



NURS20162 Clinical Nursing Practice

Term 2 - 2021

Profile information current as at 26/04/2024 07:01 am

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

Corrections

Unit Profile Correction added on 22-07-21

Assessment 1 - Quiz A & B

Incorrect notation after 11:00 regarding due date of quiz, i.e., Due date: 9:30am - 11:00pm (AEST) Tuesday, 24th August, 2021 (Week 6).

Correction - Due Date: 9:30am - 11:00am (AEST) Tuesday, 24th August, 2021 (Week 6).

Unit Profile Correction added on 20-09-21

As a result of a recent decision by CQU executive, assessment 2 (residential school) will now be conducted solely online. Due to this decision, further definition and clarity is required for students regarding the assessment in this (new) context.

Therefore, although the pre existing assessment will remain applicable, a rubric outlining further definition of this assessment in the online context has been provided to students.

In order to be successful in assessment 2, students will need to demonstrate the ability to meet the criteria outlined in both the pre existing assessment, as well as the rubric outlining further definition of this assessment.

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. There are online workshops you will be required to attend. There is a compulsory on campus activity you will have to attend. 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 - 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. **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 Moodle

Feedback

Group Accountability Study (GAS) direction could be clearer. It felt like there was a lot of course content and not a lot of direction for what we were expected to know each week, what we were expected to discuss with our groups and bring to class.

Recommendation

GAS groups for term 2 were allocated to allow for the integration of international and domestic students to increase diversity. The Moodle site now has clear direction of where students need to be up to each week.

Feedback from Moodle

Feedback

The video classes feel a bit short, would be nice to have more time to go through the clinical reasoning cycle when placed into groups as it feels a bit rushed.

Recommendation

An extra hour to facilitate clinical learning in the on-line platform has been established.

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



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 - On-campus Activity - 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

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Schedule

Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
This week we will review clinical reasoning, primary assessment and the general principles of documentation.	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 (see assessment 2 & 3 for further information).

Week 2 - 19 Jul 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 and pharmacology.	Please refer to moodle content corresponding to appropriate week.	Pre-WIL checks are due next week. Please ensure all learning has been completed for the week prior to attending the corresponding online workshop/s.

Week 3 - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
This week we will explore the physiology of the child and the child health assessment with a particular focus on asthma. We will also review the identification and response to "at risk" children. We will build on our knowledge of infection control to consider the different types of precautions and corresponding PPE equipment.	Please refer to 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 corresponding online workshop/s.

Week 4 - 02 Aug 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 3rd August. This is the last day to withdraw without financial or academic penalty. Please ensure all learning has been completed for the week prior to attending the corresponding online workshop/s.

Week 5 - 09 Aug 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.	Please refer to moodle content corresponding to appropriate week.	Please ensure all learning has been completed for the week prior to attending the corresponding online workshop/s.

Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Break Week		

Week 6 - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Pregnancy & Women's health. 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.	Please refer to moodle content corresponding to appropriate week.	Assessment 1. Online quiz - see Moodle assessments for further information Online quiz - Part A & Part B Due: Week 6 Tuesday (24 Aug 2021) 9:30 am AEST

Week 7 - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
This week is a continuation of week 6.	Please refer to moodle content corresponding to appropriate week.	Please ensure all learning has been completed for the week prior to attending the corresponding online workshop/s. If not already, begin preparation for residential school (assessment 2).

Week 8 - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
We continue our lifetime healthcare progression into adult health.	Please refer to moodle content corresponding to appropriate week.	Please ensure all learning has been completed for the week prior to attending the corresponding online workshop/s. Continue preparations for residential school.

Week 9 - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic

Health and ageing.
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 corresponding online workshop/s.
Continue preparations for residential school.

Week 10 - 20 Sep 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.	No workshop this week. Finalize preparation for residential school.

Week 11 - 27 Sep 2021

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

Week 12 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
Residential School You are required to attend one face to face residential school. Depending on student numbers, this is most likely to occur in week 12 or 13 of term. Exact dates, location and allocation to residential school will be confirmed by 4 th August, 2021.	Please refer to relevant assessment item in moodle	

Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
Residential School You are required to attend one face to face residential school. Depending on student numbers, this is most likely to occur in week 12 or 13 of term. Exact dates, location and allocation to residential school will be confirmed by 4 th August, 2021.	Please refer to relevant assessment item in moodle	

Clinical placement - 18 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic

Work Integrated Learning (WIL):
Students are eligible to 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.

