NURS20169 *Nursing and Clinical Governance*
Term 2 - 2018

All details in this unit profile for NURS20169 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

In this unit you will have the opportunity to explore clinical governance, its application to nursing and the health care setting. You will apply a specific governance framework to your clinical setting and evaluate its effectiveness. You will also examine the use of clinical audits as part of a quality improvement cycle as a means for measuring clinical effectiveness and improving patient care.

Details

Career Level: *Postgraduate*
Unit Level: *Level 8*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Students must be enrolled in CL22 Master of Clinical Nursing to undertake this unit.
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 2 - 2018

- Distance

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).

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 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 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. **Presentation**
Weighting: Pass/Fail
2. **Report**
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](#).

Unit Learning Outcomes

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

1. Explain the concept of clinical governance and justify its relevance to the clinical setting and nursing practice
2. Apply a framework derived from the National Commission on Safety and Quality in Health Care to evaluate clinical governance in a clinical setting
3. Evaluate a clinical governance infrastructure within a health service
4. Explain the use of clinical audits as part of a quality improvement cycle to improve nursing practice and patient care
5. Identify deviations from best practice and discuss areas for improvement.

NA

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 - Presentation - 0%	●	●	●		
2 - Report - 0%			●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	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 - Presentation - 0%	○	○	○	○		○		
2 - Report - 0%	○	○	○	○		○		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

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

Referencing Style

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

Teaching Contacts

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Schedule

Week 1 - module 1 - defining clinical governance - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Concepts relating to clinical governance Exploration of relevant aspects of clinical governance in clinical nursing practice	The history of clinical governance The four pillars of Clinical Governance	Work through learning materials and readings. Work with local health service

Week 2 - module 1 - defining clinical governance - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Components of clinical governance Application of relevant principles	Good clinical governance Shared governance as a principle	Work through learning materials and readings. Work with local health service

Week 3 - module 2 - Evaluation and Clinical Governance Frameworks - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Australian Commission on Safety and Quality in Health Care (ACSQHC) Relevance to clinical practice	Broad and specific areas within the ACSQHC Working with specific Observation and Response Charts (ORCs)	Work through learning materials and readings. Work with local health service.

Week 4 - module 2 - Evaluation and Clinical Governance Frameworks - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Framework definitions and uses Evaluation using a governance framework	Conceptual framework, conceptual models and models of care Critical thinking skill development	Work through learning materials and readings. Work with local heatlh service.

Week 5 - module 3 - Clinical Governance Infrastructure across Clinical Settings - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Clinical governance infrastructure Current issues within health services	Brief analysis of the governance of the Australian Health Care System National Priorities for safety and quality	Work through learning materials and readings. Work with local health service

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - module 3 - Clinical Governance Infrastructure across Clinical Settings - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Detailed components of clinical governance infrastructure Application of clinical governance principles to current issues	Funding of the Australian Health Care System Data analysis, evaluation and open data sources	Work through learning materials and readings. Work with local health service - Assessment 1 presentation **Assessment Task 1 - nursing and clinical governance - presentation** Due: Week 6 Monday (20 Aug 2018) 12:00 am AEST

Week 7 - module 4 - The quality improvement cycle - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
The quality improvement movement Aims and goals of quality improvement	Background to the development of the quality improvement cycle Principles of the quality improvement cycle	Work through learning materials and readings. Work with local health service

Week 8 - module 4 - The quality improvement cycle - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Specific areas related to quality improvement Clinical applications	Examples from a range of clinical practice areas Clinician developed quality projects	Work through learning materials and readings. Work with local health service

Week 9 - module 5 - Clinical Audits in practice - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Clinical auditing principles Background to clinical audits	Preparation and collection of data, analysis, bench-marking and feedback Eleven step process to guide clinical auditing	Work through learning materials and readings. Work with local health service

Week 10 - module 5 - clinical audits in practice - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Specific auditing based on national framework Audit practices	The National Inpatient Medication Chart Doing a clinical audit	Work through learning materials and readings. Work with local health service

Week 11 - module 6 - Identification of deviation from best practice and the improvement of patient care - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Concepts relating to deviations from best practice and improvement in care Tools for learning from deviation	Terminology and associated knowledge Samples from clinical practice	Work through learning materials and readings. Work with local health service

Week 12 - module 6 - Identification of deviation from best practice and the improvement of patient care - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic

| Concepts relating to deviations from best practice and improvements in care
Tools for analysis of deviations to improve care | Open disclosure principles
The clinician as second victim | Work through learning materials and readings.
Work with local health service - Assessment 2 - audit.

