NURS20164 *Australian Clinical Nursing Practice*
Term 3 - 2019

All details in this unit profile for NURS20164 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

Corrections

Unit Profile Correction added on 04-11-19
Please note - the task information within assessment 4, Work Integrated Learning (WIL), incorrectly communicated the clinical hours required (160 clinical hours).
Correction: Please be advised that in order to successfully complete this assessment item, students are required to complete 240 hour clinical hours.

Unit Profile Correction added on 04-11-19
Please note - the due date currently nominated for assessment 1 is incorrect.
Correction: Assessment 1 due date - Monday 2nd December, 5pm

Unit Profile Correction added on 04-11-19
Please note - the assessment information within assessment 4, Work Integrated Learning (WIL), incorrectly reflects that students should expect to receive an email from the WIL team in week 2 and 4 of their clinical placement in reference to their reflections and ANSAT.
Correction: Students should expect to receive an email from the WIL team early in week 3 and week 6 in reference to their reflections and ANSAT.

Overview

This unit will provide you with advanced knowledge and skills in nursing assessment and care planning in the Australian context. 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. Through research and analysis of practice and policy documents, you are encouraged to evaluate the safety and sensitivity of early warning systems and health assessment instruments. You will consider best practice implications for medication administration, wound care and contemporary nursing practice. This unit requires you to undertake 40 hours of on-campus clinical education. Internal students will complete this during the term and distance students will be required to attend a five-day residential school in Week 12. You will also be required to complete 240 hours of work-integrated learning which will be scheduled after Week 12. This work-integrated learning will allow you to demonstrate responsible nursing practice under the supervision of a nurse registered with the Australian Health Practitioner Regulation Agency.

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 - NURS20163 and NURS20160 Students must be enrolled in CL02.
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 3 - 2019

- Cairns
- Mixed Mode
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:
Click here to see your [Residential School Timetable](#).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 12-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 25 hours of study per week, making a total of 300 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**
Weighting: Pass/Fail
2. **Online Test**
Weighting: Pass/Fail
3. **On-campus Activity**
Weighting: Pass/Fail
4. **Professional Practice Placement**
Weighting: Pass/Fail

Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Unit Coordinator

Feedback
The unit coordinator found it difficult to offer the support necessary (accreditation requirement) to students while on clinical placements.

Recommendation
A casual staff member is appointed at 5hrs/week to monitor and respond to students and preceptors during clinical placement.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Construct an evidence-informed and culturally safe nursing care plan based on patient assessment data
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
5. Apply the Nursing and Midwifery Board of Australia's Registered Nurse Standards for Practice in the safe and effective care of individuals, families and the community whilst in the industry based learning context.

The unit learning outcomes are linked to the following Nursing and Midwifery Board of Australia's "Registered Nurses Standards for Practice":

Standard 1: Thinks critically and analyses nursing practice
1.1 accesses, analyses, and uses the best available evidence, that includes research findings, for safe, quality practice
1.2 develops practice through reflection on experiences, knowledge, actions, feelings and beliefs to identify how these shape practice
1.3 respects all cultures and experiences, which includes responding to the role of family and community that underpin the
health of Aboriginal and Torres Strait Islander peoples and people of other cultures
1.4 complies with legislation, regulations, policies, guidelines and other standards or requirements relevant to the context of
practice when making decisions
1.5 uses ethical frameworks when making decisions
1.6 maintains accurate, comprehensive and timely documentation of assessments, planning, decision-making, actions and
evaluations, and
1.7 contributes to quality improvement and relevant research.
Standard 2: Engages in therapeutic and professional relationships
2.1 establishes, sustains and concludes relationships in a way that differentiates the boundaries between professional and
personal relationships
2.2 communicates effectively, and is respectful of a person's dignity, culture, values, beliefs and rights
2.3 recognises that people are the experts in the experience of their life
2.4 provides support and directs people to resources to optimise health-related decisions
2.5 advocates on behalf of people in a manner that respects the person's autonomy and legal capacity
2.6 uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved
health outcomes
2.7 actively fosters a culture of safety and learning that includes engaging with health professionals and others, to share knowledge and practice that supports person-centred care
2.8 participates in and/or leads collaborative practice, and
2.9 reports notifiable conduct of health professionals, health workers and others.
Standard 3: Maintains the capability for practice

