NURS20164 *Australian Clinical Nursing Practice*
Term 3 - 2020

Profile information current as at 21/05/2024 08:42 am

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.

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. Due to COVID-19 travel restrictions, the unit incorporates weekly compulsory online clinical learning sessions. 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. Work-integrated learning may be delayed due to travel restrictions and local healthcare service policy.

Details

Career Level: *Postgraduate*
Unit Level: *Level 8*
Credit Points: *12*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.25*

Pre-requisites or Co-requisites

Co-requisites - 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 - 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. **Online Quiz(zes)**
Weighting: Pass/Fail
2. **Objective Structured Clinical Examinations (OSCEs)**
Weighting: Pass/Fail
3. **Professional Practice Placement**
Weighting: Pass/Fail

Assessment Grading

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

CQUniversity Policies

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

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Have your say

Feedback

The best aspects of the unit was during the VLCE sessions. Having the opportunity to practice with other students made me more confident with the OSCE.

Recommendation

Continue to practice the OSCE with individual tutors in workshops.

Feedback from Have your say

Feedback

"1) Moodle site is a bit complicated to search and navigate. It would be nice to introduce more about it during orientation. 2) OSCE practice: need to know more about how to write a progress note including examples."

Recommendation

Moodle site has now been converted to tiles in alignment with current policy. The change to tiles will address the concerns voiced in regards to navigating moodle. Adapt sessions to include progress note examples earlier in the unit.

Feedback from Have your say

Feedback

For me, the best aspect of the unit is the clinical reasoning cycle. It explains in a specific way when assessing a patient's situation. OSCE is also new to me. It practices my "think aloud" /critical thinking skills when confronted by situations where the health care practitioner will have to act fast to prevent the deterioration of the patient.

Recommendation

Continue to utilise the clinical reasoning cycle from multiple sources to improve clinical understanding

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 - Online Quiz(zes) - 0%	○	○	○	○		○	○	
2 - Objective Structured Clinical Examinations (OSCEs) - 0%	○		○	○				
3 - Professional Practice Placement - 0%	○	○	○	○	○	○	○	

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

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

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Simone Ohlin Unit Coordinator
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Felicity Earl Unit Coordinator
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Schedule

Week 1 - 09 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Due to the challenges arising from COVID-19, we are currently working hard to make changes which will help streamline the learning content in Moodle. Rest assured content will be available from Monday of week 1. Please keep checking this space for more details.	Please refer to week 1 content in Moodle In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	Read all the orientation materials (if you have not done so already). Learn how to use Zoom for Lecture and Workshop Also, please be aware of the following: 1. Due date for pre-Work Integrated Learning checks 2. Review uniform requirements and order appropriate items for Residential School (if applicable) and Clinical Placement, i.e., uniform shirts, ID name badge and Post graduate ID card holder.

Week 2 - 16 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Due to the challenges arising from COVID-19, we are currently working hard to make changes which will help streamline the learning content in Moodle. Rest assured content will be available prior to the week of allocated learning. Please keep checking this space for more details.	Please refer to moodle content corresponding to appropriate week.	Double check online Lecture and Workshop Times (please see Moodle for more information). Please ensure all learning has been completed for the week prior to attending the Lectures and Workshops.

Week 3 - 23 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic

| Due to the challenges arising from COVID-19, we are currently working hard to make changes which will help streamline your learning experience in Moodle. Rest assured Moodle content will be available prior to this week. Please keep checking this space for more details. | Please refer to moodle content corresponding to appropriate week. | |

Week 4 - 30 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Due to the challenges arising from COVID-19, we are currently working hard to make changes which will help streamline your learning experience in Moodle. Rest assured Moodle content will be available prior to this week. Please keep checking this space for more details.	Please refer to moodle content corresponding to appropriate week.	

Vacation Week - 07 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 5 - 14 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
Due to the challenges arising from COVID-19, we are currently working hard to make changes which will help streamline your learning experience in Moodle. Rest assured Moodle content will be available prior to this week. Please keep checking this space for more details.	Please refer to moodle content corresponding to appropriate week.	

Week 6 - 21 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Due to the challenges arising from COVID-19, we are currently working hard to make changes which will help streamline your learning experience in Moodle. Rest assured Moodle content will be available prior to this week. Please keep checking this space for more details.	Please refer to moodle content corresponding to appropriate week.	**Assessment 1 - Online quiz is due this week.** **Assessment 1 - Online quiz** Due: Week 6 Tuesday (22 Dec 2020) 11:00 am AEST

Vacation Week - 28 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 7 - 04 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
Due to the challenges arising from COVID-19, we are currently working hard to make changes which will help streamline your learning experience in Moodle. Rest assured Moodle content will be available prior to this week. Please keep checking this space for more details.	Please refer to moodle content corresponding to appropriate week.	

