



NURS20162 Clinical Nursing Practice

Term 1 - 2021

Profile information current as at 11/04/2024 07:45 am

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 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 1 - 2021

- 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. **Online Quiz(zes)**

Weighting: Pass/Fail

2. **Objective Structured Clinical Examinations (OSCEs)**

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)
- Laptop/Computer

Referencing Style

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

For further information, see the Assessment Tasks.

Teaching Contacts

Simone Ohlin Unit Coordinator

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Lydia Mainey Unit Coordinator

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Schedule

Week 1 - 08 Mar 2021

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.	Please refer to week 1 content in Moodle. 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.	Read all the orientation materials (if you have not done so already). Learn how to use Zoom for Lecture and Workshop Also, please be aware of the following: 1. Due date for pre-Work Integrated Learning checks 2. Review uniform requirements and order appropriate items for Residential School (if applicable) and Clinical Placement, i.e., uniform shirts, ID name badge and Post graduate ID card holder.

Week 2 - 15 Mar 2021

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.	Please refer to moodle content corresponding to appropriate week.	Pre-WIL checks are due next week. Double check online workshop (please see Moodle for more information). Please ensure all learning has been completed for the week prior to attending the Workshops.

Week 3 - 22 Mar 2021

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 moodle content corresponding to appropriate week.

Pre-WIL checks due this week. Please ensure all learning has been completed for the week prior to attending the Tutorial.

Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
This week is a continuation of week 3.	Please refer to moodle content corresponding to appropriate week.	Census date is the Tuesday 30th March. This is the last day to withdraw from NURS20162 without financial or academic penalty. Please ensure all learning has been completed for the week prior to attending the Tutorial.

Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
This week we will review the anatomy and physiology of the adolescent with special consideration to mental health. We will continue to build upon our understanding of infection control to investigate Aseptic Non-Touch Technique.		Please ensure all learning has been completed for the week prior to attending the Tutorial.

Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Break Week		

Week 6 - 19 Apr 2021

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.		Assessment 1 - Online quiz Due: Week 6 Tuesday (20 Apr 2021) 11:00 am AEST

Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
This week is a continuation of week 6. This week is a continuation of week 6.	Please refer to moodle content corresponding to appropriate week.	

Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
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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.

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.

Please refer to moodle content corresponding to appropriate week.

Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Elderly people have the right to live meaningful and fulfilling lives and have their basic rights (including healthcare) met. 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.	Please refer to moodle content corresponding to appropriate week.	Please ensure all learning has been completed for the week prior to attending the Tutorial.

Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
This week is a continuation of week 9.	Please refer to moodle content corresponding to appropriate week.	

Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Review, refresh and finalise arrangements for practical placement	No reading for this week.	<ul style="list-style-type: none"> • Ensure that you adhere to the uniform requirements. • Ensure that you are wearing your student badge.

Week 12 - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic

Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic

Clinical placement - 14 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
<p>Work Integrated Learning (WIL): Students will commence clinical placement after the successful completion of assessment 2. Not all placements will commence immediately post the above. Placement dates will be released after Census date. Students who do not have their pre-WIL checks completed by the cut-off date will be unable to attend placement.</p>		<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.

Term Specific Information

This unit requires mandatory attendance to residential dates TBC
It is Mandatory for Visa holders to attend class face to face

Assessment Tasks

1 Assessment 1 - Online quiz

Assessment Type

Online Quiz(zes)

Task Description**Assessment 1 - Online quiz**

Type: Online multiple-choice quiz based on Moodle content week 1 - 5. This quiz has been divided into two parts - Part A & Part B.

Due date: 9:30am - 11:00pm (AEST) Tuesday, 20th April, 2021 (Week 6).

You will have 90 minutes in total to complete both components, i.e., 90 minutes in total to complete Part A and Part B. Allocation of time between the two components is at your discretion

Weighting: Pass/ Fail. A pass grade for this assessment is 50% for each quiz, i.e., 50% for Part A and 50% for Part B.

Length: Total of 16 questions, divided into two parts. Part A comprises of 12 questions. Part B comprises of 4 questions.

Unit Coordinator: Simone Ohlin

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**

Aim

In alignment with the learning outcomes, the aim of this assessment is to provide you with an opportunity to demonstrate your knowledge, understanding, and application of knowledge of the Moodle content from weeks 1 - 5 inclusive. This assessment also provides you with the opportunity to demonstrate your ability to apply this knowledge to various theoretical scenarios.

In the above context, Part A quiz aligns with Learning Outcomes 1, 2 & 4.

In the above context, Part B quiz aligns with Learning Outcome 3.

Instructions

You will be attempting an online multiple choice quiz, based on the Moodle content up to week 5, inclusive.