3.1 considers and responds in a timely manner to the health and wellbeing of self and others in relation to the capability for
practice

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

3.3 uses a lifelong learning approach for continuing professional development of self and others

3.4 accepts accountability for decisions, actions, behaviours and responsibilities inherent in their role, and for the actions of
others to whom they have delegated responsibilities

3.5 seeks and responds to practice review and feedback

3.6 actively engages with the profession, and

3.7 identifies and promotes the integral role of nursing practice and the profession in influencing better health outcomes for
people.

Standard 4: Comprehensively conducts assessments

4.1 conducts assessments that are holistic as well as culturally appropriate

4.2 uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform
practice

4.3 works in partnership to determine factors that affect, or potentially affect, the health and wellbeing of people and
populations to determine priorities for action and/ or for referral, and

4.4 assesses the resources available to inform planning.

Standard 5: Develops a plan for nursing practice

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

5.2 collaboratively constructs nursing practice plans until contingencies, options priorities, goals, actions, outcomes and
timeframes are agreed with the relevant persons

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

5.4 plans and negotiates how practice will be evaluated and the time frame of engagement, and

5.5 coordinates resources effectively and efficiently for planned actions.

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

6.1 provides comprehensive safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing
needs of people

6.2 practises within their scope of practice

6.3 appropriately delegates aspects of practice to enrolled nurses and others, according to enrolled nurse's scope of
practice or others' clinical or non-clinical roles

6.4 provides effective timely direction and supervision to ensure that delegated practice is safe and correct

6.5 practises in accordance with relevant policies, guidelines, standards, regulations and legislation, and

6.6 uses the appropriate processes to identify and report potential and actual risk related system issues and where practice
may be below the expected standards.

Standard 7: Evaluates outcomes to inform nursing practice

7.1 evaluates and monitors progress towards the expected goals and outcomes

7.2 revises the plan based on the evaluation, and

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

Alignment of Learning Outcomes, Assessment and Graduate Attributes

| — | N/A Level | ○ | Introductory Level | ● | Intermediate Level | ○ | Graduate Level | ● | Professional Level | ○ | Advanced Level |

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge	○	○	○	○	○
2 - Communication		○			○
3 - Cognitive, technical and creative skills	○			○	○
4 - Research	○		○	○	○
5 - Self-management					○
6 - Ethical and Professional Responsibility		○			○
7 - Leadership				○	○
8 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Written Assessment - 0%	○	○	○	○		○		
2 - Online Test - 0%	○	○	○					
3 - On-campus Activity - 0%	○	○	○		○	○		
4 - Professional Practice Placement - 0%	○	○	○	○	○	○	○	

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition (APA 6th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

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Schedule

Week 1 - 11 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
This week we will review clinical reasoning, the general adult and paediatric assessment, as well as the general principles of documentation and clinical handover.	Please refer to: • '1. Clinical Reasoning & Ngarlu' • '2. Assessment of Adults and Children - An Overview' • '3. Documentation and Hand Over' 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 tutorials Double check face to face and, if applicable, online Tutorial Times Also, please be aware of the following: 1. Due date for pre-Work Integrated Learning checks 2. Uniform requirements for Residential School and Clinical Placement (blue collar) 3. Purchase ID badge for Residential School and Clinical Placement

Week 2 - 18 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
This week we will explore infant anatomy & physiology, including the infant health assessment. You will consider nursing interventions employed with infants including medication administration. We will also explore the NSQHS standards as they apply to infection control and patient identification.	Please refer to: • '1: Hand Hygiene, Patient Identification and Procedure Mapping' • '2. Clinical Reasoning' • '3. Medication and Pharmacology' • '4. Collecting Specimens & Interpreting Results In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	**Pre-WIL checks are due next week.** Double check face to face and, if applicable, online Tutorial Times (please see Moodle for more information). Please ensure all learning has been completed for the week prior to attending the Tutorial.