Week 8 - 11 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
Due to the challenges arising from COVID-19, we are currently working hard to make changes which will help streamline your learning experience in Moodle. Rest assured Moodle content will be available prior to this week. Please keep checking this space for more details.	Please refer to moodle content corresponding to appropriate week.	Please ensure all learning has been completed for the week prior to attending the Tutorial.

Week 9 - 18 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic

Due to the challenges arising from COVID-19, we are currently working hard to make changes which will help streamline your learning experience in Moodle. Rest assured Moodle content will be available prior to this week. Please keep checking this space for more details.	Please refer to moodle content corresponding to appropriate week.	**Assessment 2- Portfolio is due this week** Please ensure all learning has been completed for the week prior to attending the Tutorial.

Week 10 - 25 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
Due to the challenges arising from COVID-19, we are currently working hard to make changes which will help streamline your learning experience in Moodle. Rest assured Moodle content will be available prior to this week. Please keep checking this space for more details.	Please refer to moodle content corresponding to appropriate week.	

Week 11 - 01 Feb 2021

Module/Topic	Chapter	Events and Submissions/Topic
Assessment 2 - OSCE week	No Moodle content for this week.	**This week is set aside for Assessment 2 - OSCE** **Assessment 2 - Portfolio and Objective Structured Clinical Examination (OSCE)** Due: Week 11 Monday (1 Feb 2021) 11:45 pm AEST

Week 12 - 08 Feb 2021

Module/Topic	Chapter	Events and Submissions/Topic
Review, refresh and finalise arrangements for practical placement		• Ensure that you adhere to the uniform requirements. • Ensure that you are wearing your student badge.

Exam Week - 15 Feb 2021

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

1 Assessment 1 - Online quiz

Assessment Type
Online Quiz(zes)

Task Description

Assessment 1 – Online quiz

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

Due date: 9:30am - 11:00pm (AEST) Tuesday, 22nd December, 2020 (Week 6).

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

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

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

Unit Coordinator: Felicity Earl

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

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

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

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

Instructions
You will be attempting an online multiple choice quiz, based on the Moodle content up to week 5, inclusive.
This assessment task is considered an 'open book' assessment as you are encouraged to refer back to your Moodle content at any point in time during your attempt.

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

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

Please follow the steps below to complete your assessment task:

1. Log into moodle

2. Navigate your way to assessment 1 task

3. Choose whether you are going to begin your attempt with the Part A or Part B quiz

4. Click on the appropriate link & commence your attempt

5. When you have completed the above, please come back to the assessment page and choose the alternate quiz to begin your attempt in this quiz.

Requirements

· Moodle password

· Computer access with appropriate internet connection

Resources

· Moodle content from weeks 1 – 5.

Submission

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

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

Marking Criteria

Pass/ Fail. A pass grade for this assessment is 50% for each quiz, I.e.,

50% for Part A and 50% for Part B.

If you are yet to achieve a pass grade on your first attempt of either quiz A or quiz B, you may be eligible for a re submit assessment opportunity.

Number of Quizzes

Frequency of Quizzes
Other

Assessment Due Date
Week 6 Tuesday (22 Dec 2020) 11:00 am AEST
Online quiz will open Tuesday 22nd December at 0930 and close at 1100 (AEST)

Return Date to Students
Week 7 Tuesday (5 Jan 2021)
Up to 3 working days post due date

Weighting
Pass/Fail

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

Assessment Criteria

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

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

Referencing Style

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

Submission
Online

Submission Instructions
Quiz will be undertaken online within the moodle learning platform

Learning Outcomes Assessed

- Construct and adapt an evidence-informed and culturally safe nursing care plan based on patient assessment data with consideration of people from Aboriginal, Torres Strait Islander and other culturally or linguistically diverse backgrounds
- Communicate 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 - Portfolio and Objective Structured Clinical Examination (OSCE)

Assessment Type
Objective Structured Clinical Examinations (OSCEs)

Task Description
Assessment 2 - **Portfolio and Objective Structured Clinical Examination (OSCE)**
Please note: in order to be eligible for a pass grade for this assessment, 100% attendance is required at the live, online clinical workshops scheduled as per your timetable.
Live, online attendance is defined as being present at the time the attendance record is taken, with your computer camera on and yourself in clear view. It also includes your audio and microphone being on and fully operational, with active participation on your behalf observed. This is the requirement for the entire duration of every clinical workshop.
This assessment consists of two parts.
Part 1: **Portfolio**
Completion of nominated online courses and uploading the evidence of your successful completion into moodle as 1 pdf document.
Part 2: **Objective Structured Clinical Examination (OSCE)**
Participate in a live, online OSCE assessment.

