



NURS20162 Clinical Nursing Practice

Term 1 - 2023

Profile information current as at 05/10/2023 10:09 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.

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 1 - 2023

- 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 Student

Feedback

Assessment 1 - Quiz 2 - Medication calculations timing of re attempt opportunities

Recommendation

Notification of the scheduling of re attempt opportunities for medication calculation quiz provided to students early in the term. Re attempt opportunities closer together so that final outcome provided to students as soon as possible.

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

Felicity Earl Unit Coordinator
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Michelle Wedding Unit Coordinator
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Schedule

Week 1 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
This week we will review clinical reasoning, ABCDE/ 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. Review 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 and name badge (see assessment 2 & 3 for further information).

Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
This week we will explore infant anatomy & physiology, including the infant health assessment. Principles of medication management and infection prevention/ control will be explored.	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.

Week 3 - 20 Mar 2023

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 also build/refresh our knowledge regarding clinical handover and asthma.	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.

Week 4 - 27 Mar 2023

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 28th March, 2023. 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 - 03 Apr 2023

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 also revise patient assessment beyond ABCDE and progress notes.	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 - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Break Week		

Week 6 - 17 Apr 2023

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 occurring - see Moodle assessments for further information

Week 7 - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
This week is a continuation of week 6.	Please refer to moodle content corresponding to appropriate week.	Assessment 1 occurring - see Moodle assessments for further information Please ensure all learning has been completed for the week prior to attending the corresponding online workshop/s. If not already, begin preparation for Assessment 2 - Residential School.

Week 8 - 01 May 2023

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 Assessment 2 - Residential School.

Week 9 - 08 May 2023

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 Assessment 2 - Residential School.

Week 10 - 15 May 2023

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 Assessment 2 - Residential School.

Week 11 - 22 May 2023

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 Assessment 2 - Residential School and Assessment 3 - Clinical Placement (WIL) • Ensure that you adhere to the uniform requirements. • Ensure that you are wearing your student name badge.

Week 12 - 29 May 2023

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 Tuesday 4th April, 2023.	Please refer to relevant assessment item in moodle	

Review/Exam Week - 05 Jun 2023

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 Tuesday 4th April, 2023.	Please refer to relevant assessment item in moodle	

Clinical placement - 12 Jun 2023

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 - Residential School. 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.		<ul style="list-style-type: none">• 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 quizzes 1, 2 & 3

Assessment Type

Online Quiz(zes)

Task Description

Aim: This quiz has three (3) parts in which you will demonstrate your knowledge, understanding and application of the unit content in Moodle from week 1-5 inclusive (Quiz 1 & 2) and the mathematic principles required to perform safe medication calculations (Quiz 3).

Quiz 1 & 2: Unit Content

Type: Online multiple-choice quizzes based on unit content from week 1 - 5.

Quiz opens: 0900 (AEST) Tuesday, 18th April, 2023 (Week 6)

Quiz closes: 0945 (AEST) Tuesday, 18th April, 2023 (Week 6)

Completion time: You will have forty-five (45) minutes in total to complete Quiz 1 & 2. Allocation of time between the two components is at your discretion. You must complete both quizzes in one sitting. Both quizzes will automatically close at the end of forty-five (45) minutes and your responses will be automatically submitted, even if you have not finished. Once you have started either quiz, you cannot log out. Please do not refresh or reload your screen as this may close the quiz and record your responses as final.

This is also an open book quiz, i.e., you can refer to your learning materials at any time during your attempt.

Weighting: Pass/ Fail. A pass grade for this component of the assessment is 75% for each quiz, i.e., 75% for Quiz 1 and 75% for Quiz 2.

Length: Quiz 1 comprises of twelve (12) questions. Quiz 2 comprises of four (4) questions. Each question is worth one (1) mark.

Instructions

Access the quizzes via the Assessment 1 portal on the Moodle site.

To achieve a pass grade for this unit you are required to pass this component of the assessment item. If you do not pass this component, you may be offered one (1) opportunity to re-attempt. A re-attempt is where you are given a second opportunity to demonstrate your achievement of one or more of the unit's learning outcomes before you can progress to new learning or participate in subsequent learning activities. You may be given the opportunity to re-attempt, however, you must...

- have shown a reasonable attempt to complete the initial task
- be granted a re-attempt by your Unit Coordinator

- undertake the assessment task which you have failed and resubmit the revised work for marking within seven (7) consecutive days from your initial attempt

No re-attempt assessment extensions will be approved.

Feedback: You will receive feedback on the outcome of your attempt within seven (7) working days.

Quiz number 3: Medication Calculations

Type: Online multiple-choice quiz – medication calculations

Quiz opens: 1200 (AEST) Monday, 24th April 2023 (Week 7)

Quiz closes: 1300 (AEST) Monday, 24th April 2023 (Week 7)

Completion time: Sixty (60) minutes. You must complete the quiz in one sitting. The quiz will automatically close at the end of sixty (60) minutes and your responses will be automatically submitted, even if you have not finished. Once you have started the quiz, you cannot log out. Please do not refresh or reload your screen as this may close the quiz and record your responses as final.

