NURS20164 *Australian Clinical Nursing Practice*
Term 1 - 2020

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 02-04-20

This assessment activity will take the place of the residential school assessment.

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

Due date: Week 9

Length: 30 min online OSCE

300 words written reflection

Portfolio

Grade: Pass/ Fail

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

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

If you are yet to achieve a passing grade on your first submission, you may be eligible for a resubmit assessment opportunity.

This assessment consists of two 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 Student Registered Nurse commencing a morning shift (0700 start) within an Australian acute care facility.

You will use "think aloud" principles in the OSCE. Please review the Moodle site for information on "think aloud".

Part 1 (30 minutes + feedback time)

The Online Objective Structured Clinical Exam (OSCE) will take place online during week 9.

30 minutes before your exam commences, you will be provided with the clinical scenario you will be assessed on. During this time you will review the paperwork and set-up for the clinical scenario, as best you can, in your home. Please choose an area where you will not be interrupted. If appropriate, a family member may wish to role-play the patient in the scenario. Please be aware the exam will be recorded - but only viewed by the teaching team.

Next, you will receive clinical handover (ISBAR) from one of the teaching academics.

Based on the information you have received, you will use "think aloud" to:

· Prioritise, plan, implement and evaluate nursing care, as best you can within the simulated clinical environment.

· Provide evidence-based rationales for your clinical decisions

· Perform a medication calculation

· Provide an ISBAR handover to your "supervising RN" (the teaching academic)

You must demonstrate your application of the Clinical Reasoning Cycle in the above.

Throughout the scenario, the teaching academic will provide additional information AFTER YOU HAVE PROMPTED THEM. For example, You: "I am now going to count the respiratory rate for 60 seconds". Academic: "The respiratory rate is …".

Part 2 (300 words)

You will use the Gibbs Reflective Cycle to reflect on your performance during the OSCE that demonstrates your ability to reflect and evaluate your performance

This reflection will be uploaded to Moodle as a Word document.

As part of this assessment, you are required to provide a residential portfolio

Part 3 Portfolio (2 videos + 1 QADDS + Progress notes + Medsafe Certificate)

You must have these uploaded no later than the end of week 9 of term 1 2020

Students will upload:

- Performing Hand Hygiene (video)
- Performing ANTT (simple wound dressing) (video)
- Completed QADDS form OSCE scenario (PDF) eg; https://drive.google.com/file/d/1DG5q00kXI2EC-ikI9-cNkKFAn632Eo7D/view
- Upload a progress note from OSCE scenario (word doc).
- Uploaded MedSafe Certificate demonstrating 100% on Exam 12

Assessment Rubric

Assessment Rubric

Criterion	Description	Pass	Fail
Presentation	The student uses 'think aloud' to demonstrate their analysis and synthesis of the clinical scenario. **Minimal (no more than 5) prompts are necessary to remind students to use 'think aloud'.**		
Patient Safety	The student adheres to the **principles of infection control**, the **safe administration of medications (including medication calculation)** and **patient identification**.		
	The student has uploaded all clinical skills videos and certificates and OSCE paperwork		
Collect the cues	The student extracts important information from the ISBAR handover such as **patient history**, **medications**, **QADDs score and trends**, previous nursing/medical assessments.		
	The student gathers new **information from the patient**, and through a **QADDS**, and **other relevant assessments**.		
	The student demonstrates their knowledge regarding pertinent issues in the scenario such as **culture, pathophysiology, pharmacology, scope of practice**, ethics, law etc)		
Process the information	**The student interprets and analyses the cues,** discounts irrelevant information**, compares normal with abnormal information to come to an understanding of the signs and symptoms.**		
	The student recognises gaps in cues collected and makes amendments.		
	The student **makes deductions that follow logically** by interpreting subjective and objective cues and considers alternatives and consequences.		
Identifies problem/issue	**The student identifies the most important problem/issue**.		
Establish Goals	The student **defines a desired patient outcome** (using SMART goals) that is **related to the most important problem/issue**.		
Take action	The student considers and **selects nursing interventions to meet the desired patient goal.**		
Evaluate outcomes	The student **describes the strategies they would use to evaluate if their nursing interventions** have met the SMART goals.		
Reflect on the process and new learning	The student uses GIBBS reflective cycle to **evaluate what they have done well and what they need to improve on.**		