- Ensure that you adhere to the uniform requirements (see assessment 3).
- 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.
- Discuss any concerns with the WIL team

Assessment Tasks

1 Online quiz - Part A & Part B

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, 24th August, 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 75% for each quiz, i.e., 75% for Part A and 75% for Part B.

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

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 75% for each quiz, i.e., 75% for Part A and 75% 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 only one reattempt will be allowed.

Number of Quizzes

Frequency of Quizzes

Other

Assessment Due Date

Week 6 Tuesday (24 Aug 2021) 9:30 am AEST

Your submission will automatically be recorded at the end of the 90 minutes duration from 9:30am (AEST), irrespective of your progress within each quiz.

Return Date to Students

Week 6 Friday (27 Aug 2021)

Up to 3 working days post submission

Weighting

Pass/Fail

Minimum mark or grade

Pass. A pass grade for this assessment is 75% for each quiz, i.e., 75% for Part A and 75% for Part B.

Assessment Criteria

Weighting: Pass/ Fail.

A pass grade for this assessment is 75% for each quiz, i.e., 75% for Part A and 75% 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. Your submission will automatically be recorded at the end of the 90 minutes duration from 9:30am (AEST), irrespective of your progress within each quiz.

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 Residential school and portfolio

Assessment Type

On-campus Activity

Task Description**Length: 5 days**

Due Date: TBC by the 4th August 2021.

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 in Cairns, which will occur at the end of term. Specific dates to be confirmed by the 4th August, 2021. Any expenses associated with attending the residential school remain your responsibility, for example, flights,

accommodation etc.

All students will need to register to attend residential school with further details provided closer to the date.

Until your registration is confirmed by CQU, do not make any final arrangements. For example, book annual leave, arrange child care, book flights/ accommodation etc.

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 exam)

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). Length: Your portfolio will ultimately comprise of six documents.

Task: You are required to successfully complete the following online courses/ exam within your term of enrolment.

Please make note of the specific courses you are required, as in some instances, similarly named courses are available and students complete these in error. Please also note that, in order to achieve this, you will need to register/ create an account with each provided. This registration is free. Medsafe registration is included in your enrolment within this unit.

1. [Principles of infection prevention and control](#)
2. [Hand Hygiene Student Health Practitioners Online Learning Module](#)
3. [Medication Safety](#) (2021)
4. [National standard medication charts course](#) (2021)
5. [Clinical Transfusion Practice](#)
6. [Medsafe](#).

Medsafe - during residential school you will undertake an online medication calculation exam using the online Medsafe program. Please [click here](#) for further information.

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

You will have one hour to complete the exam 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 the final certificate in your CPD portfolio.

Once a relevant CQU staff member has viewed your completed CPD portfolio at residential school, upload this as one pdf file into the relevant assessment portal in Moodle. You have three working days to attend to this. Please follow the example shown in Moodle in reference to the order your documents should be in when scanning.

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. Please see a copy of the Residential Observation Tool below regarding the passing criteria for this component of the assessment.

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 day of residential.

Uniform

At all times during residential school, and clinical placement, students are required to present in appropriate CQU uniform. Please see the [uniform guidelines](#) for further information.

All students will need to purchase the CQU uniform shirt, name badge & post graduate name tag card holder. These items can be ordered through the CQU bookshop (see further details below).

Due to high demand, all students are encouraged to order these items as early as possible.

Shirt

Please ensure you purchase [this shirt](#) in the navy colour. This is a unisex shirt with sizing options available for both male and female. All students are advised to purchase at least two shirts to facilitate minimum standards of laundering during residential school and placement.

Name badge

Name badges can be ordered [here](#).

Please remember your name badge will typically display only your first name (or preferred name), i.e., the name you would like to be called during residential school and placement.

Therefore, the name on this badge is your choice. For example, a fictional student's full name might be Samantha – Jade Lauren Smith, however, in every day interactions the student prefers to be called Sam. Therefore, she will order a badge with Sam as the name. Another example of a fictional student's name might be Michelangelo Antonio Russilino, however in every day interactions the student prefers to be called Mick. Therefore, he will order a badge with Mick as the name.

