



NURS20164 Australian Clinical Nursing Practice

Term 1 - 2022

Profile information current as at 09/12/2022 10:05 pm

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. There are online workshops you will be required to attend. There is a compulsory on campus activity and 240 hours of work integrated learning in this unit. 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 1 - 2022

- 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. **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 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



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge	Introductory	Introductory	Introductory	Introductory	Introductory
2 - Communication		Introductory			Introductory
3 - Cognitive, technical and creative skills	Introductory			Intermediate	Introductory
4 - Research	Introductory		Introductory	Introductory	Introductory
5 - Self-management					Introductory
6 - Ethical and Professional Responsibility		Introductory			Introductory
7 - Leadership				Introductory	Introductory
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%	Introductory	Introductory	Introductory	Introductory		Introductory	Introductory	
2 - On-campus Activity - 0%	Introductory		Intermediate	Introductory				
3 - Professional Practice Placement - 0%	Introductory	Introductory	Introductory	Introductory	Introductory	Introductory	Introductory	

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)
- Laptop/Computer
- Zoom (both microphone and webcam capability)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

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Schedule

Week 1 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
This week we will review clinical reasoning, primary assessment and the general principles of documentation.	Please refer to week 1 content in Moodle. In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	Read all the orientation materials (if you have not done so already). Learn how to use Zoom for Lecture and Workshop Also, please be aware of the following: 1. Review due date for pre-Work Integrated Learning checks 2. Review uniform requirements and order appropriate items for Residential School (if applicable) and Clinical Placement, i.e., uniform, ID name badge and Post graduate ID card holder (see assessment 2 & 3 for further information)..

Week 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
This week we will explore infant anatomy & physiology, including the infant health assessment. Principles of medication management and infection prevention/ control will be explored.	Please refer to moodle content corresponding to appropriate week.	Please ensure all learning has been completed for the week prior to attending the Workshop/s.

Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
This week we will explore the physiology of the child and the child health assessment with a particular focus on asthma. We will also review the identification and response to "at risk" children. We will also build/refresh our knowledge regarding clinical handover and asthma.	Please refer to moodle content corresponding to appropriate week.	Please ensure all learning has been completed for the week prior to attending the corresponding online workshop/s.

Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
This week is a continuation of week 3.	Please refer to moodle content corresponding to appropriate week.	Census date is the Tuesday 29th March. This is the last day to withdraw without financial or academic penalty. Please ensure all learning has been completed for the week prior to attending the corresponding online workshop/s.

Week 5 - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
This week we will review the anatomy and physiology of the adolescent with special consideration to mental health. We also revise patient assessment beyond ABCDE and progress notes.	Please refer to moodle content corresponding to appropriate week.	Please ensure all learning has been completed for the week prior to attending the corresponding online workshop/s.

Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Break week		

Week 6 - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Pregnancy & Women's health. Pregnancy is a time of change for women and families. This unit will review and build upon your knowledge of the physiological and psychosocial changes which occur during pregnancy.	Please refer to moodle content corresponding to appropriate week.	Assessment 1. Online quiz number 1 - see Moodle assessments for further information

Week 7 - 25 Apr 2022

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

Week 8 - 02 May 2022

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

Week 9 - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic

Health and ageing.
Elderly people have the right to live meaningful and fulfilling lives and have their basic rights (including healthcare) met. Nonetheless, this time of life can come with its challenges as physical body changes with the ageing process. In this module, we will consider these physiological changes with a focus on chronic disease.

Please refer to moodle content corresponding to appropriate week.

Please ensure all learning has been completed for the week prior to attending the corresponding online workshop/s.
Continue preparations for residential school.

Week 10 - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
This week is a continuation of week 9.	Please refer to moodle content corresponding to appropriate week.	No workshop this week. Finalize preparation for residential school.

Week 11 - 23 May 2022

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

Week 12 - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Residential School You are required to attend one face to face residential school. Depending on student numbers, this is most likely to occur in week 12 or 13 of term. Exact dates, location and allocation to residential school will be confirmed by Tuesday 5th April, 2022.	Please refer to relevant assessment item in moodle	

Review/Exam Week - 06 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
Residential School You are required to attend one face to face residential school. Depending on student numbers, this is most likely to occur in week 12 or 13 of term. Exact dates, location and allocation to residential school will be confirmed by Tuesday 5th April, 2022.	Please refer to relevant assessment item in moodle	

Exam Week - 13 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic

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

- Ensure that you adhere to the uniform requirements.
- Ensure that you are wearing your student badge.
- Ensure that you carry your pre-WIL checks with you on clinical placement. These can be requested by the facility.
- Discuss any concerns with the WIL team

Assessment Tasks

1 Online quiz - Quiz number one (1) and Quiz number two (2)

Assessment Type

Online Quiz(zes)

Task Description

Aim

This quiz has two (2) parts in which you will demonstrate your knowledge, understanding and application of the learning content from week 1-5 inclusive (Quiz number 1) and the mathematic principles required to perform safe medication calculations (Quiz number 2).

