



# **NURS20162 *Clinical Nursing Practice***

## **Term 2 - 2020**

Profile information current as at 11/05/2024 12:57 am

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

### **Corrections**

#### **Unit Profile Correction added on 08-07-20**

Assessment 3 - Professional Practice Placement (Work Integrated Learning)

##### **The Task**

The following sentence requires omission - "After the successful completion of your residential school (external students), you will be ready to commence your Work Integrated Learning (clinical practice) placement."

## General Information

### Overview

This unit will provide 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. Due to COVID-19 travel restrictions, the unit incorporates weekly online clinical learning sessions. You will also undertake 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. Work-integrated learning may be delayed due to travel restrictions and local healthcare service policy.

### 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 - 2020

- 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. **On-campus Activity**

Weighting: Pass/Fail

#### 3. **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

##### **Feedback**

It was a real problem accessing the site prior to commencement of the lessons for WIL and I would suggest that WIL requirements in particular needs to be streamlined. More detailed instructions and access to real people, possibly a tutorial just about WIL a month or so before the start of the unit could help.

##### **Recommendation**

In term 2 multiple sessions were held by the WIL compliance team to assist students with their mandatory checks. We shall continue to liaise to the WIL compliance team to see if this can carry over to other terms

#### Feedback from Have your say

##### **Feedback**

The Moodle site is over full

##### **Recommendation**

The Moodle site was converted to tiles in term 2 for ease of navigation. We recognize that the Moodle site requires review in terms of streamlining content in alignment with learning outcomes. This task has been undertaken.

## 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 people from Aboriginal, Torres Strait Islander 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 work-integrated learning context.

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

















## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 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 - Online Quiz(zes) - 0%								
2 - Objective Structured Clinical Examinations (OSCEs) - 0%								
3 - 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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Felicity Earl** Unit Coordinator

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## Schedule

### Week 1 - 13 Jul 2020

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

### Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
This week we will explore infant anatomy & physiology, including 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.	<p>Please refer to:</p> <ul style="list-style-type: none"><li>• '1: Hand Hygiene, Patient Identification and Procedure Mapping'</li><li>• '2. Clinical Reasoning'</li><li>• '3. Medication and Pharmacology'</li><li>• '4. Collecting Specimens &amp; Interpreting Results'</li></ul> <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><b>Pre-WIL checks are due next week.</b></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 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
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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:

- 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.

#### **Pre-WIL checks due this week.**

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

### **Week 4 - 03 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
This week is a continuation of week 3.	<p>Please refer to:</p> <ul style="list-style-type: none"> <li>• '3. Medication and Pharmacology'</li> <li>• '4. Collecting Specimens &amp; Interpreting Results'</li> </ul> <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><b>Census date is the Tuesday 4th August. This is the last day to withdraw from NURS20162 without financial or academic penalty.</b></p> <p>Please ensure all learning has been completed for the week prior to attending the Tutorial.</p>

### **Week 5 - 10 Aug 2020**

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.	<p>Please refer to:</p> <ul style="list-style-type: none"> <li>• '1. Refugee and Mental Health Review and Refresher'</li> <li>• '2. Aseptic Non-Touch Technique'</li> <li>• '3. Clinical Reasoning Cycle'</li> <li>• '4. Medication and Pharmacology'</li> <li>• '5. Collecting Specimens and Interpreting Results'</li> </ul> <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>Please ensure all learning has been completed for the week prior to attending the Tutorial.</p>

### **Vacation Week - 17 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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### **Week 6 - 24 Aug 2020**

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.	<p>Please refer to:</p> <ul style="list-style-type: none"> <li>• '1. Cancer Review and Refresher'</li> </ul> <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> <p><b>Assessment 1 - Online quiz Due: Week 6 Thursday (27 Aug 2020) 11:00 am AEST</b></p>

### **Week 7 - 31 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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This week is a continuation of week 6.	Please refer to: <ul style="list-style-type: none"> <li>• '2. Clinical Reasoning Cycle'</li> <li>• '3. Palliative Care &amp; the Acute Resuscitation Plan'</li> </ul> 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.	Please ensure all learning has been completed for the week prior to attending the Tutorial.
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### Week 8 - 07 Sep 2020

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"> <li>'1. Pregnancy, Miscarriage &amp; Termination Review &amp; Refresher'</li> <li>'2. Clinical Reasoning Cycle'</li> <li>'3. Medication and Pharmacology'</li> <li>'4. Collecting Specimens and Interpreting Results'</li> </ul> <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>	Please ensure all learning has been completed for the week prior to attending the Tutorial.