Week 3 - 25 Nov 2019

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:
• 1.Asthma review and refresher
• '2: Infection Prevention and Control and Child Protection'
• '3: Clinical Reasoning'
In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.

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

Week 4 - 02 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
This week is a continuation of week 3.	Please refer to: • '3. Medication and Pharmacology' • '4. Collecting Specimens & Interpreting Results' In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	**Census Tuesday 3rd of December. Last day to withdraw from NURS20164 without financial or academic penalty.** Please ensure all learning has been completed for the week prior to attending the Tutorial.

Vacation Week - 09 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 5 - 16 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
This week we will review the anatomy and physiology of the adolescent with special consideration to mental health. We will continue to build upon our understanding of infection control to investigate Aseptic Non-Touch Technique	Please refer to: • '1. Refugee and Mental Health Review and Refresher' • '2. Aseptic Non-Touch Technique' • '3. Clinical Reasoning Cycle' • '4. Medication and Pharmacology' • '5. Collecting Specimens and Interpreting Results' In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	Please ensure all learning has been completed for the week prior to attending the Tutorial.

Week 6 - 23 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Over the next two weeks, we will consider the health assessment of the adult paying particular attention to cancer care, pain management and palliation. We will also review the acute resuscitation plan.	Please refer to: • '1. Cancer Review and Refresher' In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	Please ensure all learning has been completed for the week prior to attending the Tutorial.

Week 7 - 06 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic

	Please refer to: • '2. Clinical Reasoning Cycle' • '3. Palliative Care & the Acute Resuscitation Plan' 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.	
This week is a continuation of week 6.		Please ensure all learning has been completed for the week prior to attending the Tutorial.

Week 8 - 13 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Pregnancy is a time of change for women and families. This unit will review and build upon your knowledge of the physiological and psychosocial changes which occur during pregnancy. Not all pregnancies end in a live birth and this module will also consider the nursing implications for a woman presenting with miscarriage or requesting a termination of pregnancy.	Please refer to: • '1. Pregnancy, Miscarriage & Termination Review & Refresher' • '2. Clinical Reasoning Cycle' • '3. Medication and Pharmacology' • '4. Collecting Specimens and Interpreting Results' In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	Please ensure all learning has been completed for the week prior to attending the Tutorial.

Week 9 - 20 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Elderly people have the right to live meaningful and fulfilling lives and have their basic rights (including healthcare) met. Nonetheless, this time of life can come with its challenges as physical body changes with the ageing process. In this module, we will consider these physiological changes with a focus on chronic disease.	Please refer to: • 1. Chronic Disease Review and Refresher • '2. Clinical Reasoning Cycle' In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	Please ensure all learning has been completed for the week prior to attending the Tutorial.

Week 10 - 27 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
This week is a continuation of week 9.	Please refer to: • 3. Wound care Review and Refresher • 4. Collecting Specimens and Interpreting Results • 5. Medication and Pharmacology In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	Please ensure all learning has been completed for the week prior to attending the Tutorial.

Week 11 - 03 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
Review, refresh and finalise arrangements for Residential School.	No reading for this week.	

Week 12 - 10 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic

| | | Residential School | | • Ensure that you adhere to the uniform requirements.
• Ensure that you are wearing your student badge.

Clinical Learning Classes/Residential School Due: Week 12 Friday (14 Feb 2020) 11:45 pm AEST |

Exam Week - 17 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
Work Integrated Learning (WIL): Students will commence clinical placement after Residential School. Not all placements will commence in week 12. Placement dates will be released after Census date. Students who do not have their pre-WIL checks completed by the cut-off date cannot go on placement.		• Ensure that you adhere to the uniform requirements. • Ensure that you are wearing your student badge. • Ensure that you carry your pre-WIL checks with you on clinical placement. These can be requested by the facility.