Please see below for due dates and task descriptors.

Grade: Pass/ Fail

Unit Coordinator: Felicity Earl

In order to be successful, you are required to achieve a pass grade for each assessment criteria within the rubric marked with an *.

Additionally, you must achieve a pass grade for this assessment in order to progress to 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 two parts. Each part is reflective of the learning outcomes for this unit (please see the marking rubric).

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

4. Prioritise and plan the safe administration of medications to a variety of clients

Aim:

The aim of portfolio component of this assessment is for you to demonstrate your ability to successfully undertake the nominated online courses to expand your knowledge in regards to constructing and adapting an evidence informed nursing plan of care and medication safety.

The aim of the OSCE component of this assessment includes demonstrating your ability to apply the above knowledge, and the knowledge you have gained throughout the course, to a clinical scenario.

This will provide you with an opportunity to demonstrate your ability to apply theory to practice, and the principles of the clinical reasoning cycle, to constructing and adapting an evidence information nursing plan of care and prioritizing/ planning the safe administration of medications.

Part 1: Portfolio

Due date: Week 9, Thursday 21st January 2021, 5pm (AEST)

Length: Your portfolio comprises of six documents. These documents need to be scanned together and uploaded into Moodle as **1 pdf**. Please follow the example shown in moodle in reference to the order your documents should be in when scanning.

Task: You are to upload evidence of successful completion certificates for the below courses into Moodle. Please see Moodle for further details including links to online courses.

1. [Principles of infection prevention and control](#)

2. [Hand Hygiene Student Health Practitioners Online Learning Module](#) (You will need to register and enrol)

3. [Medication Safety](#) (2020 course) (You will need to register and enrol)

4. [National standard medication charts course](#) (2020)

5. [Clinical Transfusion Practice](#) - https://bloodsafelearning.org.au/our-courses/transfusion-practice-courses/ (You will need to register and enrol)

6. Medsafe certificate demonstrating 100% achievement in exam 12

Part 2: Online Objective Structured Clinical Examination (OSCE)

Due date: Week 11. Students will be allocated an assessment time slot and advised of the same post census date.

Length: 60 minutes comprising of...

10 minutes – pre amble & handover of patient

20 minutes – review and self preparation

30 minutes – OSCE assessment

Task: You will be provided with a clinical scenario in order to demonstrate your ability to meet the learning outcomes required (please see rubric).

For the purpose of this assessment, you are asked to assume that you are a student Registered Nurse within an Australian acute care facility.

You will need to use the "think aloud" communication technique throughout your OSCE. Please review the Moodle site for information on "think aloud" technique.

Your time will initially commence with a handover of your allocated patient.

After receiving this handover, you will be provided with 20 minutes in order to review and prepare for the OSCE. During this time, you will review the paperwork and set-up for the clinical scenario, as best as you are able, in your home.

The OSCE occupies the final 30 minutes of your assessment. During this time, you will be provided with the opportunity to demonstrate your ability to meet the criteria required to pass this assessment (please see rubric for further information).

Please note:

- For the purposes of your OSCE your assessor may perform several roles. For example, the RN providing handover, the patients voice, the team leader, doctor, additional RN (if applicable) and providing you with an update to the scenario (if applicable). Please be aware that, outside of the above, your assessor will be unable to answer any further questions, or provide you with additional cues/ feedback, once your OSCE commences.

- As this assessment is conducted online, please choose an appropriate physical location for your OSCE where you will not be interrupted.

- This assessment will be recorded and stored in accordance with CQU policy for moderation and record keeping purposes. Please be aware that permission must be obtained from both parties (i.e., the student and the University) to use the recording for purposes other than those outlined above.

Assessment Due Date
Week 11 Monday (1 Feb 2021) 11:45 pm AEST
Portfolio component due week 9 as noted above. OSCE component due week 11 as noted above.

Return Date to Students
Week 12 Friday (12 Feb 2021)

Weighting
Pass/Fail

Minimum mark or grade
Pass

Assessment Criteria

Assessment 2. Portfolio and Objective Structured Clinical Examination (OSCE).

Please note: In order to be successful, students must achieve a pass in the criteria represented with a *.