### Week 9 - 14 Sep 2020

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"> <li>1. Chronic Disease Review and Refresher</li> <li>'2. Clinical Reasoning Cycle'</li> <li>'3. Medication and Pharmacology'</li> <li>'4. Collecting Specimens and Interpreting Results'</li> </ul> <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><b>Assessment 2 - Portfolio is due this week</b></p> <p>Please ensure all learning has been completed for the week prior to attending the Tutorial.</p>

### Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
This week is a continuation of week 9.	<p>Please refer to:</p> <ul style="list-style-type: none"> <li>1. Wound care Review and Refresher</li> <li>2. Medication and Pharmacology</li> <li>3. Collecting Specimens and Interpreting Results</li> </ul> <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>	Please ensure all learning has been completed for the week prior to attending the Tutorial.

### Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
OSCE week	No reading for this week.	<p><b>Assessment 2 - Portfolio and Online Objective Structured Clinical Examination (OSCE) Due:</b></p> <p>Week 11 Friday (2 Oct 2020) 12:00 pm AEST</p>



## Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Review, refresh and finalise arrangements for practical placement		<ul style="list-style-type: none"><li>• Ensure that you adhere to the uniform requirements.</li><li>• Ensure that you are wearing your student badge.</li></ul>

## Clinical placement - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Work Integrated Learning (WIL): Students will commence clinical placement . 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"><li>• Ensure that you adhere to the uniform requirements.</li><li>• Ensure that you are wearing your student badge.</li><li>• Ensure that you carry your pre-WIL checks with you on clinical placement. These can be requested by the facility.</li></ul>

## Term Specific Information

**Due to Covid 19 restrictions this term does not have a residential week. All "live" Virtual Clinical Learning Environment ( VCLE) classes are compulsory for all students.**

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

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

## Assessment Tasks

### 1 Assessment 1 - Online quiz

#### Assessment Type

Written Assessment

#### Task Description

### Assessment 1

### Online quiz

Welcome to Assessment 1 – Online quiz

#### Learning outcomes assessed:

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

2. Communicate effectively with patients, families and healthcare teams, while 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 clients

This assessment consists of an online quiz which has been divided into two parts – part A and part B.

**Due date:** Week 6, Thursday 27<sup>th</sup> August 2020, 11:00 – 12:30pm AEST time

**Length:** 90 minutes in duration. 16 multiple choice questions based on modules 1 - 4 of the Moodle learning materials.

**Grade:** Pass/ Fail

Grades will be released within 5 working days after the completion of the quiz.

In order to receive a pass grade, you are required to achieve 50% for each quiz, i.e., 50% achievement in part A and 50% achievement in part B.

Additionally, you must achieve 50% for quiz A and 50% for quiz B in order to progress to assessment 2.

If you are yet to achieve a pass grade on your first attempt of either quiz A or quiz B, you may be eligible for a re submit

assessment opportunity

**Assessment Due Date**

Week 6 Thursday (27 Aug 2020) 11:00 am AEST

The online quiz will run in class time between 1100-1230

**Return Date to Students**

Week 7 Thursday (3 Sept 2020)

grade release

**Weighting**

Pass/Fail

**Minimum mark or grade**

Pass

**Assessment Criteria**

In order to receive a pass grade, you are required to achieve 50% for each quiz, i.e., 50% achievement in part A and 50% achievement in part B.

Additionally, you must achieve 50% for quiz A and quiz B in order to progress to assessment 2.

If you are yet to achieve a pass grade on your first attempt of either quiz A or quiz B, you may be eligible for a re submit assessment opportunity

**Referencing Style**

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

**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 people from Aboriginal, Torres Strait Islander 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
- Communication
- Cognitive, technical and creative skills
- Research
- Ethical and Professional Responsibility
- Leadership

## 2 Assessment 2 - Portfolio and Online Objective Structured Clinical Examination (OSCE)

**Assessment Type**

On-campus Activity

**Task Description**

### Assessment 2

### Portfolio and Objective Structured Clinical Examination (OSCE)

This assessment consists of two parts.

Part 1: **Portfolio**

Part 2: **Objective Structured Clinical Examination (OSCE)**

Please see below for due dates and task descriptors.

**Grade:** Pass/ Fail

In order to be successful, you are required to achieve a pass grade for each assessment criteria within the rubric marked with an \*.

Additionally, you must achieve a pass grade for this assessment in order to progress to clinical placement.

