



# NURS20171 Nursing and Professional Practice 1

## Term 1 - 2024

Profile information current as at 02/05/2024 06:54 am

All details in this unit profile for NURS20171 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

This unit will provide you with the knowledge and skills to enhance your confidence and competence as a registered nurse. In this unit you will critically appraise your clinical environment, nursing decisions and professional practice. You will develop advanced clinical skills including assessment, planning, intervention implementation, and evaluation of nursing actions in the care of people in diverse clinical settings.

### 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 or CL16 Graduate Certificate in 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 - 2024

- 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. **Reflective Practice Assignment**

Weighting: 40%

#### 2. **Written Assessment**

Weighting: 60%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## 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 SUTE

**Feedback**

The learning materials that are uploaded were so interesting and informative. I really enjoyed the podcasts, videos and articles that were shared with us. It gave me access to some really interesting material that I probably would have never come across otherwise.

**Recommendation**

Continue to provide a range of relevant material.

#### Feedback from SUTE

**Feedback**

Marking rubrics - can be confusing with the Assessment task sheet.

**Recommendation**

The rubric will be amended for consistency and clarity in the future.

#### Feedback from SUTE

**Feedback**

The weekly module setup was concise and not complicated and directed you to the relevant and specific resources to assist further learning.

**Recommendation**

Promote the Week 1 Zoom session and the Introduction to the Unit tile so that future students can navigate Moodle.

## Unit Learning Outcomes

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

1. Demonstrate application of ethical, legal and professional practice concepts to the continued development of your professional identity.
2. Analyse and apply psychosocial, ethical and legal considerations in clinical decision-making.
3. Demonstrate advanced clinical skills in the evaluation and implementation of evidence-based nursing interventions in diverse clinical settings.
4. Critically reflect on the application of your nursing knowledge, and ethical, legal and professional practice and identify strengths and areas for professional development.

Not applicable.

## 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
<b>1 - Reflective Practice Assignment - 40%</b>	•	•	•	•
<b>2 - Written Assessment - 60%</b>	•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
<b>1 - Knowledge</b>	○	○	○	○
<b>2 - Communication</b>	○	○	○	○
<b>3 - Cognitive, technical and creative skills</b>	○	○	○	○
<b>4 - Research</b>	○	○	○	○
<b>5 - Self-management</b>	○			○
<b>6 - Ethical and Professional Responsibility</b>	○	○	○	○
<b>7 - Leadership</b>	○			○
<b>8 - Aboriginal and Torres Strait Islander Cultures</b>				

## 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)
- Academic Learning Centre services
- Access to MIMS through the university library
- CQ U library search engines for research articles
- CQUniversity library literature search tools
- Microsoft Word
- Wordprocessing, spreadsheeting and powerpoint software
- Zoom account (Free)
- Zoom app on your smart phone or access to Zoom on your laptop
- Endnote bibliographic software. This is optional for formatting references.
- CQUniversity Library Nursing Resources
- 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

**Hellen Kaneko** Unit Coordinator

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## Schedule

### WEEK 1 - WELCOME AND SELF DIRECTED LEARNING - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Welcome to the Unit  
 Self-directed Learning  
 Moodle site  
 e-Portfolio  
 Something about the Unit

Review the Moodle site and click on all the links.  
 Review the recorded lecture and online Zoom tutorial timetable.  
 Find out what is in Student Support?  
 How do I find the Library?  
 Click on the link and learn what is the Academic Learning Centre?  
 Review the eReadings and activities as outlined in the module.

**Zoom** - Tutorial and Unit content and assessment question and answer.  
**Activity** - Access the General Discussion page and introduce yourself to your colleagues by providing your name:  
 1. Name  
 2. Where you work  
 3. Why you are studying GCN  
**Assessments 1 and 2** - Review the assessment tasks and make a study plan.  
**Foundations of Academic Integrity Program** - complete your annual program.  
**Announcement and Discussion Boards** - Check for posts and updates.