Post graduate name tag card holder

CQU student photo ID badges must also be worn in conjunction with the [Post Graduate](#) name tag card holder. This can also be purchased from the CQU book shop. The name that is reflected on the badge will not be optional, i.e., the badge will reflect your full official name recorded by CQU at your time of enrolment.

Assessment Due Date

Residential School Observation Tool and portfolio to be uploaded into Moodle within 3 working days after the completion of residential school.

Return Date to Students

Ten working days post submission.

Weighting

Pass/Fail

Minimum mark or grade

Pass

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, behavior 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 always interact professionally with my colleagues, patients and CQU staff.				
· Within scope, I can demonstrate an appropriate level of theoretical knowledge and understanding. I can then apply this to the care that I deliver in the simulated environment.				
2. Engages in therapeutic and professional relationships				
· I am able to 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 am able to 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				
· I have come to residential school appropriately prepared, which includes attending with the materials required and presenting my completed CPD portfolio professionally.				
· I reflect upon my practice regularly and actively listen to feedback provided from peers and 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 note book 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 am able to 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 am able to 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	Summative
Student name/signature/date:		
Facilitator name/signature/date:		

Written reflection (dot points work well !):

Formative (half way)	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 in order 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):	
<p style="text-align: center;">Formative</p> Student name/signature/date:	<p style="text-align: center;">Summative</p>
Facilitator name/signature/date:	

Referencing Style

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

Submission

Online

Submission Instructions

Submit your completed portfolio (including your Medsafe certificate) and your completed Residential School observation tool into assessment 2 portal in Moodle up to 3 working days post residential school completion.

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
- 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

3 Work Integrated Learning

Assessment Type

Professional Practice Placement

Task Description

Please see the [Clinical Placement \(Work Integrated Learning\)](#) portal in Moodle for information regarding the mandatory pre clinical (WIL) checks which are required prior to attending clinical placement. Please note there are strict deadlines in regards to when these checks are due and therefore, all students are encouraged to begin collating this evidence as soon as possible.

Clinical placement

Length: NURS20162 - 160 clinical hours (4 weeks)

Due Date: At the end of your Work Integrated Learning (professional 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 assessment 2, you will be ready to commence your Work Integrated Learning (clinical practice) placement.

NURS20162 - 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).

Please see the Clinical Placement Resource Manual attached below for further information regarding this assessment.

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 both need to be uploaded at the end of your placement in the appropriate section of your summative ANSAT (see below).

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.

Uniform

At all times during residential school, and clinical placement, students are required to present in appropriate CQU uniform. Please see the [uniform guidelines](#) for further information.

All students will need to purchase the CQU uniform shirt, name badge & post graduate name tag card holder. These items can ordered through the CQU bookshop (see further details below).

Due to high demand, all students are encouraged to order these items as early as possible.

Shirt

Please ensure you purchase [this shirt](#) in the navy colour. This is a unisex shirt with sizing options available for both male and female. All students are advised to purchase at least two shirts to facilitate minimum standards of laundering during residential school and placement.

Name badge

Name badges can be ordered [here](#).

Please remember your name badge will typically display only your first name (or preferred name), i.e., the name you would like to be called during residential school and placement. Therefore, the name on this badge is your choice. For example, a fictional students' full name might be Samantha - Jade Lauren Smith, however, in every day interactions the student prefers to be called Sam. Therefore, she will order a badge with Sam as the name. Another example of a fictional students' name might be Michelangelo Antonio Russilino, however in every day interactions the student prefers to be called Mick. Therefore, he will order a badge with Mick as the name.

Post graduate name tag card holder

CQU student photo ID badges must also be worn in conjunction with the [Post Graduate](#) name tag card holder. The name that is reflected on the badge will not be optional, i.e., the badge will reflect your full official name recorded by CQU at your time of enrolment. In order to easily display your student ID in conjunction with the post graduate name tag holder, it is likely you will also need to order [this clip](#) and [name card holder](#).

Assessment Due Date

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

Return Date to Students

Outcome will be available within 10 working days from submission of appropriate documents into SONIA

Weighting

Pass/Fail

Minimum mark or grade

Pass

Assessment Criteria

ANSAT formative and summative assessment criteria (including student reflections)

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
- 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
- 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