Professional Responsibility:** Demonstrate ethical, legal, social and civic responsibility

Overview

The ability to think critically about a situation and communicate effectively and clearly are two of the most valuable skills for success as a nurse.

It is essential for nurses to follow clear processes, such as the clinical reasoning cycle. This enables the nurse to collect patient cues, process the information and come to understand the patient's situation in order to plan, implement and evaluate interventions and to reflect on the process.

This assessment will provide you the opportunity to demonstrate your ability to analyse a complex situation, synthesise information and prioritise nursing care.

Task - Part A

Scenario: Abraham Monroe

Abraham Monroe has re-presented to the emergency department 1 week after his initial presentation (please refer to "Lesson: Infant Health" for further details).

His mother, Jenny is very concerned because Abraham was inconsolable this morning. She says he was pulling his legs to his stomach and had a high-pitched scream. This morning when she changed his nappy (diaper) she observed his faeces was the colour and consistency of strawberry jam.

Weight: 3.7 kg

Height: 51 cm

Gestation 40 weeks

Abraham has no known allergies.

His eyes are open but he is quiet. His eyes look glazed and sunken and he has facial grimaces from time to time and is responsive to squeezing his fingers. His hands are cold to touch. His limbs are floppy. It is hard to tell, but he does appear paler than the previous presentation.

- His pupils are size 4 & they react to your penlight.
- His respiratory rate is 60 breaths per minute.
- His oxygen saturations are 98% on room air.
- His temperature is 35.4 (taken orally).
- His heart rate is 162 beats per minute
- His blood pressure is 60/40mmHg
- His capillary refill time (sternum) is 4 seconds.
- His Blood Sugar Level is 4.9mmol
- On visual inspection, his fontanelle is sunken and his abdomen is distended.

Step 1 (Clinical Reasoning). (1600 words)

Considering what you already know about Abraham (from the infant health lesson) and in conjunction with the Primary Clinical Care Manual, work through the eight (8) steps of the clinical reasoning cycle for this presentation. Please indicate what you will take into consideration when synthesising/evaluating this information and your nursing care considerations for each of those nursing actions.

You should use headings for each of the Clinical Reasoning Cycle Steps.

Reference your sources of information (i.e. The Primary Care Clinical Manual).

Step 2 (CEWT).

Complete the appropriate CEWT with the above information.

Step 3 (Handover). (300 words maximum)

Write out the ISOBAR handover that you will give to the doctor on call.

Part B (Medication Safety) (200 words)

The doctor advises you that he is on his way and will be there in 5 minutes. Over the phone, the doctor orders:

* 10ml/kg Normal Saline fluid bolus.

* IV Cefazolin 33mg/Kg

* IV Metronidazole 10mg/Kg

STEP 1. Document this in the appropriate section of the Paediatric Medication Chart and on the Fluid Chart (you may assume that another nurse has heard this order).

STEP 2. Calculate the appropriate medication dosages based on Abraham's weight. Show your working calculations in your submission.

STEP 3. Use the AMH Children's dosing companion and Australian Injectable Drug Handbook (AIDH) monographs to outline (available in Moodle).

1. The vial size and dose you would select (eg "XX drug comes in a 1g in a 5ml Vial, a 5g in a 10ml vial. For this situation I would choose because...)
2. The volume and what type of fluid you would use for reconstitution.
3. The volume of the reconstitution required.
4. The volume you need to dilute this in.
5. The time needed to administer.

Please reference the AMH and AIDH in your submission.

PART C (Nursing Notes) (400 words)

Write contemporaneous nursing notes, using SOAP format (or a format you are familiar with and have used previously) for this event adhering to the legal principles of documentation.

UPLOAD SUGGESTIONS

1. Individually upload the CEWT (PDF) and Medication Chart (PDF).
2. Clinical Reasoning Cycle, Handover, Medication Safety and Nursing notes may be submitted as one document (docx or PDF). Ensure this document has a cover page. I suggest that each section begins on a new page with a clear heading.

Assessment Due Date

Vacation Week Monday (13 Aug 2018) 5:00 pm AEST

Please allow yourself time to upload your assignment.

Return Date to Students

Week 7 Monday (27 Aug 2018)

Marks will be returned through grademark. Please review Moodle help for students: accessing grademark.