Term Specific Information

This term will be affected by the following National and University holidays: Christmas, New Year and Australia Day holidays.
Please refer to the Academic Calendar for more information.

Assessment Tasks

1 Assessment 1

Assessment Type
Written Assessment

Task Description
Welcome to Assessment 1 – Registered Nurse scenario
Length: 2000 words (10% above or below acceptable)
The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page and reference list. It includes in-text references and direct quotations.
Grade: Pass/ Fail
In order to be successful, must achieve a pass grade for each assessment criterion.
Additionally, you must achieve a pass for this assessment in order to progress to residential school/ clinical placement.
If you do not achieve a pass grade on your first submission, you may be eligible to resubmit the assessment.
This assessment consists of four parts. Each part is reflective of the learning outcomes for this unit (please see the marking rubric).
Background
For the purpose of this assessment, you are asked to assume that you are a Registered Nurse commencing a shift within an acute care facility.
The commencement of your shift will typically include an ISBAR handover for the patients allocated to your care. Once the handover is completed, Registered Nurses are expected to review all the data available, for example, observation and medication charts, in order to appropriately assess, plan and prioritise the care they plan to provide, or omit.
Please take some time to listen to the ISBAR handover which is included in the Moodle site and review the assessment data (documentation) on the Moodle site.
Once you have listened to the handover and reviewed the documentation provided, please complete the four parts below.
Part 1 (800 words)
Based on the ISBAR handover, and the assessment data provided, what is your first priority of care for this patient?
Please ensure your answer includes evidence of your ability to apply the clinical reasoning cycle to this scenario, i.e., your ability to provide evidence-based rationales for the care that you choose to provide or omit.
Part 2 (500 words)

In order to promote patient understanding, compliance and best practice in health care provision, patient education is a key component of the nursing care plan.

What education do you need to provide to the caregiver regarding your patient's admission diagnosis and current treatment? Please also discuss any specific considerations and/or communication strategies you would use in this context.

What education do you need to provide your patient regarding their diagnosis and current treatment? Please also discuss any specific considerations and/or communication strategies you would use in this context.

Part 3 (300 words)

The administration of paediatric medication is subject to additional safety checks, i.e., all paediatric medication is checked by the administering RN and an additional appropriately qualified nurse.

Discuss why these additional checks are necessary for the safe administration of paediatric medications.

Outline the steps each nurse is required to undertake in order to ensure the safe administration of paediatric medications.

Part 4 (400 words)

For each of the medications prescribed, complete the following table.

Medication name - Generic name only	
Class of medication - For example, antibiotic	
Mode of action - How does this medication work in reference to human anatomy and physiology?	
Indication - Why has this medication been prescribed for your patient? - Include links to patients current and/ or past medical condition/s (if appropriate)	
Contraindication - Even though you have a valid order, is there any circumstance when you would query or withhold the medication?	
Side effects - Are there any side effects I should particularly observe for/ educate my patient about?	
Route and dose range - Does the route and dose range align with evidence-based recommendations? - What is your course of action if they do not?	

Assessment Due Date

4 weeks prior to term Monday (14 Oct 2019) 5:00 pm AEST

If you have never uploaded an online assignment, it is strongly recommended that you factor in time to learn how to do this before the assessment deadline. There is information in "Moodle help" to assist you uploading assessments.

Return Date to Students

Week 7 Monday (6 Jan 2020)

Weighting

Pass/Fail

Minimum mark or grade

In order to be successful, you are required to achieve a pass grade for each assessment criterion.

Assessment Criteria

Marking Criteria

Use this marking criteria sheet when creating your assignment. Prior to submission, we recommend you attempt to 'mark yourself' against the marking criteria. This ensures that you will be focussing on the same criteria your marker will focus on.

