



NURS20162 Clinical Nurse Practice

Term 1 - 2019

Profile information current as at 11/05/2024 04:53 pm

All details in this unit profile for NURS20162 have been officially approved by CQUUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit 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 1 - 2019

- Mixed Mode

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

 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	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)
- 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 - 11 Mar 2019

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.	<p>Please refer to:</p> <ul style="list-style-type: none">• '1. Clinical Reasoning & Ngarlu'• '2. Assessment of Adults and Children - An Overview'• '3. Documentation and Hand Over' <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>Read all the orientation materials (if you have not done so already). Learn how to use Zoom for tutorials Double check online Tutorial Times Introduce yourself to the class on the activity forum <u>Also, please be aware of the following:</u></p> <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 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
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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:

- '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.

Pre-WIL checks are due next week.

Double check online Tutorial Times (please see Moodle for more information).

Please ensure all learning has been completed for the week prior to attending the Tutorial.

Week 3 - 25 Mar 2019

Module/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.

Chapter

Please refer to:

- 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.

Events and Submissions/Topic

Pre-WIL checks due this week.

Double check online Tutorial Times (please see Moodle for more information).

Please ensure all learning has been completed for the week prior to attending the Tutorial.

Week 4 - 01 Apr 2019

Module/Topic

This week is a continuation of week 3.

Chapter

Please refer to:

- '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.

Events and Submissions/Topic

Census 27th of November. Last day to withdraw from NURS20162 without financial or academic penalty.

Double check online Tutorial Times (please see Moodle for more information).

Please ensure all learning has been completed for the week prior to attending the Tutorial.

Week 5 - 08 Apr 2019

Module/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.

Chapter

Please refer to:

- '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.

Events and Submissions/Topic

Double check online Tutorial Times (please see Moodle for more information).

Please ensure all learning has been completed for the week prior to attending the Tutorial.

Vacation Week - 15 Apr 2019

Module/Topic

There is no learning scheduled for this week

Chapter

There are no resources available for this week

Events and Submissions/Topic

Enjoy a well-earned rest.

Week 6 - 22 Apr 2019

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:

- '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.

Double check online Tutorial Times (please see Moodle for more information).

Please ensure all learning has been completed for the week prior to attending the Tutorial.

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
This week is a continuation of week 6.	<p>Please refer to:</p> <ul style="list-style-type: none"> • '2. Clinical Reasoning Cycle' • '3. Palliative Care & the Acute Resuscitation Plan' <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>Double check online Tutorial Times (please see Moodle for more information).</p> <p>Please ensure all learning has been completed for the week prior to attending the Tutorial.</p>

Week 8 - 06 May 2019

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>Double check online Tutorial Times (please see Moodle for more information).</p> <p>Please ensure all learning has been completed for the week prior to attending the Tutorial.</p>

Week 9 - 13 May 2019

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>Double check online Tutorial Times (please see Moodle for more information).</p> <p>Please ensure all learning has been completed for the week prior to attending the Tutorial.</p>

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
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This week is a continuation of week 9.	Please refer to: 1. Wound care Review and Refresher 2. Medication and Pharmacology 3. Collecting Specimens and Interpreting Results	Double check online Tutorial Times (please see Moodle for more information). Please ensure all learning has been completed for the week prior to attending the Tutorial.
	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.	

Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Review, refresh and finalise arrangements for Residential School.	No reading for this week.	Double check online Tutorial Times (please see Moodle for more information). Please ensure all learning has been completed for the week prior to attending the Tutorial.

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Residential School, Cairns		<ul style="list-style-type: none"> • Ensure that you adhere to the uniform requirements. • Ensure that you are wearing your student badge.

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 17 Jun 2019

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.

Assessment Tasks

1 Clinical Reasoning

Assessment Type

Written Assessment

Task Description

Task - Part A

Due Date: Monday 8th April, 1700 AEST

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

Length: 2700 words + uploaded charts

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 and reference list. It includes in-text references and direct quotations.