General Information

Overview

This unit will provide 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 1 - 2020

- Cairns
- Mixed Mode

Attendance Requirements

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

Residential Schools

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

Website

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

Class and Assessment Overview

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

Class Timetable

Regional Campuses

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

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

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

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

CQUniversity Policies

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

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

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

Previous Student Feedback

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

Feedback from 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 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
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 Nursing and Midwifery Board of Australia's "Registered Nurses Standards for Practice".

Alignment of Learning Outcomes, Assessment and Graduate Attributes

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

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 - On-campus Activity - 0%	○		○	○				
3 - Professional Practice Placement - 0%	○	○	○	○	○	○	○	

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom Capacity (webcam and microphone)

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 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
This week we will review clinical reasoning, the general adult and paediatric assessment, as well as the general principles of documentation and clinical handover.	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 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
This week we will explore infant anatomy & physiology, including the infant health assessment. You will consider nursing interventions employed with infants including medication administration. We will also explore the NSQHS standards as they apply to infection control and patient identification.	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 - 23 Mar 2020

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 - 30 Mar 2020

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. **Assessment 1 - Registered Nurse scenario** Due: Week 4 Thursday (2 Apr 2020) 5:00 pm AEST

Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
This week we will review the anatomy and physiology of the adolescent with special consideration to mental health. We will continue to build upon our understanding of infection control to investigate Aseptic Non-Touch Technique	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.

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Over the next two weeks, we will consider the health assessment of the adult paying particular attention to cancer care, pain management and palliation. We will also review the acute resuscitation plan.	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 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

This week is a continuation of week 6.	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.	Please ensure all learning has been completed for the week prior to attending the Tutorial.

Week 8 - 04 May 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 - 11 May 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 - 18 May 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 - 25 May 2020

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

Week 12 - 01 Jun 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.

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 2 - Residential school/ Clinical learning days Due: Review/Exam Week Monday (8 June 2020) 5:00 pm AEST

Exam Week - 15 Jun 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.

Assessment Tasks

1 Assessment 1 - Registered Nurse scenario

Assessment Type
Written Assessment

Task Description
Welcome to Assessment 1 – Registered Nurse scenario
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
Due date: Week 4, Thursday 2nd April 2020, 5pm
Length: 2000 words (+/- 10%)
The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the reference list, but includes in-text references and direct quotations.
Grade: Pass/ Fail
In order to be successful, you are required to achieve a pass grade for *each* assessment criteria.
Additionally, you must achieve a pass for this assessment in order to progress to residential school/ clinical placement.
If you are yet to achieve a pass grade on your first submission, you may be eligible for a re submit assessment opportunity
This assessment consists of 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 morning shift (0700 start) within an Australian acute care facility.
In Australia, 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 prioritse the care they plan to provide or omit.
Please take some time to listen to the ISBAR handover by clicking on the link below and review the assessment data/ documentation attached.
https://cloudstor.aarnet.edu.au/plus/s/96FBKwx6C6BOaB4 Password **uoRN8n+3x9Np**
Once you have listened to the handover and reviewed the documentation provided, please complete the four parts below.
Part 1
Based on the ISBAR handover and the assessment data/ documentation provided, identify the first priority of care for

your patient.

Justify your response by applying the appropriate steps of the clinical reasoning cycle to this scenario and provide evidence-based rationales for the care that you choose to provide or omit.

Part 2

In order to promote patient understanding, compliance and best practice in health care provision, patient education is a key component of the Registered Nurse role in Australia.