Quiz number 1: Unit Content

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

Quiz opens: 0900 (AEST) Tuesday, 19th April 2022 (Week 6)

Quiz closes: 0945 (AEST) Tuesday, 19th April 2022 (Week 6)

Completion time: You will have forty-five (45) minutes in total to complete both Content A and Content B. Allocation of time between the two components is at your discretion. You must complete the quiz in one sitting. The quiz will automatically close at the end of forty-five (45) minutes and will submit your result even if you have not finished. Once you have started a quiz, you cannot log out. Please do not refresh or reload your screen as this may close the quiz and record your result.

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

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

Length: Total of sixteen (16) questions, divided into two parts. Content A comprises of twelve (12) questions. Content B comprises of four (4) questions.

Instructions

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

The quiz consists of sixteen (16) multiple-choice questions. Each question is worth one (1) mark.

To achieve a passing grade for this unit you are required to pass this component of the assessment item. If you do not pass this component, you may be offered one opportunity to re-attempt. A re-attempt will only be considered if you have demonstrated a reasonable attempt to complete the assessment task. If the Unit Coordinator allows you to re-attempt this component of the assessment task, you must re attempt within seven (7) consecutive days of being notified about the re-attempt opportunity.

Quiz number 2: Medication Calculations

Type: Online multiple-choice quiz – medication calculations

Quiz opens: 0900 (AEST) Tuesday, 26th April 2022 (Week 7)

Quiz closes: 1000 (AEST) Tuesday, 26th April 2022 (Week 7)

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

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

Length: Twenty (20) multiple choice questions

Instructions

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

The quiz consists of twenty (20) multiple-choice questions. Each question is worth one (1) mark.

This is an invigilated, online quiz and you will be provided with a live zoom link for the purposes of online supervision whilst undertaking the quiz. Therefore, it is a requirement for you to have your microphone on mute and your web

camera on to enable a clear view of yourself and your surroundings for the entire duration of the quiz. If this does not occur, your attempt will be disqualified and a fail grade for this assessment will be awarded. This is also an open book quiz, i.e., you can refer to your medication calculation formulas at any time during your attempt.

To achieve a passing grade for this unit you are required to pass this component of the assessment item. If you do not pass this component, you may be offered two (2) opportunities to re-attempt. Any re-attempt will only be considered if you have demonstrated a reasonable attempt to complete the assessment task. If the Unit Coordinator allows you to re-attempt this component of the assessment task, you must re-attempt within seven (7) consecutive days of being notified about the re-attempt opportunity.

If you have any technical issues let the unit coordinators know immediately. Take a screenshot or photo of the issue and email it to the unit coordinators. We will assist you with resolving it or refer you to TaSAC for further assistance (toll-free phone number 1300 666 620).

Requirements

Computer access with a reliable internet connection.

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

Relevant learning materials available to access during the quiz.

Submission

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

Results for the quiz will be available 3 working days after the attempt is complete.

Learning Outcomes Assessed

1. Construct and adapt an evidence-informed and culturally safe nursing care plan based on patient assessment data with consideration of people from Aboriginal, Torres Strait Islander and other culturally or linguistically diverse backgrounds
2. Communicate effectively with patients, families and healthcare teams, while adhering to legal and professional standards
3. Evaluate medications used in Australia and their uses in different client groups
4. Prioritise and plan the safe administration of medications to a variety of clients

Number of Quizzes

Frequency of Quizzes

Other

Assessment Due Date

Quiz number 1 due date: 0945 (AEST) Tuesday 19th April 2022. Quiz number 2 due date - 1000 (AEST) Tuesday 26th April 2022.

Return Date to Students

Up to 3 working days post submission

Weighting

Pass/Fail

Minimum mark or grade

Pass. A pass grade for Quiz number 1 - Unit content is 75% for each part, i.e., 75% for Content A and 75% for Content B. A pass grade for Quiz number 2 - Medication calculations is 100%.

Assessment Criteria

Weighting: Pass/ Fail.