Referencing Style: APA 6th Edition

Format:

- Size 12 font (Times New Roman or Arial)
- 1.5 spacing
- 2.54cm margins

- Page numbers, name and student number on each page

Learning Outcomes:

- 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. Identify processes to escalate parent/guardian health care concerns.
- 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

Overview

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

This assessment will also provide you the opportunity to demonstrate your ability to complete nursing documentation.

Task - Part A

Time: 1200hrs (midday)

Scenario: Justin Bloomfield

Sex: Male

Date of birth: 18 January 2015

Address: 24 Spring Street, Mt Surprise, QLD 4871.

Patient Identifier: 145769

Justin is a 4 year, 3-Month-old Aboriginal boy who was brought into the hospital emergency department by his grandmother Mary. Mary is Justin's primary carer. You are a nurse caring for Justin. The hospital is located in a rural town.

Mary states that Justin has become more sleepy today and tearful. He has been off his food and fluid and has had two small vomits. She states that it might have something to do with his knee where he has a wound. Justin is not normally on any medication and she has not given Justin anything today.

Weight: 21kg

Height: 117cm

Justin is allergic to prawns and shellfish. He has no medical history of significance

Physical Assessment:

- His respiratory rate is 32 breaths per minute with mild respiratory distress.
- His oxygen saturations are 95% on room air.
- His temperature is 39.1 (taken orally).
- His heart rate is 145 beats per minute and weak.
- His blood pressure is 85/56 mmHg.
- His capillary refill time (finger) is 2-3 seconds.
- His Blood Sugar Level is 6.7mmol.
- His pupils are a size 4 and are reactive to light.
- He follows directions.

- Skin is sweaty and clammy

He has not had his 4-year-old immunisations yet.

He can interact with you when you engage in conversation. Justin points to his right knee and states that it is "paining".

He is able to point to the frowny face on the pain scale.

Upon inspection you see a dressing heavy with exudate. Once the dressing is removed you find a deep ulcerated wound extending to the patella containing infective exudate, some granulated tissue and a wide margin of erythema extending 10cm around the wound.

Upon discussion with Mary you discover that Justin had a fall off his bike 10 days ago resulting in a deep "gash". Initially she washed the wound in the shower and then put a gauze dressing on it. Because Justin got upset with getting his dressing changed she has changed the dressing only twice since the initial injury. She has noticed that the wound smells.

No medications have, as yet been ordered for Justin.

Step 1 (Clinical Reasoning) (1600 words)

Using resources you have come across in this unit, 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 a separate heading for each of the Clinical Reasoning Cycle Steps.

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

Step 2 (Children's Early Warning Tool/pain scale).

Complete the appropriate Children's Early Warning Tool (CEWT) and any other clinical observation forms you feel are warranted with the above information.

Step 3 (Handover) (300 words maximum)

You decide to relay this information to the doctor on call by phone. Write out the ISOBAR handover that you will use to transfer this information and seek assistance.

Part B (Medication Safety) (400 words)

The doctor advises you that he is coming to review Justin and will be there in about 30 minutes.

Over the phone, the doctor orders the following:

IV Normal Saline fluid bolus of 20mls/kg

IV Flucloxacillin 25mg/kg, every 6 hours

Paracetamol 30mg/kg orally stat

Ibuprofen 10mg/kg orally stat

An experienced nursing colleague who has cannulation endorsement has placed a 20G cannula into Justin's L) cubital Fossa:

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. Based on your nursing assessment, prioritise the order in which you would give these medications (provide a brief justification for your prioritisation).

Step 3. Calculate the appropriate medication dosages based on Justin's weight. Show your working calculations in your submission.

Step 4. For IV medication using the Australian Injectables Drug Handbook (AIDH) and the Australian Medicines Handbook (AMH) and assuming that all medication strengths are available:

1. select the vial size and dose you would select (e.g., "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 if used.

PART C (Nursing Notes) (400 words or less)

Step 1. Write contemporaneous nursing notes, using SOAPIE format for this scenario adhering to the legal principles of documentation.

Step 2. Outline the advice you would give to a parent/guardian who feels their child is deteriorating and their health care concerns are not being acknowledged by the treating team.