Weighting: Pass/ Fail. A pass grade for this component of the assessment is 100%.

Length: Twenty (20) multiple choice questions. Each question is worth one (1) mark.

Instructions

Access the quiz via the Assessment 1 portal on the Moodle site.

This is an invigilated, online quiz and you will be provided with a live zoom link for the purposes of online supervision whilst undertaking the quiz. Therefore, it is a requirement for you to have your microphone on mute and your web camera on, with a clear view of yourself and your surroundings, for the entire duration of the quiz. If this does not occur, your attempt will be disqualified, and an unsuccessful (fail) grade will be awarded. This is also an open book quiz, i.e., you can refer to your medication calculation formulas at any time during your attempt.

To achieve a pass grade for this unit you are required to pass this component of the assessment item. If you do not pass this component, you may be offered two (2) opportunities to re-attempt. A re-attempt is where you are given an additional opportunity to demonstrate your achievement of one or more of the unit's learning outcomes before you can progress to new learning or participate in subsequent learning activities. You may be given the opportunity to re-attempt, however, you must

- have shown a reasonable attempt to complete the assessment task
- be granted a re-attempt by your Unit Coordinator
- undertake the assessment task which you have failed and resubmit the revised work for marking within seven (7) days from your initial attempt

No re-attempt assessment extensions will be approved.

Feedback: You will receive feedback on the outcome of your attempt within seven (7) working days.

Requirements

Computer access with a reliable internet connection.

Zoom capabilities with web camera on (relevant for quiz number 2 – medication calculations only)

Relevant learning materials available to access during the quiz

If you have any technical issues whilst undertaking a quiz, take a screenshot of the issue and email this to the supervising officer/ Unit Coordinator immediately. Then call TASAC for further assistance - 1300 666 620.

Submission

You will complete this assessment online. Click submit at the end of the quiz and your answers will be automatically submitted.

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

Number of Quizzes

Frequency of Quizzes

Other

Assessment Due Date

Quiz number 1 & 2 (Unit content) due date: 0945 (AEST) Tuesday 18th April, 2023. Quiz number 3 (Medication calculations) due date - 1300 (AEST) Monday 24th April, 2023.

Return Date to Students

Up to 7 working days post submission

Weighting

Pass/Fail

Minimum mark or grade

Pass. A pass grade for Quiz 1 (Unit content) is 75%. A pass grade for Quiz 2 (Unit Content) is 75%. A pass grade for Quiz 3 (Medication Calculations) is 100%.

Assessment Criteria

Weighting: Pass/ Fail.

The pass grade for Quiz 1 (Unit content) is 75%

The pass grade for Quiz 2 (Unit content) is 75%

The pass grade for Quiz 3 (Medication Calculations) is 100%.

Referencing Style

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

Submission

Online

Submission Instructions

Quizzes will be undertaken online within the Moodle learning platform. Your submission will automatically be recorded at the end of the stipulated quiz duration time, 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

Assessment Type

On-campus Activity

Task Description

Aim: The aim of this assessment is to provide you with an opportunity to apply the knowledge and skills you have learnt, or refreshed over the term, to the simulated clinical environment.

Length: Five (5) day, on campus, face to face attendance at CQU Cairns, QLD

Weighting: Pass/ Fail

Instructions

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

Final dates for Residential School will be confirmed by Tuesday 4th April, 2023 (week 5).

Until the dates of residential school are confirmed by CQU, please do not make any final arrangements, for example, book annual leave, arrange childcare, book flights/ accommodation etc.

This assessment consists of the following four (4) components:

1. Attendance

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

2. Safety in Practice assessment

Length: Fifteen (15) minutes plus handover

Task: Under exam conditions, you will be required to accurately document assessment data provided, follow policy accordingly and answer three (3) multiple-choice questions. You will have fifteen (15) minutes to complete this component of the assessment. Once this is completed, based on your documentation and ability to follow policy, you will provide handover to a team leader. Please see the attached rubric for further information.

Due: Day two (2) of residential school

Feedback: Within one (1) day of the attempt

To achieve a pass grade for this unit, you are required to pass this component of the assessment. If you do not pass this component, you may be offered one (1) opportunity to re-attempt which is applicable to this component of the assessment only. A re-attempt is where you are given a second opportunity to demonstrate your achievement of one or more of the unit's learning outcomes before you can progress to new learning or participate in subsequent learning activities. You may be given the opportunity to re-attempt, however, you must...

- have shown a reasonable attempt to complete the initial assessment task
- be granted a re- attempt by your Unit Coordinator
- undertake the assessment task which you were initially unsuccessful in

No re-attempt assessment extensions will be approved.

