



# NURS20169 Nursing and Clinical Governance

## Term 1 - 2019

Profile information current as at 23/04/2024 07:00 pm

All details in this unit profile for NURS20169 have been officially approved by CQU University 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 1 - 2019

- Online

### 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](#).

## 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 Discussion with students when visiting partnering hospital health services.

**Feedback**

Students enjoyed the assessment items - presentation in the workplace

**Recommendation**

Maintain assessment item.

Feedback from Discussion with students when visiting partnering hospital health services after presentation of audit findings.

**Feedback**

Students stated that they learnt about auditing and nursing governance by actually doing an audit in the workplace and then entering findings in the quality register.

**Recommendation**

Maintain assessment format.

## 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
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### 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

**Joyce Hendricks** Unit Coordinator  
[j.hendricks@cqu.edu.au](mailto:j.hendricks@cqu.edu.au)

## Schedule

### Week 1 - module 1 - defining clinical governance - 11 Mar 2019

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 - 18 Mar 2019

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 - 25 Mar 2019

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 - 01 Apr 2019

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 health service.

### Week 5 - module 3 - Clinical Governance Infrastructure across Clinical Settings - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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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
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### Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - module 3 - Clinical Governance Infrastructure across Clinical Settings - 22 Apr 2019

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

### Week 7 - module 4 - The quality improvement cycle - 29 Apr 2019

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 - 06 May 2019

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 - 13 May 2019

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 - 20 May 2019

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  <b>Assessment Task 1 - nursing and clinical governance - presentation</b> Due: Week 10 Friday (24 May 2019) 11:45 pm AEST

### Week 11 - module 6 - Identification of deviation from best practice and the improvement of patient care - 27 May 2019

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 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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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.

#### Review/Exam Week - 10 Jun 2019

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

#### Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
no exam	no exam	no exam
		<b>Assessment Task 2 - nursing and clinical governance - Clinical Audit Report</b> Due: Exam Week Friday (21 June 2019) 11:45 pm AEST

## Term Specific Information

Assessments for this unit will be undertaken in the Hospital Health Service at a date and time set by the Graduate Nurse Program Coordinator.

## Assessment Tasks

### 1 Assessment Task 1 - nursing and clinical governance - presentation

#### Assessment Type

Presentation

#### Task Description

**NURS20169**

#### Assessment One

ASSESSMENT 1 - 40% - Presentation of Research - 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.

Weighting: This is a Pass/Fail assessment. A pass must be achieved in this assessment to PASS the unit.

Word count: Four (4) PowerPoint slides (maximum)

Due: Friday Week 10

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 health 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 Standards, research the clinical issues pertinent to the topic to support your choice of Standard and one of the relevant audits that measures compliance in the clinical setting to this Standard. This research

will provide the basis of Assessment Two which involves presentation of an audit describing the issues surrounding the priority area you have selected.

Your research should find answers to:

- (1) How and why the issue became to be a priority area; and,
- (2) What processes and systems are in place to identify clinical risk and what role does a clinical audit in addressing risk in the Hospital Health Service.

The information sourced related to your Standard, as described above, is to be developed into presentation using **ONLY** four PowerPoint slides.

**This presentation, saved in PDF format is to be uploaded to the discussion board no later than Friday on Week 10 in term.**

### **Assessment Due Date**

Week 10 Friday (24 May 2019) 11:45 pm AEST

### **Return Date to Students**

### **Weighting**

Pass/Fail

### **Assessment Criteria**

#### **Assessment One - Poster Appraisal Rubric**

#### **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. Readability 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**

#### **Summary Comments:**

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

PowerPoint to be uploaded as a PDF

### **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 unit. You must PASS this assessment to pass the unit.**

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 from 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 selected, in assessment one, 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 tools to be used for data collection
- The standard for comparison or bench marking to achieve compliance
- The time-frame for completion of data collection and reporting findings
- The reporting of findings
- Recommendations from audit findings

**Report your findings at your local area.** This report is to be:

A PowerPoint poster presentation to summarise data collection and findings. **ONLY ONE SLIDE IS TO BE USED** and the oral presentation is to be five (5) minutes in duration.

Note this presentation builds on assessment one. You are not required to repeat information from assessment one, unless brief detail is required to give context to your presentation. The intent of this presentation is to discuss the audit cycle and the steps that were undertaken to do the actual audit, the findings and what was done about the finding.

### **Assessment Due Date**

Exam Week Friday (21 June 2019) 11:45 pm 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	<ul style="list-style-type: none"><li>• Holds attention of entire audience with the use of direct eye contact, seldom looking at notes</li><li>• Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points</li></ul>	<ul style="list-style-type: none"><li>• Consistent use of direct eye contact with audience, but still returns to notes</li><li>• Speaks with satisfactory variation of volume and inflection</li></ul>	<ul style="list-style-type: none"><li>• Displays minimal eye contact with audience, while reading mostly from the notes</li><li>• Speaks in uneven volume with little or no inflection</li></ul>	<ul style="list-style-type: none"><li>• Holds no eye contact with audience, as entire report is read from notes</li><li>• Speaks in low volume and/ or monotonous tone, which causes audience to disengage</li></ul>
Content/ Organization	<ul style="list-style-type: none"><li>• Demonstrates full knowledge by answering all questions with explanations and elaboration</li><li>• Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence</li></ul>	<ul style="list-style-type: none"><li>• Is at ease with expected answers to all questions, without elaboration</li><li>• Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions</li></ul>	<ul style="list-style-type: none"><li>• Is uncomfortable with information and is able to answer only rudimentary questions</li><li>• 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</li></ul>	<ul style="list-style-type: none"><li>• Does not have grasp of information and cannot answer questions about subject</li><li>• Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions</li></ul>
Enthusiasm/ Audience Awareness	<ul style="list-style-type: none"><li>• Demonstrates strong enthusiasm about topic during entire presentation</li><li>• Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject</li></ul>	<ul style="list-style-type: none"><li>• Shows some enthusiastic feelings about topic</li><li>• Raises audience understanding and awareness of most points</li></ul>	<ul style="list-style-type: none"><li>• Shows little or mixed feelings about the topic being presented</li><li>• Raises audience understanding and knowledge of some points</li></ul>	<ul style="list-style-type: none"><li>• Shows no interest in topic presented</li><li>• Fails to increase audience understanding of knowledge of topic</li></ul>
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