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

Construct and adapt an evidence informed and culturally safe nursing care plan base don patient assessment data with consideration of Aboriginal and Torres Strait Islander peoples and other culturally and linguistically diverse backgrounds.	1. Student clearly demonstrates the ability to collect cues and information by verbally articulating the key points provided in handover, i.e., the student clearly addresses the following statement – "Based on the handover, I understand…"		
	2. * If applicable, student physically reviews patient charts and uses the think aloud technique to communicate what they are looking for, what they see and what that means for their patient, i.e., the student clearly addresses the following statement – "Based on the review of my patients' charts, I understand…"	*	*
	3. * Student clearly articulates what their next course of action will be, including the rationale for the same, i.e., the student clearly addresses the following statement – "My next course of action is… because…"	*	*
	4. * Student appropriately discusses and demonstrates (as able) the next course of action and responds to any new data/ change in patient situation appropriately. This includes… Ø Utilizing the think aloud technique, student verbally communicates in a systematic, but non - scripted manner, safe, evidence based knowledge regarding patient assessment (ABCDE) Ø Physically demonstrates the application of the above knowledge to practice, i.e., demonstrates safe, evidence based skills in patient assessment (ABCDE) Ø In regard to the assessment data provided, student accurately completes the early warning tool and applies the principles/ protocols of the same to the patient scenario. Uses the think aloud technique to communicate the same.	*	*
	5. * Student communicates any changes in patient condition to an appropriate staff member using the ISBAR format. Appropriate information is included in the ISBAR, and verbal communication is clear.	*	*
Prioritise and plan the safe administration of medications to a variety of patients	6. * Student demonstrates the ability to evaluate medications prescribed and verbally identifies the correct medication which needs to be given as a priority. This includes providing an appropriate rationale for the same. "My patient has been prescribed… and I think this needs to be given first because…"	*	*
	7. * Student verbally articulates the application of the following knowledge surrounding the medication they have chosen to administer in the context of the specific patient scenario - Ø The medication I am giving is a … (class of medication). Ø My patient has been prescribed this medication because… (indication) Ø Even though I have a current order, I would still question giving this medication if… (contraindication) Ø Side effects that I need to be specifically aware of include… (side effects) Ø The usual dose range for this medication is… (best practice dose range in your patient context) Ø Based on the above, I am happy/ not happy to administer the medication.	*	*
	8. * Student uses the think aloud technique and physically demonstrates the ability to safely administer identified medication (as above) ensuring – Ø student scope of practice is clearly addressed and physically demonstrated, as able Ø the order is valid Ø safe practice in preparing the medication for administration Ø appropriate education is provided to the patient Ø the 6 Rights' of medication administration are demonstrated (including 3 identifiers)	*	*
Construct and adapt an evidence informed and culturally safe nursing care plan based on patient assessment data with consideration of Aboriginal and Torres Strait Islander peoples and other culturally and linguistically diverse backgrounds.	9. Student demonstrates the ability to reflect on their practice by verbally sharing their thoughts with assessor. Ø Student reflects on strengths of practice Ø Student reflects on areas which may benefit from further development Ø Student discusses potential strategies for improvement in practice		
	10. Throughout assessment, patient safety is consistently verbally articulated. For example, risk assessment and infection control principles.		
	11. Throughout the assessment, consideration of the cultural and linguistic background of the patient is clear and verbally articulated.		
Construct and adapt an evidence informed and culturally safe nursing care plan based on patient assessment data with consideration of Aboriginal and Torres Strait Islander peoples and other culturally and linguistically diverse backgrounds. Prioritise and plan the safe administration of medications to a variety of patients	12. * Student has successfully completed and uploaded into Moodle the following portfolio certificates… Principles of infection prevention and control Hand hygiene for student health practitioners Medication Safety (2020 course) National standard medication charts course (2020 course) Clinical Transfusion Practice MedSafe Certificate demonstrating 100% achievement in exam 12	*	*

Referencing Style

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

Submission
Online

Submission Instructions
Please submit your completed Portfolio, as1 pdf, into the Moodle assessment portal. You will receive feedback regarding your portfolio and OSCE within Moodle (Turnitin program)

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 both need to be uploaded at the end of your placement in the appropriate section of your summative ANSAT (see below).
2. Reflective practice
Whilst you are encouraged to reflect on your practice daily, you are required to submit formal reflections at the formative and summative assessment points in alignment with the CQU Australian Nursing Standards Assessment Tool (ANSAT) assessment points (please see the below).
3. CQU Australian Nursing Standards Assessment Tool (ANSAT)
Throughout the placement, your clinical practice will be assessed under the NMBA Standards for the Registered Nurse via the CQU ANSAT. Access to this assessment tool accessed online via the CQU SONIA app.
Assessment via the CQU ANSAT will occur at a formative (mid way) and summative (final) assessment point.
You will receive an email from the Work Integrated Learning (WIL) team on the Tuesday of week 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	**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: 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 7th Edition (APA 7th edition)

Submission
Offline

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

Learning Outcomes Assessed

- Communicate 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