Weighting

Pass/Fail

Assessment Criteria

You will be assessed on:

- CEWT and Medication Chart are used very effectively. The Clinical reasoning cycle has a clear and succinct introduction and conclusion: they introduce the topic and outline the direction of the presentation/bring the presentation to a logical close. Appropriate headings are given to each section of the assignment
- Excellent presentation of assignment, double-spaced with 11 point font. The submitted written material is very well-presented and free from errors.
- Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations
- Accurate APA referencing. No errors.
- Content is entirely relevant to the topic, the approach comprehensively addresses the task and the presentation proceeds logically and is within the set word count.
- Correct Children's Early Warning Tool is selected. The tool has been filled in completely and correctly.
- Correct Medication Chart is selected. The chart has been filled in completely and correctly. Body Surface Area has been correctly calculated
- Excellent explanation and adaptation of clinical reasoning cycle to this scenario. Nursing decisions and activities are entirely correct and well justified. The student selects nursing activities which are within their scope of practice.
- Excellent adaptation of ISOBAR for the scenario. Handover is clear and concise.
- Correctly selection of medication vial, volume and type of reconstitution fluid, volume of reconstitution required, volume of dilute, duration of administration (if appropriate)
- Clear and concise nursing notes which clearly follow the SOAPIE a format and adhere to the legal principles of documentation.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Construct and adapt an evidence informed and culturally safe nursing care plan based on patient assessment data with consideration of Aboriginal and Torres Strait Islander peoples and other culturally or linguistically

- diverse backgrounds
- Communicate with patients, families and healthcare teams, adhering to legal and professional standards
- Evaluate medications used in Australia and their uses in different client groups
- Prioritise and plan the safe administration of medications to a variety of patients

Graduate Attributes

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

2 Medication Safety Exam

Assessment Type

Online Test

Task Description

Length: 1 hour

Learning Outcomes Assessed

- Prioritise and plan the safe administration of medications to a variety of patients

Overview

Medication errors contribute towards serious outcomes for patients. You are required to complete a medication quiz during residential school. It is a mandatory requirement for all CQUniversity nursing students to obtain 100% on a medication examination prior to going on clinical placement.

The Task

The quiz has been informed by the [Med+Safe](#) learning packages which you have been referred to throughout your studies.

You must achieve 100% on this assessment before you are allowed on clinical placement.

You have a maximum of 3 attempts at this quiz.

Items allowed

You may bring a calculator and your math formula into the exam.

Assessment Due Date

Week 11 Monday (24 Sept 2018) 10:00 am AEST

Return Date to Students

Week 11 Monday (24 Sept 2018)

Weighting

Pass/Fail

Minimum mark or grade

100

Assessment Criteria

Students must achieve 100% on the medication quiz.

Quiz questions will be sourced from the Med+Safe online learning package which students have been referred to throughout the program.

Referencing Style

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

Submission

Offline

Submission Instructions

This quiz will be conducted under exam conditions during residential school.

Learning Outcomes Assessed

- Evaluate medications used in Australia and their uses in different client groups

Graduate Attributes

- Knowledge

- Research

3 Residential School

Assessment Type

On-campus Activity

Task Description

TASK DESCRIPTION

Length: 5 days

Pass/Fail - you must pass this assessment in order to pass the unit

Format: Simulation-based learning

Due Date:

Learning Outcomes Assessed

- Construct and adapt an evidence-informed and culturally safe nursing care plan based on patient assessment data with consideration of Aboriginal and Torres Strait Islander peoples and other culturally or linguistically diverse backgrounds
- Communicate with patients, families and healthcare teams, adhering to legal and professional standards

Overview

As a Re-entry student, you are able, under the supervision of a registered nurse, to undertake the full range of care activities that are expected of a registered nurse. The role of Residential School is to refresh your psychomotor skills, to consolidate your CH79 theory and ensure that you are safe to attend clinical practice.

Task

Throughout Residential School you will undergo simulation assessment activities. These activities will vary in complexity and acuity.

The simulation assessment activities will relate to patients that you have been introduced to throughout the course.

Simulation assessment activities will be conducted after review, practice and consolidation have occurred.

The assessment will be formative and summative in nature. This means that you are given the opportunity to improve throughout the Residential School.

Assessment Due Date

Week 11 Friday (28 Sept 2018) 5:00 pm AEST

Ongoing throughout Residential School

Return Date to Students

Week 11 Friday (28 Sept 2018)

At the end of Residential School

Weighting

Pass/Fail

Assessment Criteria

This assessment tool has been developed under the domains of the Registered Nurse Standards for Practice:

1. Thinks critically and analyses nursing practice
2. Engages in therapeutic and professional relationships
3. Maintains the capability for practice
4. Comprehensively conducts assessments
5. Develops a plan for nursing practice
6. Provides safe, appropriate nursing practice
7. Evaluates outcomes to inform nursing practice

Each item is also linked to one or more of the 8 NSQHS standards.

Referencing Style

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

Submission

Offline Online

Submission Instructions

Assessment to be uploaded to Moodle once finalised.

Learning Outcomes Assessed

- Construct and adapt an evidence informed and culturally safe nursing care plan based on patient assessment data with consideration of Aboriginal and Torres Strait Islander peoples and other culturally or linguistically diverse backgrounds

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Ethical and Professional Responsibility

4 Work Integrated Learning

Assessment Type

Professional Practice Placement

Task Description

TASK DESCRIPTION

Length: 160 hours clinical-based learning

Pass/Fail - you must pass this assessment in order to pass the unit.