Considering the information you have received regarding your patients diagnosis and treatment, please describe the education that you would need to provide to your patient and care giver if they were preparing for discharge.

Also discuss any specific considerations and/ or communication strategies you would use in this context.

Part 3

In Australia, the administration of paediatric medication is subject to additional safety checks, i.e., *all* paediatric medication is check by the administering RN and an additional appropriately qualified nurse (countersigning nurse).

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

Inclusive of the 6 rights of medication administration (6R's), please list the required steps to be taken by the administering RN, and the countersigning nurse, for the administration of *all* paediatric medications.

Part 4

Choose 3 of the medications prescribed for your patient and, in your own words using appropriate referencing, discuss each medication ensuring that you have answered all of the questions below (for all 3 medications chosen).

Ø What is the medication's generic name and what is the class of medication?

Ø How does this medication work in reference to human anatomy and physiology? (Mode of action)

Ø Why has the medication been prescribed for the patient? Please include clear links to patients current, and/or past medical condition as appropriate. (Indication)

Ø Even though you have a valid order, is there any circumstance when you would query or withhold the medication? (Contraindication)

Ø Are there any side effects you should particularly observe for/ educate your patient about? (Side effects)

Ø Does the route and dose range align with evidence based recommendations? What is/ would be your course of action if they do not?

Assessment Due Date
Week 4 Thursday (2 Apr 2020) 5:00 pm AEST

Return Date to Students
Week 6 Thursday (23 Apr 2020)

Weighting
Pass/Fail

Minimum mark or grade
Pass

Assessment Criteria

Unit Learning Outcome	Assessment Criteria	Successful attempt (Pass)	Further development required (Fail)
Construct and adapt an evidence informed and culturally safe nursing care plan based on patient assessment data with consideration of Aboriginal and Torres Strait Islander peoples and other culturally or linguistically diverse backgrounds	First priority of nursing care for patient is appropriate and clearly identified, including consideration of the cultural and linguistical background of the patient, if relevant		
	Clear evidence of the appropriate application of the clinical reasoning cycle to discussion regarding first priority of care		
	Clear evidence-based rationale/s regarding the first priority of care is provided and referenced appropriately, including 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 care giver and patient is clear and evidence based, and is referenced following the CQU APA referencing system		
	Considerations and communication strategies, in reference to providing education to the care giver and patient, are appropriate and clearly discussed		
	Writing style is direct and contains few grammatical errors. Meaning is clear.		
	Word count in 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 correct order in reference to safe paediatric medication administration		

	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		
Evaluate medications used in Australia and their uses in different client groups	Clear and correct indication/s and contraindication/s for medication are identified, including links to patient's current medical condition, and if appropriate, past medical history		
	Clear and appropriate side effects are identified in context to patient scenario		
	Clear, evidence based route and dose range are identified, including clear description surrounding course of action if route or dose range fall outside of evidence based recommendations		

Referencing Style

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

Submission
No submission method provided.

Learning Outcomes Assessed

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

2 Assessment 2 - Residential school/ Clinical learning days

Assessment Type
On-campus Activity

Task Description

Assessment 3 – Residential School (external students)/ Clinical Learning Days (internal students)

Length: 5 days
Due Date: End of week 12
Grade: Pass/ Fail
Learning Outcomes Assessed:
1. Construct an evidence informed, and culturally safe nursing care plan based on patient assessment data
4. Prioritise and plan the safe administration of medications to a variety of clients
Task:
External students - you are required to attend a 5 day, on campus residential school, which will occur during week 12 of term.
Internal students - you are required to attend 5, on campus, clinical learning days, which will occur throughout the term.
This assessment consists of the following 4 components:
1. Attendance
100% attendance is required, i.e., full 5 days. An attendance sheet will be provided for you to sign each day.
2. Continuous Professional Development (CPD) portfolio (inclusive of a medication calculations test)
a. During your residential school/ clinical learning days you are required to present your CPD portfolio to an appropriate CQU staff member. This needs to contain all the required CPD certificates and be presented in a professional manner, such as in a folder (hardcopy) or electronically (in a file on your computer). Please see moodle for more information in regards to the specific CPD certificates required.
b. Additionally, during Residential School (external students)/ clinical learning days (internal students), as part of demonstrating your continuous professional development, you will undertake an online medication calculation test. This test will be done under examination conditions using the online Medsafe program.
Please see further details within your learning materials regarding access to this site. All students are encouraged to access Medsafe and begin practicing as soon as you are able.