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

Monday (8 Apr 2019) 5:00 pm AEST

Ensure you leave yourself enough time to upload your work

Return Date to Students

Monday (29 Apr 2019)

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

Weighting

Pass/Fail

Assessment Criteria

Learning Outcome	Specific Content	Pass	Fail
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	1. Clinical Reasoning Cycle 2. Children's Early Warning Tool (CEWT)	1. Explanation and adaptation of clinical reasoning cycle to this scenario. Nursing decisions and activities are correct and well justified. Student selects nursing activities that are within their scope of practice. 2. Correct Children's Early Warning Tool is selected. Tool has been filled in completely and correctly.	1. Poor or no explanation and adaptation of clinical reasoning cycle to this scenario. Nursing decisions and activities are absent or incorrect and not justified. Student selects nursing activities which are outside of their scope of practice. 2. Incorrect or no Children's Early Warning Tool is selected or more than 5 errors are made.

Communicate with patients, families and healthcare teams, adhering to legal and professional standards	3. ISOBAR Handover 4. Nursing Documentation	3. Sound adaptation of ISOBAR for the scenario. Handover is clear and concise. 4. Clear and concise nursing notes that follow a recognised format (e.g. SOAP) and adhere to the legal principles of documentation. 5. Clear and concise education given to parent/guardian on escalation of health concerns	3. Poor or no adaptation of ISOBAR for the scenario. Handover is not clear or concise or is not present. 4. Absent or neither clear nor concise nursing notes. No recognised format followed. Nursing notes do not adhere to the legal principles of documentation. 5. Absent or neither clear nor concise education given to parent/guardian on escalation of health concerns.
Evaluate medications used in Australia and their uses in different client groups	5. Australian Medication Handbook, Children's Dosage Companion and Australian Injectable Drug Handbook monographs	5. Correct monographs have been selected to inform medication preparation and administration. Vial size, reconstitution, reconstitution fluid and volume and administration time are correct.	5. Incorrect monographs have been selected to inform medication preparation and administration. Vial size, reconstitution, reconstitution fluid and volume and administration time are incorrect.
Prioritise and plan the safe administration of medications to a variety of patients	6. Medication/Fluid charting (phone orders) 7. Medication calculation	6. Correct Medication/Fluid Chart is selected. Chart has been filled in completely and correctly. Body Surface Area has been correctly calculated 7. Medication dose has been correctly calculated	6. Incorrect or no medication/fluid chart is selected. Body Surface has not been calculated correctly. 7. Medication dose has been incorrectly calculated.

Referencing Style

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

Submission

No submission method provided.

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

During Residential School you will undertake a medication calculation quiz. This quiz will be done online using a computer program called Medsafe.

You may bring calculators and any mathematical formulae that you feel you may require.

The one-hour calculation quiz will comprise of 20 questions.

You must achieve 100% to pass this quiz. You have 3 attempts to achieve 100%

Assessment Due Date

Monday (3 June 2019) 10:00 am AEST

Return Date to Students

Friday (7 June 2019)

Weighting

Pass/Fail

Assessment Criteria

Student Name:

Assessor Name:

Student Number:

Date:

Assessment Criteria: Complete a 20-question pre-set quiz over 1 hour

Pass Criteria 100% from a 20-question pre-set quiz

Achieved

Not Achieved

Attempt One

Attempt Two

Attempt Three

Referencing Style

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

Submission

No submission method provided.

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

Throughout the Clinical Learning Environment tutorials (internal students) or Residential School (online students), you will undergo assessment activities. These activities will vary in complexity and will relate to patient scenarios you have been introduced to throughout the course. You will undertake assessment following your review, practice and consolidation of the scenarios. The assessment will be formative and summative in nature. This means that you are given the opportunity to improve throughout your learning.

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.

The formative assessment item requires you, the learner, first to engage with these standards prior to undertaking the activity. Next you are required to conduct an evaluation of your performance. Consider what you have done well, what your knowledge/practice gaps are and what you will do in the coming days to bridge this gap. Next your lecturer will provide you with an evaluation of how well you have performed. Guidance will be given as to how your performance can be improved. It is important that you actively engage with this feedback prior to the

summative assessment.