Due Date: Within 5 business days of completing clinical placement.

Learning Outcomes Assessed

- Apply the Nursing and Midwifery Board of Australia's Registered Nurse Standards for Practice in the safe and effective care of individuals, families and the community whilst in the industry based learning context.

Overview

After successful completion of all theory, you will consolidate your knowledge and skills during 160hours clinical placement. Clinical placement provides a supervised learning experience for students within a work environment and allows you to provide nursing care to 'real patients/consumers within actual healthcare facilities'.

Task 1

As a student Re-entry nurse, you may undertake, under the supervision of a registered nurse, the full range of care activities that are expected of a registered nurse. The decision about what activities you perform as a student must be guided by:

1. The congruence of the activity to the education program (i.e. CH79), and the professional role you will undertake once registered.

(Practice Direction: clinical placement in this course is designed to be undertaken in one ward. Moving through different hospital wards would not be congruent, and therefore activities may be seen as out of the student's scope of practice).

2. CQUniversity's support of the activity.

(Practice Direction: generally CQUniversity supports CH79 students to undertake the full range of activities covered under the profession's scope of practice provided students follow the healthcare facility's policy and procedures. However, the person who supervises the student must be competent and confident in carrying out the procedure themselves).

3. You are competent and confident to perform the specific activity for the consumer in the current context.

(Practice Direction: the way you perform the task/activity should be at the same level as the registered nurse).

You have past education and training outside of this course which should be taken into consideration. In order to accept a delegation from a preceptor, you are instructed to:

1. Verify that the registered nurse buddy/preceptor has conducted a comprehensive assessment of the patient.

2. Verify that the task is within your scope of practice (have you had adequate training throughout your career and is that training current) and in line with local policy.

3. Consider your accountability and responsibility in undertaking the task

4. Consider if your confidence, education, experience, and competence are sufficient to safely undertake the task.

Negotiate with their preceptor for education, supervision, and support to perform the task OR refer the patient to a more experienced registered nurse to perform the task.

By the end of your 160 hours of clinical placement, you should be confidently and competently managing the nursing activities or caseload for at least four (4) patients (this may vary depending on patient acuity).

Task 2

You will keep a daily reflective journal of each shift that you work. You are encouraged to use the Gibbs Reflective Cycle to write your entries. These journal entries should be uploaded into Moodle each week.

Assessment Due Date

Formative ANSAT due after 80 hours of clinical placement; Summative ANSAT due after 160 hours of clinical placement.

Return Date to Students

Feedback will occur within a week of ANSAT submission.

Weighting

Pass/Fail

Assessment Criteria

Assessment Criteria

Australian Nursing Standards Assessment Tool

You will be assessed, by their supervising registered nurse, on their ability to meet the Nursing and Midwifery Board of Australia's "Registered Nurse Standards for Practice".

The assessment tool is called Australian Nursing Standards Assessment Tool (ANSAT) and is available on the NURS20162 Moodle site.

You must achieve a rating of '3' in all domains of the ANSAT by the conclusion of your placement.

You will undergo formative and summative assessment.

Formative Assessment is a formal assessment conducted halfway through the clinical placement.

Should you fail to pass the formative assessment then the Head of Course (CH79) must be contacted and the option of a Support Plan discussed.

Summative Assessment is a formal assessment conducted at the end of the clinical placement.

If students are at risk of not passing the summative assessment, the Head of Course should be contacted prior to this assessment.

Support Plans

It is essential that you ask your assessor to provide you with feedback early during your placement so that you have ample time to develop the identified skills.

A Support Plan is commenced either at formative assessment or when it has been identified that you have some areas for development in meeting the Nursing and Midwifery Board of Australia (NMBA) Registered Nurse Standard for Practice.

The support plan is developed in consultation with facilitator/ preceptor, Head of Course and yourself.

The Support Plan will outline the deficits and indicate the strategies that you must adhere to in order to improve their knowledge/skills/performance. The learning outcomes must be met within the agreed timeframe stated on the Support Plan

If you cannot meet the learning outcomes of the Support Plan you will not have met the NMBA Registered Nurse Standard for Practice and will, therefore, fail Clinical Placement.

Referencing Style

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

Submission

Online

Submission Instructions

Scan and upload all documents to Moodle.

Learning Outcomes Assessed

- Communicate with patients, families and healthcare teams, adhering to legal and professional standards
- Prioritise and plan the safe administration of medications to a variety of patients
- Apply the Nursing and Midwifery Board of Australia's Registered Nurse Standards for Practice in the safe and effective care of individuals, families and the community whilst in the industry based learning context.

Graduate Attributes

- Knowledge
- Communication
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

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