Assessment Task 2 - nursing and clinical governance - Clinical Audit Report Due: Week 12 Monday (1 Oct 2018) 12:00 am AEST |

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
no exam	no exam	no exam

Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
no exam	no exam	no exam

Term Specific Information

Welcome to this unit about Nursing and Clinical Governance. This is a flexible course that will guide you week to week with information and learning opportunities to expand your thinking around this highly relevant topic. Capturing data to support clinical governance is only one small part of a complex process. We will begin with the big picture and work toward your own clinical audit.

There will be two pieces of assessment. Both of these will be undertaken at your local clinical setting.

Assessment Tasks

1 Assessment Task 1 - nursing and clinical governance - presentation

Assessment Type
Presentation

Task Description
Assessment One

ASSESSMENT 1 – 40% - Presentation - This is to be presented in the clinical setting at your local health service. Although there are numerical values associated with this assessment item, this is only for your own personal guidance and development. This is a Pass/Fail course you will be awarded your final marks based on a Pass/Fail system.

This assessment addresses the following learning outcomes:
1. Explain the concept of clinical governance and justify its relevance to the clinical setting and nursing practice
2. Apply a framework derived from the National Commission on Safety and Quality in Health Care to evaluate clinical governance in a clinical setting
3. Evaluate a clinical governance infrastructure within a heath service

Choose an area for your clinical audit in conjunction with your local team. Choose from the following list from the latest National Safety and Quality Health Service Standards.

· Clinical Governance Standard
· Partnering with Consumers Standard
· Preventing and Controlling Healthcare-Associated Infection Standard
· Medication Safety Standard
· Comprehensive Care Standard

· Communicating for Safety Standard
· Blood Management Standard
· Recognising and Responding to Acute Deterioration Standard.

After choosing one of these Standard, develop a presentation describing the issues surrounding the priority area you have selected.
Use your presentation to

(1) Explain how it came to be a priority area; and,
(2) The processes, if any, undertaken to develop any system supports.

There are three options for this presentation:

· Poster Presentation
· PowerPoint presentation
· Scenario-based presentation

Assessment Due Date
Week 6 Monday (20 Aug 2018) 12:00 am AEST
As negotiated at your local health service
Return Date to Students

As negotiated at your local health service
Weighting
Pass/Fail

Assessment Criteria

Marking guide – this is a Pass/Fail unit. Although there are numerical values associated with this assessment item, this is only for your own personal guidance and development Assessment One - Poster Appraisal Rubric

Directions to markers This tool contains 10 items that are arranged into two sub categories. They focus on A – overall appearance and B – content. To systematically evaluate a poster, circle the number that best describes the degree to which each item fits the poster. The rating scores range from 1 to 5. 5 = very good, 4 = good, 3 = satisfactory, 2 = poor, 1 = absent.

In appraising a poster, give only one rating to each criterion. If an item is non-applicable circle and write N/A. After you have responded to all the items, tally each category to obtain a sub score. Then add the two sub scores to obtain the grand score. A higher score indicates a better quality of poster. Finally consider your numerical ratings as well as any written comments and complete a summary statement, highlighting the strengths and limitations of the poster.