This assessment task is considered an 'open book' assessment as you are encouraged to refer back to your Moodle content at any point in time during your attempt.

Please follow the links within Moodle under Assessment 1 at the day and time specified above.

During the 90 minute time frame, you will be required to access the Part A and Part B assessment links in order to complete your quiz's.

Please follow the steps below to complete your assessment task:

1. Log into Moodle
2. Navigate your way to assessment 1 task
3. Choose whether you are going to begin your attempt with the Part A or Part B quiz
4. Click on the appropriate link & commence your attempt
5. When you have completed the above, please come back to the assessment page and choose the alternate quiz to begin your attempt in this quiz.

Requirements

- Moodle password
- Computer access with an appropriate internet connection

Resources

- Moodle content from weeks 1 - 5.

Submission

Your submission will automatically be recorded at the end of the 90 minutes duration, irrespective of your progress within each quiz.

Results for the quiz will be available within 3 working days after submission.

Marking Criteria

Pass/ Fail. A pass grade for this assessment is 50% for each quiz, i.e., 50% for Part A and 50% for Part B.

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

Number of Quizzes**Frequency of Quizzes**

Other

Assessment Due Date

Week 6 Tuesday (20 Apr 2021) 11:00 am AEST

Your submission will automatically be recorded at the end of the 90 minutes duration, irrespective of your progress within each quiz. Results for the quiz will be available within 3 working days after submission.

Return Date to Students

Week 6 Friday (23 Apr 2021)

Up to 3 working days post due date

Weighting

Pass/Fail

Minimum mark or grade

Pass. A pass grade for this assessment is 50% for each quiz, i.e., 50% for Part A and 50% for Part B.

Assessment Criteria

Weighting: Pass/ Fail. A passing grade for this assessment is 50% for each quiz, i.e., 50% for Part A and 50% for Part B.

Referencing Style

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

Submission

Online

Submission Instructions

Quiz will be undertaken online within the moodle learning platform

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 - Residential and Portfolio

Assessment Type

Objective Structured Clinical Examinations (OSCEs)

Task Description

Task Description

Assessment 2 - Residential School and Portfolio

Length: 5 days

Due Date: TBC

Grade: Pass/ Fail

Learning Outcomes Assessed:

1. Construct an evidence-informed and culturally safe nursing care plan based on patient assessment data
4. Prioritise and plan the safe administration of medications to a variety of clients

Task:

You are required to attend a 5 day, on-campus residential school, which will occur at the end of the term.

This assessment consists of the following 4 components:

1. Attendance

100% attendance is required, i.e., full 5 days. An attendance sheet will be provided for you to sign each day.

2. Continuous Professional Development (CPD) portfolio (inclusive of a medication calculations test)

a. During your residential school you are required to present your CPD portfolio to an appropriate CQU staff member. This needs to contain all the required CPD certificates and be presented in a professional manner, such as in a folder (hardcopy) or electronically (in a file on your computer). Please see Moodle for more information regarding the specific CPD certificates required.

b. Additionally, during Residential School, as part of demonstrating your continuous professional development, you will undertake an online medication calculation test. This test will be done under examination conditions using the online Medsafe program.

Please see further details within your learning materials regarding access to this site. All students are encouraged to access Medsafe and begin practicing as soon as you are able.

You may bring any mathematical formulae that you feel you may require; however, the test will be completed under exam conditions. Students will be provided with a calculator and blank paper for the purpose of the test.

You will have one hour to complete the test and you must achieve 100%.

You may have up to 3 attempts in total to achieve 100%.

When you achieve 100%, you will need to download a pdf copy of your certificate of achievement. This will then become part of your CPD portfolio.

You will need to upload this certificate, together with the certificates within your CPD portfolio, into the relevant assessment portal in Moodle, within three working days after your final day of residential school.

3. Reflective practice

During your residential school, you are required to reflect on your practice daily. However, as part of the formative (mid-way) and summative (final) assessment process, you will be required to formally reflect upon your practice via the Nursing and Midwifery Board of Australia (NMBA) Registered Nurse Standards of Practice as per the Residential School Observation Tool (please see below).

4. Residential School Observation Tool

During residential school, your clinical practice will be assessed under the NMBA Standards for the Registered Nurse via the Residential School Observation Tool (see below).

Assessment via the Residential School Observation Tool will occur at a formative (mid-way) and summative (final) assessment point.

You will also need to upload your completed Residential Observation Tool into Moodle, under the relevant assessment portal, within three working days after your final clinical learning day/ final day of residential.

Assessment Due Date

Review/Exam

Return Date to Students

10 working days post submission

Weighting

Pass/Fail

Minimum mark or grade

Pass

Assessment Due Date

Return Date to Students

Weighting

Pass/Fail

Minimum mark or grade

Pass

Assessment Criteria

Assessment Criteria

Residential School Observation Tool

Student Name:

Student
ID:

Unit code:

Date:

Key

à Area requiring further development. Additional feedback/examples and strategies for further development must be noted overleaf.