If you are yet to achieve a pass grade on your first submission, you may be eligible for a re submit assessment opportunity

This assessment consists of two parts. Each part is reflective of the learning outcomes for this unit (please see the

marking rubric).

### **Part 1: Portfolio**

**Due date:** Week 9, Thursday 17<sup>th</sup> September 2020, 5pm (AEST)

**Length:** Your portfolio comprises of seven documents. These documents need to be scanned together and uploaded into Moodle as 1 pdf.

**Grade:** Pass/ Fail

**Task:** Students are to upload evidence of successful completion certificates for the below courses into Moodle. Please see Moodle for further details including links to online courses.

1. Principles of infection prevention and control
2. Hand hygiene student health practitioners
3. Medication Safety (2020 course)
4. National standard medication charts course (2020 course)
5. Clinical Transfusion Practice
6. Medsafe certificate demonstrating 100% achievement in exam 12
7. AHPRA referral letter

### **Part 2: Online Objective Structured Clinical Examination (OSCE)**

**Due date:** Week 11. Students will be allocated a 60-minute assessment time slot within week 11.

**Length:** 60 minutes comprising of...

- 10 minutes – handover of patient
- 20 minutes – review and self-preparation
- 30 minutes – OSCE assessment

**Grade:** Pass/ Fail

**Task:** You will be provided with a clinical scenario in order to demonstrate your ability to meet the learning outcomes required (please see rubric).

For the purpose of this assessment, you are asked to assume that you are a student Registered Nurse within an Australian acute care facility.

You will need to use the “think aloud” communication technique throughout your OSCE. Please review the Moodle site for information on “think aloud” technique.

Your time will initially commence with a handover of your allocated patient.

After receiving this handover, you will be provided with 20 minutes in order to review and prepare for the OSCE. During this time, you will review the paperwork and set-up for the clinical scenario, as best as you are able, in your home.

The OSCE occupies the final 30 minutes of your assessment. During this time, you will be provided with the opportunity to demonstrate your ability to meet the criteria required to pass this assessment (please see rubric for further information).

#### **Please note:**

- For the purposes of your OSCE your assessor will perform several roles. For example, the RN providing handover, the patients voice, providing you with additional information regarding your patients' progress (if applicable), and your checking RN for medication administration purposes (if applicable). However, please be aware that, outside of the above roles, your assessor will be unable to answer any further questions, or provide you with additional cues, once your OSCE commences.
- As this assessment is conducted online, please choose an appropriate physical location for your OSCE where you will not be interrupted.
- This assessment will be recorded and stored in accordance with CQU policy for moderation and record keeping purposes. Please be aware that permission must be obtained from both parties (i.e., the student and the University) to use the recording for purposes other than those outlined above.

#### **Assessment Due Date**

Week 11 Friday (2 Oct 2020) 12:00 pm AEST

Portfolio - Week 9, OSCE is scheduled for week 11.

## Return Date to Students

Week 11 Friday (2 Oct 2020)

10 working days post submission

## Weighting

Pass/Fail

## Minimum mark or grade

Pass

## Assessment Criteria

# Assessment 2 - Portfolio and Objective Structured Clinical Examination (OSCE).

Please note: In order to be successful, students must achieve a pass in the criteria represented with a \*.