Unit Learning Outcome	Assessment Criteria	Successful attempt (Pass)	Further development required (Fail)

	The first priority of nursing care for the patient is appropriate and clearly identified.		
Construct and adapt an evidence-informed and culturally safe nursing care plan based on patient assessment data with consideration of Aboriginal and Torres Strait Islander peoples and other culturally or linguistically diverse backgrounds	Clear evidence of the appropriate application of the clinical reasoning cycle to discussion regarding the first priority of care.		
	Clear evidence-based rationale/s regarding the first priority of care and culturally safe practice is provided and referenced appropriately, with clear attempts to accurately follow the CQU APA referencing system.		
Communicate with patients, families and healthcare teams, adhering to legal and professional standards	Education provided to caregiver and patient is clear, evidence-based and, referenced following the CQU APA referencing system.		
	Considerations and communication strategies, in reference to providing education to the caregiver and patient, are appropriate and clearly discussed.		
	Clear and logical sentence structure is evident throughout assessment with few consistent grammatical errors.		
	Word count is within prescribed parameters.		
Prioritise and plan the safe administration of medications to a variety of patients	Clear evidence-based rationale/s regarding paediatric medication administration are provided and referenced appropriately, following the CQU APA referencing system.		
	Clear and appropriate steps for each nurse are discussed in the correct order in reference to safe paediatric medication administration.		
Evaluate medications used in Australia and their uses in different client groups	For each medication prescribed…Clear and correct class of medication and mode of action is identified, including clear and appropriate application of human anatomy and physiology.		
	Clear and correct indication/s and contraindication/s for medication are identified, including links to the patient's current medical condition, and if appropriate, past medical history.		
	Clear and appropriate side effects are identified in the context of the patient scenario.		
	Clear, evidence-based route and dose range are identified, including clear description surrounding course of action if route or dose range falls outside of evidence-based recommendations.		

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Please upload as a single word document.

Learning Outcomes Assessed

- Construct an evidence-informed and culturally safe nursing care plan based on patient assessment data
- Communicate effectively with patients, families and healthcare teams, while 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 clients

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Ethical and Professional Responsibility

2 Medsafe Test

Assessment Type
Online Test

Task Description
During the Clinical Learning Classes (internal students) or Residential School (online students), you will undertake an online medication calculation test. This test will be done online using a computer program called Medsafe.
Please see further details within your learning materials regarding access to this site. I would encourage all students to access Medsafe and begin practising as soon as you are able. You may bring any mathematical formulae that you feel you may require, as well as a calculator. The test will be completed under exam conditions.
The one-hour calculation test will be comprised of 20 questions.
You must achieve 100% to pass this test. You have 3 attempts to achieve 100%. If you are not successful in passing this test, you may not progress to Work Integrated Learning.
When you achieve 100%, you will need to download a pdf copy of your certificate of achievement. You will then need to upload the certificate to the unit Moodle site within 3 working days after your final day of residential. Additionally, you

must keep a personal copy of this certificate for your clinical placement.

*Please also keep an eye out for the mathematical workshops running via zoom throughout the term. Attendance at these workshops is highly recommended.

Assessment Due Date

Clinical Learning Class (Week 7 onward), Residential School (Day 1 onward)

Return Date to Students

Results will be available immediately on completion of the test.

Weighting
Pass/Fail

Minimum mark or grade
You must achieve 100% to pass this online test.

Assessment Criteria

Student Name:		Assessor Name:	
Student Number:		Date:	
Assessment Criteria: Complete a 20-question pre-set quiz over 1 hour			
Pass Criteria 100% from a 20-question pre-set quiz		Achieved	Not Achieved
Attempt One			
Attempt Two			
Attempt Three			

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Upload the Medsafe certificate into Moodle within 3 days of completing Residential School

Learning Outcomes Assessed

- Evaluate medications used in Australia and their uses in different client groups

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills

3 Clinical Learning Classes/Residential School

Assessment Type
On-campus Activity

Task Description
Length: 5 days
The Tasks
You are required to attend a 5 day, on-campus residential school, which will occur during week 12 term.
Assessment
1. Attendance
100% attendance is required, i.e., full 5 days. An attendance sheet will be provided for you to sign each day.
2. Reflective practice
You are required to reflect on your practice daily, however, as part of the formative (midway) 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 (see below Residential School Observation Tool).