ü Within scope, behaviour observed to a consistent, safe and satisfactory standard, with only occasional cues required.

S Student self-reflection of behaviour

F Residential School Facilitator feedback on observed student behaviour

In order to receive a pass grade for your residential school, *by the end* of the five days, you are required to demonstrate the below behaviours, to the appropriate standard. i.e., a tick from the Facilitator in each area noted below. This is in addition to 100% attendance.

	Formative		Summative	
	S	F	S	F
1. Thinks critically and analyses nursing practice				
· I have attended each day in a punctual manner, and in appropriate uniform, with my ID badge clearly displayed.				
· I have behaved in a professional and ethical manner. For example, I have been observed to interact professionally with my colleagues, patients and CQU staff at all times.				
· I am able to demonstrate an appropriate level of theoretical knowledge and understanding, within scope. I can then apply this to the care that I deliver in the simulated environment.				
2. Engages in therapeutic and professional relationships				
· I can communicate clearly and effectively in both the written and verbal context. This also means I can change the way I communicate appropriate to the context, for e.g., with patients versus staff.				
· I can demonstrate the ability to use clear and accurate health care terminology. For example, I use appropriate health care terminology in my practice, which can be clearly understood by my colleagues.				
3. Maintains the capability for practice				
· My CPD portfolio is complete and presented professionally. Additionally, I have successfully completed the required medication calculation test.				
· I reflect on my practice regularly and actively listen to feedback provided from peers / CQU staff. I then incorporate these reflections and feedback into my practice.				
· I can provide evidence base rationales for the care I choose to deliver or omit. This means that I can clearly explain 'why' I have chosen to assess, plan, deliver and evaluate the care I deliver, or omit.				
· I have a notebook to write things down I might need to reference to /follow up on/ research further. I then undertake this research and return to apply this to practice appropriately.				
4. Comprehensively conducts assessments				
· Within scope, I can conduct accurate assessments within the simulation environment. This includes demonstrating appropriate technique and completing assessments within appropriate time frames.				
· I am also able to accurately analyse, interpret and prioritise assessment findings. I can communicate these findings to my patient/s, and discuss these with my colleagues, appropriately.				
5. Develops a plan for nursing practice				
· I am able to use my assessment data, and evidence-based practice, to construct a plan of care for my patient/s.				
6. Provides safe, appropriate, and responsive quality nursing practice				
· I can provide health care interventions at a safe and appropriate standard. For example, 5 moments of hand hygiene and the 6R's of medication administration.				
· I understand that if I am ever unsure, it is always best to stop what I am doing and seek further clarification.				
7. Evaluates outcome to inform nursing practice				
· I record and communicate patient outcomes as appropriate. For example, I document appropriately in patient charts, complete progress notes and provide an accurate handover in ISBAR format.				

Formative Student name/signature/date:

Summative

Facilitator name/signature/date:

Written reflection (dot points work well J):	
Formative (halfway)	Summative (at the end)

What am I doing well?

What have I done well?

What can I improve?

How can I continue to improve?

What steps am I going to take to improve within my final days of residential school?

What steps am I going to take to continue to improve between now and my placement?

Facilitator feedback (if applicable. Please also use additional page if required):

Formative Student name/signature/date:

Summative

Facilitator name/signature/date:

Referencing Style

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

Submission

Online

Submission Instructions

Please submit your completed Portfolio, as1 pdf, into the Moodle assessment portal after completion of your Medsafe exam in residential.

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

Professional Practice Placement

Assessment Title

Assessment 3 - Work Integrated Learning (clinical practice) placement

Task Description

Length: NURS20162 - 160 clinical hours (4 weeks)

NURS20164 - 240 clinical hours (6 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 NURS20162 -160-hour clinical placement, and NURS20164 -240 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, afternoon, and night duty, across 7 days (inclusive of public holidays as applicable).

Assessment

1. Attendance record and signed letter of introduction

You are required to 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 (midway) and summative (final) assessment point.

You will receive an email from the Work Integrated Learning (WIL) team on the: NUSR20162 Tuesday of week 2 (formative) and week 4 (summative) of your placement.

NURS20164 Tuesday of week 3 (formative) and Week 6 (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

NURS20162 - week 2 and 4 of clinical placement

NURS20164 - Week 3 and Week 6 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 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

Assessment Criteria

Student Name:

Unit code - NUR:

Student ID:

Date:

Interim assessment

Scoring Key

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

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

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

Online

Submission Instructions

Signed letter of introduction and attendance record to be uploaded into the end of your summative ANSAT document in SONIA

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