Unit Learning Outcome	Assessment Criteria	Successful attempt (Pass)	Further development required (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	Throughout assessment, patient safety is consistently verbally articulated. For example, risk assessment and infection control principles.		
	* Student has successfully completed and uploaded into Moodle the following portfolio certificates. 1. Principles of infection prevention and control 2. Hand hygiene student health practitioners	*	
Prioritise and plan the safe administration of medications to a variety of patients	Throughout the assessment, consideration of the cultural and linguistic background of the patient is clear and verbally articulated.		
	As per the clinical reasoning cycle, student clearly demonstrates the ability to consider the patient, i.e., the student clearly addresses the following statement - "I understand that my patient is..."		
	Student clearly demonstrates the ability to collect cues and information by verbally articulating the key points provided in handover, i.e., the student clearly addresses the following statement - "Based on the handover, I understand..."		
	* Student physically reviews patient charts and uses the think aloud technique to communicate what they are looking for, what they see and what that means for their patient, i.e., the student clearly addresses the following statement - "Based on the review of my patients' charts, I understand..."	*	
	* Student continues to collect cues and information by clearly articulating what their next course of action will be, including the rationale for the same, i.e., the student clearly addresses the following statement - "My next course of action is... because..."	*	
	* Student appropriately discusses and demonstrates (as able) the next course of action and responds to any new data/ change in patient situation appropriately.	*	
	* Student communicates any changes in patient condition to an appropriate staff member using the ISBAR format. Appropriate information is included in the ISBAR, and verbal communication is clear.	*	
	Student demonstrates the ability to evaluate medications prescribed and verbally identify any medication which needs to be given as a priority. This includes providing an appropriate rationale for the same. "My patient has been prescribed... and I think this needs to be given first because..."		
	* Student chooses appropriate medication for administration and verbally articulates the following - Ø The medication I am giving is a ... (class of medication). Ø My patient has been prescribed this medication because... (indication) Ø Even though I have a current order, I would still question giving this medication if... (contraindication) Ø Side effects that I need to be specifically aware of include... (side effects) Ø The usual dose range for this medication is... (best practice dose range in your patient context) Ø Based on the above, I am happy/ not happy to administer the medication.	*	
	* Student uses the think aloud technique and physically demonstrates the ability to safely administer identified medication (as above) ensuring - Ø student scope of practice is clearly addressed and physically demonstrated, as able Ø the order is valid Ø safe practice in preparing the medication for administration Ø appropriate education is provided to the patient Ø the 6 Rights' of medication administration are demonstrated (including 3 identifiers)	*	
	Student demonstrates the ability to reflect on their practice by verbally sharing their thoughts with assessor. Ø Student reflects on strengths of practice Ø Student reflects on areas which may benefit from further development Ø Student discusses potential strategies for improvement in practice		
	* Student has successfully completed and uploaded into Moodle the following portfolio certificates. 3. <a href="#">Medication Safety</a> (2020 course) 4. <a href="#">National standard medication charts course</a> (2020 course) 5. <a href="#">Clinical Transfusion Practice</a> 6. <a href="#">MedSafe Certificate demonstrating 100% achievement in exam 12</a> 7. Current AHPRA referral letter	*	

## Referencing Style

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

## 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 people from Aboriginal, Torres Strait Islander and other culturally or linguistically diverse backgrounds
- Prioritise and plan the safe administration of medications to a variety of patients

## Graduate Attributes

- Knowledge
- Cognitive, technical and creative skills
- Research

## 3 Assessment 3 - Work Integrated Learning (clinical practice) placement

### Assessment Type

Professional Practice Placement

### Task Description

**Length:** NURS20162 - 160 clinical hours (4 weeks)

**Due Date:** At the end of your Work Integrated Learning (clinical practice) placement

### Learning Outcomes Assessed:

2. Communicate with patients, families and healthcare teams, adhering to legal and professional standards.
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 environment.

### Task:

After the successful completion of your residential school (external students), you will be ready to commence your Work Integrated Learning (clinical practice) placement.

This is a 160 hour clinical placement, undertaken in one clinical setting.

Please note: students are expected to attend placement for 40 hours per week and work any shift allocated by the facility, i.e., be available to complete shifts comprising of mornings, lates and night duty, across 7 days (inclusive of public holidays as applicable).

### Assessment

#### 1. Attendance record and signed letter of introduction

You are required present your signed letter of introduction to an appropriate staff member on the first day of your placement. This staff member is required to sign the letter also.

You are always required to record your clinical hours at the end of each shift. This needs to be verified/ countersigned each shift by the Preceptor/ Supervisor you have worked with.

Your signed letter of introduction and attendance record need to be uploaded into the appropriate assessment portal within moodle at the end of your placement.

#### 2. Reflective practice

Whilst you are encouraged to reflect on your practice daily, you are required to submit formal reflections at the formative and summative assessment points in alignment with the CQU Australian Nursing Standards Assessment Tool (ANSAT) assessment points (please see the below).

#### 3. CQU Australian Nursing Standards Assessment Tool (ANSAT)

Throughout the placement, your clinical practice will be assessed under the NMBA Standards for the Registered Nurse via the CQU ANSAT. Access to this assessment tool accessed online via the CQU SONIA app.

Assessment via the CQU ANSAT will occur at a formative (mid way) and summative (final) assessment point.

You will receive an email from the Work Integrated Learning (WIL) team on the Tuesday of week 2 (formative) and week 4 (summative) of your placement. Please open this email and follow the instructions to access your formative and summative reflection points and the CQU ANSAT.

### Assessment Due Date

Reflections and CQU ANSAT completed online via SONIA. Formative assessment is due at 80 hours of clinical placement; summative assessment, signed letter of introduction and attendance record is due at 160 hours of clinical placement.