The pass grade for Quiz number 1 - Unit content is 75% for each part, i.e., 75% for Part A and 75% for Part B.

The pass grade for Quiz number 2 - Medication calculations is 100%.

Referencing Style

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

Submission

Online

Submission Instructions

Quizzes will be undertaken online within the moodle learning platform. Your submission will automatically be recorded at the end of the stipulated quiz duration time, irrespective of your progress within each quiz.

Learning Outcomes Assessed

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

Assessment Type

On-campus Activity

Task Description

Type: 5 day, on campus Residential School at CQU Cairns campus, QLD

Due date: To be confirmed by Tuesday 5th April, 2022 (Week 5).

Weighting: Pass/ Fail

Aim

The aim of this assessment is to provide you with an opportunity to apply the knowledge and skills you have learnt or refreshed over the term within the patient scenarios offered to the simulated clinical environment.

Instructions

You are required to attend a 5 day, on campus residential school in Cairns, which will occur at the end of term. Specific dates to be confirmed by Tuesday 5th April 2022.

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

This assessment consists of the following 5 components:

Attendance

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

Continuous Professional Development (CPD) Portfolio

Task: Over the duration of the term, please complete the below CPD courses. At residential school, present your 5 CPD portfolio certificates confirming your successful completion of these courses to an appropriate CQU staff member.

Please note that you are required to complete the below courses within your term of enrolment.

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

- 1. Principles of infection prevention and control**
- 2. Hand Hygiene Student Health Practitioners Online Learning Module**
- 3. Medication Safety (2022 version)**
- 4. National standard medication charts course (2022 version)**
- 5. Clinical Transfusion Practice**

Due: Beginning of day 2 of residential school

To achieve a passing grade for this unit you are required to pass this component of the assessment item. If you do not pass this component, you may be offered one opportunity to re-attempt. This is applicable to this component of the assessment only. A re-attempt will only be considered if you have demonstrated a reasonable attempt to complete the assessment task. If the Unit Coordinator allows you to re-attempt this component, you must re attempt this within residential school.

One on one assessment

Length: 15 minutes in duration

Task: Attend a one on one assessment (i.e., an assessment time where only yourself and the assessor are present) and successfully demonstrate the ability to meet the rubric

criteria provided. Please see attached for further information

Due: Day 2 of residential school

To achieve a passing grade for this unit you are required to pass this component of the assessment item. If you do not pass this component, you may be offered one opportunity to re-attempt. This is applicable to this component of the assessment only. A re-attempt will only be considered if you have demonstrated a reasonable attempt to complete the assessment task. If the Unit Coordinator allows you to re-attempt this component, you must re attempt this within residential school.

Reflective Practice

Task: During your residential school, you are required to reflect on your practice daily. However, on day 4 of residential school you will be required to formally reflect upon your practice via the Nursing and Midwifery Board of Australia (NMBA) Registered Nurse Standards of Practice as per the Residential School Observation Tool (please see below).

Due: End of day 4 of residential school

Residential School Observation Tool

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

Due: Returned to students on day 5 of residential school

Requirements

Internet and Moodle access to complete CPD Portfolio items

Face to face attendance in Cairns for the full 5 days.

Uniform

At all times during residential school, and clinical placement, students are required to present in appropriate CQU uniform which includes an appropriate name badge displayed on the lapel of the upper garment.

Please click [here](#) to view and purchase the current uniform from the CQU bookshop, together with the 'Blue Re-Entry Tag' (which attaches to the arm sleeve of the scrub top -

see picture/s via link).

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

Compulsory CQU name badges to be worn on your lapel can be ordered here.

Assessment Due Date

One on on assessment rubric, Residential School Observation Tool and Portfolio to be uploaded into Moodle within 3 working days after the completion of residential school.

Return Date to Students

Ten working days post submission.

Weighting

Pass/Fail

Minimum mark or grade

Pass.