The summative assessment, like the formative, requires you to once again reflect on your performance, identify your strengths and knowledge/practice gaps. Your lecturer will provide you with a final evaluation and guidance regarding your suitability for clinical placement. If your competence in the domains is not yet satisfactory, you may either be commenced on a learning support plan or prevented from attending clinical placement. This is at the discretion of your lecturer and the Head of Course.



Assessment Due Date

Friday (7 June 2019) 5:00 pm AEST
Ongoing throughout Residential School

Return Date to Students

Friday (7 June 2019)
At the end of Residential School

Weighting

Pass/Fail

Assessment Criteria

Formative Assessment (day 2 or 3)

Cue	Self-Assessment	Lecturer Assessment
Domain 1: Thinks critically and analyses nursing practice		
Learner accesses, analyses, and uses the best available evidence, that includes research findings, for safe, quality practice (e.g. PCCM)		
Learner actively engages on reflective practice after activities have been completed and uses a framework of reflection (e.g. Gibbs reflective cycles)		
Learner 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		
Learner complies with legislation, regulations, policies, guidelines and other standards or requirements relevant to the context of practice when making decisions		
Learner considers the code of ethics when making decisions.		
Learner maintains accurate, comprehensive and timely documentation of assessments, planning, decision-making, actions and evaluations.		
Domain 2: Engages in therapeutic and professional relationships		
Learner establishes professional boundaries and communicates respectfully and effectively with their classmates, teachers and others involved in the Residential School.		
Domain 3: Maintains the Capability for Practice		
Learner considers and responds in a timely manner to the health and wellbeing of self and others in relation to the capability for practice (e.g. comes to class well rested, takes lunch breaks)		
Learner provides information and education required to enhance people's control over health		

Learner accepts accountability for their decision, actions, behaviours and responsibilities inside of the classroom

Domain 4: Comprehensively Conducts Assessments

Learner conducts assessments that are holistic as well as culturally appropriate

*Learner uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice (e.g. QADDs, Mental Health Assessment, pains assessment)

*Learner calculates, prepares and checks medications correctly.

Domain 5: Develops a plan for nursing practice

Learner uses assessment data and best available evidence to develop a plan

Learner documents, evaluates and modifies plans accordingly to facilitate the agreed outcomes

Learner coordinates resources effectively and efficiently for planned actions.

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

Learner provides comprehensive safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people (e.g. patient identification, procedure mapping, 5 moments of hand hygiene, ANTT).

Learner practises within their scope of practice

*Learner demonstrates the safe and timely administration of medications adhering to the 6 rights of medication administration and the principles described in Standard 4 NSQHS

Learner consults the Australian Medication Handbook and the Australian Injectable Drug Handbook, for guidance on medication administration.

Domain 7: Evaluates outcomes to inform nursing practice

Learner evaluates and monitors progress towards the expected goals and outcomes

Learner revises the plan based on the evaluation

Learner determines, documents and communicates further priorities, goals and outcomes with the relevant persons.

Items marked with a * are mandatory requirements. Students must demonstrate competence in this area prior to clinical placement. Student who cannot demonstrate competence, may not be able to complete this Unit.

Additional Feedback:

Student Signature

Lecturer Signature

Date:

Summative Assessment (day 5/40 hours)

Cue	Self-Assessment	Lecturer Assessment
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Domain 1: Thinks critically and analyses nursing practice

Learner accesses, analyses, and uses the best available evidence, that includes research findings, for safe, quality practice (e.g. PCCM)

Learner actively engages on reflective practice after activities have been completed and uses a framework of reflection (e.g. Gibbs reflective cycles)

Learner 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

Learner complies with legislation, regulations, policies, guidelines and other standards or requirements relevant to the context of practice when making decisions

Learner considers the code of ethics when making decisions.

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

Domain 2: Engages in therapeutic and professional relationships

Learner establishes professional boundaries and communicates respectfully and effectively with their classmates, teachers and others involved in the Residential School.