If the Unit Coordinator allows you to re-attempt this component, you must re-attempt this within the time frames of Residential School.

3. Reflective Practice

Task: During your Residential School, you are required to reflect on your practice daily. However, on day four (4) of Residential School 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).

Due: End of day four (4) of Residential School

4. Residential School Observation Tool

Task: During Residential School, your clinical practice will be assessed over the entire five days under the NMBA Standards for the Registered Nurse via the Residential School Observation Tool (see below).

Feedback: Returned to students on day five (5) of Residential School

Requirements - Uniform

During Residential School students are required to always present in appropriate CQU uniform, which includes an appropriate name badge displayed on the lapel of the upper garment.

Please click here to view and purchase the current uniform from the CQU bookshop, together with the 'Blue Re-Entry Tag' (which attaches to the arm sleeve of the scrub top - see picture/s via link).

All students are advised to purchase at least two (2) shirts and two (2) pants to facilitate minimum laundering standards during residential school (and placement). Due to high demand, all students are encouraged to order these items as early as possible.

Submission

You are required to upload your Safety in Practice assessment rubric and your Residential School Observation Tool, as one document, into 'Assessment 2' in Moodle. You will have three (3) working days to complete this.

Marking Criteria

Please refer to the Safety in Practice assessment rubric and the Residential School Observation Tool for further information. To be successful, you must achieve a pass in each of the assessment items above.

Learning Outcomes assessed

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

Assessment Due Date

Safety in Practice assessment due on day 2 of Residential School; Residential School Observation Tool Reflections due on day 4 of Residential School.

Return Date to Students

Ten (10) working days post submission.

Weighting

Pass/Fail

Minimum mark or grade

Pass - please see Safety in Practice rubric and Residential School Observation Tool for further information.

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 J):	
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):	

Safety in Practice assessment rubric

Student Name:

Student Number:

Date:

Learning outcome

Assessment criteria

Achieved (Pass) Yet to achieve

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 and linguistically diverse backgrounds.

1. Based on assessment data provided, student accurately and correctly demonstrates documenting observation data in accordance with CEWT/ Q-ADDS guidelines.

2. Based on the above, student applies and correctly follows the principles/ protocols of the CEWT/ Q-ADDS to the patient scenario.

3. Student demonstrates communicating any changes/ concerns regarding patient condition in ISBAR format to an appropriate staff member. .All appropriate information is included, verbal communication is clear and completed in a timely manner.

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.

4. Student correctly answers three (3) written multiple-choice questions in relation to safe, evidence-based medication management

Additional assessor feedback (if required):

Student feedback (if required):

Student name (print): Signature: Date:

Assessor name (print): Signature: Date:

Referencing Style

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

Submission

Online

Submission Instructions

Submit your Safety in Practice assessment rubric and your completed Residential School Observation Tool as one (1) document into 'Assessment 2' portal in Moodle up to three (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 Clinical Placement (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 regard to when these checks are due and therefore, all students are encouraged to begin collating this evidence as soon as possible.

Aim: To provide you with the opportunity to apply theory to practice in a real-life clinical setting.

Weighting: Pass/ Fail

Length: 160 clinical hours (4 weeks)

Due Date: Final assessment documentation is due at the end of your Clinical Placement (Work Integrated Learning)

Instructions

After the successful completion of assessment 2, you will be ready to commence your Clinical Placement (Work Integrated Learning).

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

Please note: you are expected to attend placement for 40 hours per week and work any shift allocated by the facility. This means that for the duration of your placement you must be available to complete shifts comprising of mornings, lates and night duty, across seven (7) days (inclusive of public holidays as applicable).

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

Assessment

1. Attendance 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.

At the end of each shift, you are also required to record your clinical hours on the CQU attendance record which will be provided to you. This attendance needs to be verified/ countersigned every shift by the Preceptor/ Supervisor you have worked with.

Your signed letter of introduction and attendance record need to be uploaded at the end of your placement in the appropriate section of your summative ANSAT in SONIA (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).

Additionally, whilst on placement, you are also required to attend a weekly online Zoom meeting with your Online Clinical Mentor (see Student Clinical Placement Resource Manual for further information).

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 is 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.

Please see the instructions provided in Moodle for further information regarding the process of completing your online reflections and the CQU ANSAT.

Requirements

- Uniform - please see the information provided in Assessment 2 - Residential School
- Zoom access for weekly online meetings with your Online Clinical Mentor
- Computer/ email access to receive and complete assessments

Learning Outcomes Assessed:

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 groups
4. Prioritise and plan the safe administration of medications to a variety of patients
5. Apply the Nursing and Midwifery Board of Australia's Registered Nurse Standards for Practice in the safe and effective care of individuals, families and the community whilst in the industry-based learning environment.

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 - see ANSAT for further details

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