Assessment Criteria

Residential School Observation Tool

Student Name:	Student ID:
Unit code:	Date:

Key

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

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

	Formative		Summative	
	S	F	S	F
1. Thinks critically and analyses nursing practice				
· I have attended each day in a punctual manner, and in appropriate uniform, with my ID badge clearly displayed.				
· I have behaved in a professional and ethical manner. For example, I have been observed to always interact professionally with my colleagues, patients and CQU staff.				
· Within scope, I can demonstrate an appropriate level of theoretical knowledge and understanding. I can then apply this to the care that I deliver in the simulated environment.				
2. Engages in therapeutic and professional relationships				

· I am able to communicate clearly and effectively in both the written and verbal context. This also means I can change the way I communicate appropriate to the context, for e.g., with patients versus staff.				
· I am able to demonstrate the ability to use clear and accurate health care terminology. For example, I use appropriate health care terminology in my practice, which can be clearly understood by my colleagues.				
3. Maintains the capability for practice				
· I have come to residential school appropriately prepared, which includes attending with the materials required and presenting my completed CPD portfolio professionally.				
· I reflect upon my practice regularly and actively listen to feedback provided from peers and CQU staff. I then incorporate these reflections and feedback into my practice.				
· I can provide evidence base rationales for the care I choose to deliver, or omit. This means that I can clearly explain 'why' I have chosen to assess, plan, deliver and evaluate the care I deliver, or omit.				
· I have a note book to write things down I might need to reference to /follow up on/ research further. I then undertake this research and return to apply this to practice appropriately.				
4. Comprehensively conducts assessments				
· Within scope, I am able to conduct accurate assessments within the simulation environment. This includes demonstrating appropriate technique and completing assessments within appropriate time frames.				
· I am also able to accurately analyse, interpret and prioritise assessment findings. I can communicate these findings to my patient/s, and discuss these with my colleagues, appropriately.				
5. Develops a plan for nursing practice				
· I am able to use my assessment data, and evidence based practice, to construct a plan of care for my patient/s.				
6. Provides safe, appropriate and responsive quality nursing practice				
· I am able to provide health care interventions at a safe and appropriate standard. For example, 5 moments of hand hygiene and the 6R's of medication administration.				
· I understand that if I am ever unsure, it is always best to stop what I am doing, and seek further clarification.				
7. Evaluates outcome to inform nursing practice				
· I record and communicate patient outcomes as appropriate. For example, I document appropriately in patient charts, complete progress notes and provide an accurate handover in ISBAR format.				

Formative

Summative

**Student
name/signature/date:**

**Facilitator
name/signature/date:**

Written reflection (dot points work well)):

Formative (half way)

Summative (at the end)

What am I doing well?

What have I done well?

What can I improve?

How can I continue to improve?

What steps am I going to take in order to improve within my final days of residential school?

What steps am I going to take to continue to improve between now and my placement?

Facilitator feedback (if applicable. Please also use additional page if required):

Formative

Summative

Student name/signature/date:

Facilitator name/signature/date:

1:1 Assessment rubric

Student Name:

Student Number:

Date:

Learning outcome

Assessment criteria

Achieved (Pass) Yet to achieve

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

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

2. Student applies the principles/ protocols of the CEWT/ Q-ADDS to the patient scenario. Uses the think aloud technique to communicate the same.

3. Student demonstrates communicating any changes/ concerns regarding patient condition to an appropriate staff member. All appropriate information is included, and verbal communication is clear.

Evaluate medications used in Australia and their uses in different client groups. Prioritise and plan the safe administration of medications to a variety of patients.

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

Additional assessor feedback (if required):

Student feedback (if required):

Student name (print): Signature: Date:

Assessor name (print): Signature: Date:

Referencing Style

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

Submission

Online

Submission Instructions

Submit your one on one assessment rubric, completed Residential School Observation Tool & your Portfolio into assessment 2 portal in Moodle up to 3 working days post residential school completion.

Learning Outcomes Assessed

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

- diverse backgrounds
- Evaluate medications used in Australia and their uses in different client groups
- Prioritise and plan the safe administration of medications to a variety of clients

Graduate Attributes

- Knowledge
- Cognitive, technical and creative skills
- Research

3 Work Integrated Learning/ Clinical placement

Assessment Type

Professional Practice Placement

Task Description

Clinical placement

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

Length: 240 clinical hours (6 weeks)

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

Learning Outcomes Assessed:

2. Communicate with patients, families and healthcare teams, adhering to legal and professional standards.
3. Evaluate medications used in Australia and their uses in different groups
4. Prioritise and plan the safe administration of medications to a variety of patients
5. Apply the Nursing and Midwifery Board of Australia's Registered Nurse Standards for Practice in the safe and effective care of individuals, families and the community whilst in the industry based learning environment.

Task:

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

This is a 240 clinical hour 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, late and night duty, across 7 days (inclusive of public holidays as applicable).

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

Assessment

1. Attendance record and signed letter of introduction

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

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

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

2. Reflective practice

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

3. CQU Australian Nursing Standards Assessment Tool (ANSAT)

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

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

You will receive an email from the Work Integrated Learning (WIL) team on the Tuesday of week 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.