Domain 3: Maintains the Capability for Practice

Learner considers and responds in a timely manner to the health and wellbeing of self and others in relation to the capability for practice (e.g. comes to class well rested, takes lunch breaks)

Learner provides information and education required to enhance people's control over health

Learner accepts accountability for their decision, actions, behaviours and responsibilities inside of the classroom

Domain 4: Comprehensively Conducts Assessments

Learner conducts assessments that are holistic as well as culturally appropriate

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Domain 5: Develops a plan for nursing practice

Learner uses assessment data and best available evidence to develop a plan

Learner documents, evaluates and modifies plans accordingly to facilitate the agreed outcomes

Learner coordinates resources effectively and efficiently for planned actions.

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

Learner provides comprehensive safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people (e.g. patient identification, procedure mapping, 5 moments of hand hygiene, ANTT).

Learner practises within their scope of practice

*Learner demonstrates the safe and timely administration of medications adhering to the 6 rights of medication administration and the principles described in Standard 4 NSQHS

Learner consults the Australian Medication Handbook and the Australian Injectable Drug Handbook, for guidance on medication administration.

Domain 7: Evaluates outcomes to inform nursing practice

Learner evaluates and monitors progress towards the expected goals and outcomes

Learner revises the plan based on the evaluation

Learner determines, documents and communicates further priorities, goals and outcomes with the relevant persons.

Items marked with a * are mandatory requirements. Students must demonstrate competence in this area prior to clinical placement. Student who cannot demonstrate competence, may not be able to complete this Unit.

Additional Feedback:

Student is able to commence clinical placement: Yes No

Clinical Placement Support Plan Initiated: Yes No

Student Signature

Lecturer Signature

Date:

Referencing Style

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

Submission

No submission method provided.

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

Assessment 4

Length: 160 hours of Work Integrated Learning

Learning Outcomes Assessed:

1. Communicate with patients, families and healthcare teams, adhering to legal and professional standards.
2. Prioritise and plan the safe administration of medications to a variety of patients.
3. 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 environment.

Graduate Outcomes Assessed:

- Knowledge: Acquire and apply a body of knowledge and appropriate professional judgment relevant to a discipline.
- Communication: Communicate and interact with others and in culturally diverse contexts
- Ethical and Professional Responsibility: Demonstrate ethical, legal, social and civic responsibility.
- Cognitive, technical and creative skills: Investigate, analyse and synthesise complex information, problems and concepts.
- Research: Critically appraise outcomes and products of research for translation into the discipline.
- Leadership: Exercise initiative and responsibility, taking action and engaging others to make a positive difference as a global citizen.
- Self-management: Reflect on and critically evaluate one's performance.

The Tasks

After Residential School, you will be ready to commence Work Integrated Learning. This is a 160-hour clinical placement, undertaken in one clinical setting. You have two assessment items which you must undertake while on placement.

Task A

Throughout your placement, you must keep a daily reflective journal. This is an opportunity for you to reflect on the nursing care you have delivered during the shift, work through the decisions you made and consider if you would act in the same way again, and link theory to practice. Please consider the NMBA Registered Nurse Standards for Practice and how they relate to your journal entries as you will need this in Task B.

Task B

Using your journal reflections as evidence of your practice, you will undertake a performance review with a clinical supervisor. The clinical supervisor will evaluate your ability to demonstrate how your ability to meet the NMBA Registered Nurse Standard for Practice. You will be assessed twice; formative assessment occurs at 80 hours and summative assessment occurs at 160 hours.

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 two weeks of ANSAT submission

Weighting

Pass/Fail

Assessment Criteria

A comprehensive Work Integrated Learning guide is provided in Moodle.

Broadly, Work Integrated Learning is marked according to the [Australian Nursing Standards Assessment Tool \(ANSAT\)](#).

You must achieve a score of 3 or more in each domain of the ANSAT.

Referencing Style

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

Submission

Online

Submission Instructions

Scan and upload all documents to Moodle at end of Work Integrated Learning

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