3. Nursing and Midwifery Board of Australia (NMBA) Registered Nurse Standards for Practice

Your clinical practice whilst you are at residential school will be assessed under the NMBA Registered Nurse Standards for Practice via the Residential School Observation Tool (see below).

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

Assessment Due Date
Week 12 Friday (14 Feb 2020) 11:45 pm AEST

Return Date to Students
Week 12 Friday (14 Feb 2020)

Weighting
Pass/Fail

Minimum mark or grade
In order to pass this assessment, you must pass each criterion of the observation tool

Assessment Criteria

Residential School Observation Tool

Student Name:		Student ID:	
Unit code:		Date:	

Key

→	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, in the appropriate uniform and, with my ID badge clearly displayed.				
· I have behaved in a professional and ethical manner. For example, I have been observed to interact professionally with my colleagues, patients and CQU staff at all times.				
· I am able to demonstrate an appropriate level of theoretical knowledge and understanding, within scope. I can then apply this to the care that I deliver in the simulated environment.				
2. Engages in therapeutic and professional relationships				
· I 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, 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 look for opportunities to reflect on my practice regularly. For example, I regularly ask myself, what did I learn from that scenario/session/today? How can I apply what I have learned to my practice?				
· I actively listen to feedback provided from peers and CQU staff. I then incorporate this feedback into my practice.				
· I am able to provide evidence-based rationales for the care I choose to deliver or omit. This means that I can clearly explain 'why' I have chosen to assess, plan, deliver and evaluate the care I deliver, or omit.				

· I have a notebook to write things down I might need to reference to /follow up on/ research further. I then undertake this research and return to apply this to practice appropriately.				
4. Comprehensively conducts assessments				
· Within scope, I 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 Student name/signature/date:	**Summative**
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):

Referencing Style

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

Submission
Online

Submission Instructions
Please upload a copy of your completed assessment tool to Moodle.

Learning Outcomes Assessed

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

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Self-management
- Ethical and Professional Responsibility

4 Work Integrated Learning

Assessment Type
Professional Practice Placement

Task Description
Length: 240 clinical hours
Due Date: At the end of your clinical practice placement
The Tasks
After the successful completion of your residential school (external students), or the completion of your clinical learning days (internal students), you will be ready to commence your clinical placement (Work Integrated Learning).
This is a 160-hour clinical placement, undertaken in one clinical setting.
Assessment
1. Attendance
You are 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.
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) as per the below.

3. Nursing and Midwifery Board of Australia (NMBA) Registered Nurse Standards for Practice
Your clinical practice will be assessed under the NMBA Registered Nurse Standards for Practice via the ANSAT. Access to this assessment tool is online via the SONIA app.
ANSAT assessments will occur at a formative (midway) and summative (final) assessment point.
You will receive an email from the WIL team on Tuesday of week 2 and week 4. Please open this email and follow the instructions to access your formative and summative reflection points and ANSAT.

Assessment Due Date

Formative assessment is due at 120 hours of clinical placement. Summative assessment is due at 240 hours of clinical placement

Return Date to Students

Marks will be available within 2 weeks of submission of attendance sheet to Moodle.

Weighting
Pass/Fail

Assessment Criteria
ANSAT 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	I**nfrequent** 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: a rating 1 or 2 indicates that the descriptor statement is yet to be achieved

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 6th Edition (APA 6th edition)

Submission
Online

Learning Outcomes Assessed

- Communicate effectively with patients, families and healthcare teams, while adhering to legal and professional standards
- Apply the Nursing and Midwifery Board of Australia's Registered Nurse Standards for Practice in the safe and effective care of individuals, families and the community whilst in the industry based 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