Please see the instructions provided in Moodle for further information on correctly completing the CQU ANSAT and uploading the relevant documents.

Uniform

At all times during residential school, and clinical placement, students are required to present in appropriate CQU uniform which includes an appropriate name badge displayed on the lapel of the upper garment.

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

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

Compulsory name badges to be worn on your lapel can be ordered [here](#).

In alignment with occupational health and safety standards in health care settings, clean black/ navy leather lace up (or equivalent) closed in shoes with a non slip sole are also required.

Assessment Due Date

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

Return Date to Students

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

Weighting

Pass/Fail

Minimum mark or grade

Pass

Assessment Criteria

ANSAT formative and summative assessment criteria (including student reflections)

Scoring Key

1	Unsafe; Continuous verbal &/or physical direction required; Not achieving minimum acceptable level of performance within scope; Demonstrates behaviours infrequently or rarely .
2	Frequent verbal &/or physical direction required; Demonstrates behaviours inconsistently ; Needs guidance to be safe ; Requires close supervision .
3	Occasional supportive cues required; Demonstrates behaviours consistently to a satisfactory & safe standard; This is the passing standard .
4	Infrequent supportive cues required; comfortable & performs above the passing standard ; Practices at a safe standard ; Consistent, reliable and confident .
5	Supportive cues rarely required ; well above the passing standard ; Demonstrates greater independence on practice with a high safety priority; Exhibits a level of excellence/sophistication .

*Note: students must achieve a 3 across all areas to be considered for progression at the end of placement. A

rating 1 or 2 indicates that the descriptor statement is yet to be achieved, i.e., the student is yet to present as ready for progression*

Assessment Items	Assessor to circle one number				
1. Thinks critically and analyses nursing practice					
· Complies and practices according to relevant legislation and policy	1	2	3	4	5
· Uses an ethical framework to guide decision making and practice	1	2	3	4	5
· Demonstrates respect for individual and culture (including Aboriginal and Torres Strait Islander) preferences and differences	1	2	3	4	5
· Sources and critically evaluates relevant literature and research evidence to deliver quality practice	1	2	3	4	5
· Maintains the use of clear and accurate documentation	1	2	3	4	5
2. Engages in therapeutic and professional relationships					
· Communicates effectively to maintain personal and professional boundaries	1	2	3	4	5
· Collaborates with the health care team and others to share knowledge that promotes person centered care	1	2	3	4	5
· Participates as an active member of the healthcare team to achieve optimum health outcomes	1	2	3	4	5
· Demonstrate respect for a person's rights and wishes and advocates on their behalf	1	2	3	4	5
3. Maintains the capability for practice					
· Demonstrates commitment to life-long learning of self and others	1	2	3	4	5
· Reflects on practice and responds to feedback for continuing professional development	1	2	3	4	5
· Demonstrates skills in health education to enable people to make decisions and take action about their health	1	2	3	4	5
· Recognises and responds appropriately when own or other's capability for practice is impaired	1	2	3	4	5
· Demonstrates accountability for decisions and actions appropriate to their role	1	2	3	4	5
4. Comprehensively conducts assessments					
· Completes comprehensive and systematic assessments using appropriate and available sources	1	2	3	4	5
· Accurately analyses and interprets assessment data to inform practice	1	2	3	4	5
5. Develops a plan for nursing practice					
· Collaboratively constructs a plan informed by the patient/client assessment	1	2	3	4	5
· Plans care in partnership with individuals/significant others/health care team to achieve expected outcomes	1	2	3	4	5
6. Provides safe, appropriate and responsive quality nursing practice					
· Delivers safe and effective care within their scope of practice to meet outcomes	1	2	3	4	5
· Provides effective supervision and delegates care safely within their role and scope of practice	1	2	3	4	5
· Recognise and responds to practice that may be below expected organisational, legal or regulatory standards	1	2	3	4	5
7. Evaluates outcome to inform nursing practice					
· Monitors progress toward expected goals and health outcomes	1	2	3	4	5
· Modifies plan according to evaluation of goals and outcomes in consultation with the health care team and others	1	2	3	4	5
Student reflection: (This is to be completed <i>prior</i> to assessor comments).					

What am I doing well? (please provide examples)

What can I improve? (please provide examples)

What steps am I going to take in order to improve over the remainder for my placement? (dot points may be helpful here)

Referencing Style

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

Submission

Online

Submission Instructions

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

Learning Outcomes Assessed

- Communicate 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
- 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