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

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

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

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

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

3. Reflective practice

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

4. Residential School Observation Tool

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

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

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

Assessment Due Date
Review/Exam Week Monday (8 June 2020) 5:00 pm AEST

Return Date to Students
Exam Week Monday (15 June 2020)

Weighting
Pass/Fail

Minimum mark or grade
Pass

Assessment Criteria

Residential School Observation Tool

Student Name:		Student ID:	
Unit code:		Date:	

Key

à	Area requiring further development.Additional feedback/examples and strategies for further development must be noted overleaf.
ü	Within scope, behavior observed to a consistent, safe and satisfactory standard, with only occasional cues required.
S	Student self reflection of behaviour
F	Residential School Facilitator feedback on observed student behaviour

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

	Formative		Summative	
	S	F	S	F
1. Thinks critically and analyses nursing practice				
· I have attended each day in a punctual manner, and in appropriate uniform, with my ID badge clearly displayed.				
· I have behaved in a professional and ethical manner. For example, I have been observed to 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, 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				
· My CPD portfolio is complete and presented professionally. Additionally, I have successfully completed the required medication calculation test.				
· I reflect on my practice regularly and actively listen to feedback provided from peers / CQU staff. I then incorporate these reflections and feedback into my practice.				
· I am able to provide evidence base rationales for the care I choose to deliver, or omit. This means that Ican 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 momentsof 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.				

FormativeStudent 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): | |

FormativeStudent name/signature/date:	Summative
Facilitator name/signature/date:	

Referencing Style

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

Submission
No submission method provided.

Learning Outcomes Assessed

- Construct and adapt an evidence-informed and culturally safe nursing care plan based on patient assessment data with consideration of people from Aboriginal, Torres Strait Islander and other culturally or linguistically diverse backgrounds
- Prioritise and plan the safe administration of medications to a variety of clients

Graduate Attributes

- Knowledge
- Cognitive, technical and creative skills
- Research

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

Assessment Type
Professional Practice Placement

Task Description
Length: NURS20164 - 240 clinical hours (6 weeks)

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

Learning Outcomes Assessed:

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

5. Apply the Nursing and Midwifery Board of Australia's Registered Nurse Standards for Practice in the safe and effective care of individuals, families and the community whilst in the industry based learning environment.

Task:

After the successful completion of your residential school (external students), or the completion of your clinical learning days (internal students), you will be ready to commence your Work Integrated Learning (clinical practice) placement. This is a 240 hour clinical placement, undertaken in one clinical setting.

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

Assessment

1. Attendance record and signed letter of introduction

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

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

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

2. Reflective practice

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

3. CQU Australian Nursing Standards Assessment Tool (ANSAT)

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

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

You will receive an email from the Work Integrated Learning (WIL) team on the Tuesday of week 3 (formative) and week 6 (summative) of your placement. Please open this email and follow the instructions to access your formative and summative reflection points and the CQU ANSAT.

Assessment Due Date

Reflections and CQU ANSAT completed online via SONIA. Formative assessment is due at 120 hours of clinical placement; summative assessment, signed letter of introduction and attendance record is due at 240 hours of clinical placement.

Return Date to Students

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

Weighting

Pass/Fail

Minimum mark or grade

Pass

Assessment Criteria

Student Name:		**Student ID:**		**Interim assessment**
Unit code - NUR:		**Date:**		

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 *closesupervision.*
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)

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

Referencing Style

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

Submission
No submission method provided.

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