### Return Date to Students

Marks will be available within 10 workdays from submission of appropriate documents into moodle

### Weighting

Pass/Fail

### Minimum mark or grade

Pass

### Assessment Criteria

<b>Student Name:</b>		<b>Student ID:</b>		<b>Interim assessment</b>
<b>Unit code - NUR:</b>		<b>Date:</b>		

### Scoring Key

1	<b>Unsafe; Continuous</b> verbal &/or physical direction required; <b>Not achieving minimum</b> acceptable level of performance within scope; Demonstrates behaviours <b>infrequently or rarely</b> .
2	<b>Frequent</b> verbal &/or physical direction required; Demonstrates behaviours <b>inconsistently</b> ; Needs <b>guidance to be safe</b> ; Requires <b>closely supervision</b> .
3	<b>Occasional</b> supportive cues required; Demonstrates behaviours consistently to a <b>satisfactory &amp; safe</b> standard; This is the <b>passing standard</b> .
4	<b>Infrequent</b> supportive cues required; comfortable & performs <b>above the passing standard</b> ; Practices at a <b>safe standard</b> ; <b>Consistent, reliable</b> and <b>confident</b> .
5	Supportive <b>cues rarely required</b> ; <b>well above the passing standard</b> ; Demonstrates <b>greater independence</b> on practice with a high safety priority; Exhibits a level of <b>excellence/sophistication</b> .

\*Note: students must achieve a 3 across all areas to be considered for progression at the end of placement. A rating 1 or 2 indicates that the descriptor statement is yet to be achieved, i.e., the student is yet to present as ready for progression\*

Assessment Items	Assessor to circle one number				
<b>1. Thinks critically and analyses nursing practice</b>					
· Complies and practices according to relevant legislation and policy	1	2	3	4	5
· Uses an ethical framework to guide decision making and practice	1	2	3	4	5
· Demonstrates respect for individual and culture (including Aboriginal and Torres Strait Islander) preferences and differences	1	2	3	4	5
· Sources and critically evaluates relevant literature and research evidence to deliver quality practice	1	2	3	4	5
· Maintains the use of clear and accurate documentation	1	2	3	4	5
<b>2. Engages in therapeutic and professional relationships</b>					
· Communicates effectively to maintain personal and professional boundaries	1	2	3	4	5
· Collaborates with the health care team and others to share knowledge that promotes person centered care	1	2	3	4	5
· Participates as an active member of the healthcare team to achieve optimum health outcomes	1	2	3	4	5
· Demonstrate respect for a person’s rights and wishes and advocates on their behalf	1	2	3	4	5
<b>3. Maintains the capability for practice</b>					
· Demonstrates commitment to life-long learning of self and others	1	2	3	4	5
· Reflects on practice and responds to feedback for continuing professional development	1	2	3	4	5
· Demonstrates skills in health education to enable people to make decisions and take action about their health	1	2	3	4	5
· Recognises and responds appropriately when own or other’s capability for practice is impaired	1	2	3	4	5
· Demonstrates accountability for decisions and actions appropriate to their role	1	2	3	4	5
<b>4. Comprehensively conducts assessments</b>					
· Completes comprehensive and systematic assessments using appropriate and available sources	1	2	3	4	5
· Accurately analyses and interprets assessment data to inform practice	1	2	3	4	5
<b>5. Develops a plan for nursing practice</b>					
· Collaboratively constructs a plan informed by the patient/client assessment	1	2	3	4	5
· Plans care in partnership with individuals/significant others/health care team to achieve expected outcomes	1	2	3	4	5
<b>6. Provides safe, appropriate and responsive quality nursing practice</b>					
· Delivers safe and effective care within their scope of practice to meet outcomes	1	2	3	4	5

· Provides effective supervision and delegates care safely within their role and scope of practice	1	2	3	4	5
· Recognise and responds to practice that may be below expected organisational, legal or regulatory standards	1	2	3	4	5

### 7. Evaluates outcome to inform nursing practice

· Monitors progress toward expected goals and health outcomes	1	2	3	4	5
· Modifies plan according to evaluation of goals and outcomes in consultation with the health care team and others	1	2	3	4	5

### Student reflection: (This is to be completed *prior* to assessor comments).

What am I doing well? (please provide examples)

What can I improve? (please provide examples)

What steps am I going to take in order to improve over the remainder for my placement? (dot points may be helpful here)

### Referencing Style

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

### Submission

No submission method provided.

### Learning Outcomes Assessed

- Communicate with patients, families and healthcare teams, adhering to legal and professional standards
- 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 work-integrated learning context.

### Graduate Attributes

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