A – Overall appearance

1. Attracts & holds the viewer's attention   1 2 3 4 5

2. Free of unnecessary detail   1 2 3 4 5

3. Viewable from 4-5 feet   1 2 3 4 5

4.Appealing arrangement of script and graphic 1 2 3 4 5

Sub score = B – Content

1. Purpose of poster is clearly identified 1 2 3 4 5

2.Sound Rationale is offered with supporting literature and references 1 2 3 4 5

3. Applicable information relevant to its purpose 1 2 3 4 5

4. Clear strategy for improving clinical practice 1 2 3 4 5

5.The results or outcomes are highlighted and make sense 1 2 3 4 5

6.Recommendations for practice are offered 1 2 3 4 5

Sub score =

Total score =

Summary Comments:

Referencing Style

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

Submission
Offline

Submission Instructions
As negotiated with your local health service

Learning Outcomes Assessed

- Explain the concept of clinical governance and justify its relevance to the clinical setting and nursing practice
- Apply a framework derived from the National Commission on Safety and Quality in Health Care to evaluate clinical governance in a clinical setting
- Evaluate a clinical governance infrastructure within a health service

Graduate Attributes

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

2 Assessment Task 2 - nursing and clinical governance - Clinical Audit Report

Assessment Type
Report

Task Description
ASSESSMENT TWO – 60% - Clinical Audit Report - This is to be undertaken in the clinical setting

at your local health service. Although there are numerical values associated with this assessment item, this is only for your own personal guidance and development. This is a Pass/Fail course you will be awarded your final marks based on a Pass/Fail system.

This assessment addresses the following learning outcomes:

1. Explain the use of clinical audits as part of a quality improvement cycle to improve nursing practice and patient care
2. Identify deviations from best practice and discuss areas for improvement.

Based on the Standard selected in Assessment One and in conjunction with your local team undertake a clinical audit

You will only need to choose one small area to audit under the Standard, depending on the findings of your local clinical and administrative team.

Work with your local area team to determine the following:

· The area of audit required

· The sample size required

· The standard or framework for comparison or benchmarking

· The tools to be used for data collection

· The time and personnel required for data collection

· The format for reporting findings

· The timeframe for completion and reporting

· Recommendations from audit findings

Present a report of your findings at your local area. It can be:

· A poster and verbal presentation summary of report information this will include our poster from

assessment one

· A power point presentation to summarise report

· A written report presentation within a group discussion

The format of this assessment is dependent on the Hospital Health Service in which you work.

Assessment Due Date
Week 12 Monday (1 Oct 2018) 12:00 am AEST
As negotiated at your local health service

Return Date to Students

As negotiated at your local health service

Weighting
Pass/Fail

Assessment Criteria

NURS20169 Oral Presentation Rubric

	4—Excellent	3—Good	2—Fair	1—Needs Improvement
Delivery	• Holds attention of entire audience with the use of direct eye contact, seldom looking at notes • Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points	• Consistent use of direct eye contact with audience, but still returns to notes • Speaks with satisfactory variation of volume and inflection	• Displays minimal eye contact with audience, while reading mostly from the notes • Speaks in uneven volume with little or no inflection	• Holds no eye contact with audience, as entire report is read from notes • Speaks in low volume and/ or monotonous tone, which causes audience to disengage

Content/ Organization	• Demonstrates full knowledge by answering all questions with explanations and elaboration • Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence	• Is at ease with expected answers to all questions, without elaboration • Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions	• Is uncomfortable with information and is able to answer only rudimentary questions • Attempts to define purpose and subject; provides weak examples, facts, and/ or statistics, which do not adequately support the subject; includes very thin data or evidence	• Does not have grasp of information and cannot answer questions about subject • Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions
Enthusiasm/ Audience Awareness	• Demonstrates strong enthusiasm about topic during entire presentation • Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject	• Shows some enthusiastic feelings about topic • Raises audience understanding and awareness of most points	• Shows little or mixed feelings about the topic being presented • Raises audience understanding and knowledge of some points	• Shows no interest in topic presented • Fails to increase audience understanding of knowledge of topic
Comments				

Referencing Style

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

Submission
Offline

Submission Instructions
As negotiated at your local health service

Learning Outcomes Assessed

- Evaluate a clinical governance infrastructure within a health service
- Explain the use of clinical audits as part of a quality improvement cycle to improve nursing practice and patient care
- Identify deviations from best practice and discuss areas for improvement.

Graduate Attributes

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

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