#### MODULE 1 - WEEK 2 - PROFESSIONAL PRACTICE AND PROFESSIONALISM - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Professionalism in nursing. Professional nursing practice.	Readings and activities in module.	<p><b>Zoom</b> - Tutorial and Unit content and assessment question and answer.  <b>Activity</b> - General Discussion - What professional organisation/s are you a member? Why? Are there any other organisations that you are interested in?  <b>Student email</b> - Check your student email at least twice per week for communication.</p>

#### MODULE 1 - WEEK 3 - PROFESSIONAL IMPROVEMENT - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Professional Improvement.	Readings and activities in module.	<p><b>Zoom</b> - Tutorial and Unit content and assessment question and answer.  <b>Activity</b> - General Discussion- Identify what aspect/s of nursing care you would like to improve on and explain why.            What does diversity mean to you?            What are your thoughts about diversity in your organisation?  <b>Student email</b> - Check your student email at least twice per week for communication.</p>

#### MODULE 2 - WEEK 4 - THE FOUR PARADIGMS OF NURSING - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Nursing Knowledge. Why do we need to know that?	Readings and activities in module.	<p><b>Zoom</b> - Tutorial and Unit content and assessment question and answer.  <b>Activity</b> - General Discussion - What nursing knowledge excites you?  <b>Student email</b> - Check your student email at least twice per week for communication.</p>

#### MODULE 2 - WEEK 5 - THE FOUR PARADIGMS OF NURSING - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Law that impacts nursing.	Readings and activities in module.	<p><b>Zoom</b> - Tutorial and Unit content and assessment question and answer.  <b>Activity</b> - General Discussion - What law affecting your practice would you like changed? How? Why?  <b>Student email</b> - Check your student email at least twice per week for communication.</p>

### Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Vacation week.	Please use this mid-term break as an opportunity to rest and recover. Enjoy your break!	No timetabled learning activities. Please use this week to progress your assessments.

### MODULE 2 - WEEK 6 - THE FOUR PARADIGMS OF NURSING - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Ethics and nursing.	Readings and activities in module.	<b>Zoom</b> - Tutorial and Unit content and assessment question and answer. <b>Student email</b> - Check your student email at least twice per week for communication.  <b>Written Assessment - Reflection</b> Due: Week 6 Wednesday (17 Apr 2024) 5:00 pm AEST

### MODULE 2 - WEEK 7 - THE FOUR PARADIGMS OF NURSING - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
The Nursing Profession - What's that?	Readings and activities in module.	<b>Zoom</b> - Tutorial and Unit content and assessment question and answer. <b>Activity</b> - General Discussion- What ethical question caused you the most angst as a student nurse? <b>Student email</b> - Check your student email at least twice per week for communication.

### MODULE 3 - WEEK 8 - CLINICAL DECISION MAKING - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Clinical decision making.	Readings and activities in module.	<b>Zoom</b> - Tutorial and Unit content and assessment question and answer. <b>Activity</b> - General Discussion - Identify the best and the worst clinical decisions you have made - please do not include names or places. <b>Student email</b> - Check your student email at least twice per week for communication.

### MODULE 3 - WEEK 9 - CLINICAL DECISION MAKING - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Factors affecting clinical decision making.	Readings and activities in module.	<b>Zoom</b> - Tutorial and Unit content and assessment question and answer. <b>Activity</b> - General Discussion - What things have affected your clinical decision making? What have you done about this? <b>Student email</b> - Check your student email at least twice per week for communication.

### MODULE 4 - WEEK 10 - ADVANCED NURSING CARE - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Advanced Clinical Skills.

Readings and activities in module.

**Zoom** - Tutorial and Unit content and assessment question and answer.

**Activity** - General Discussion - What assessments do you learn the most from?

How do you know your assessment tool is a validated tool?

**Student email** - Check your student email at least twice per week for communication.

#### MODULE 4 - WEEK 11 - ADVANCED NURSING CARE - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Clinical evaluation.	Readings and activities in module.	<b>Zoom</b> - Tutorial and Unit content and assessment question and answer. <b>Activity</b> - General Discussion - say farewell. <b>Student email</b> - Check your student email at least twice per week for communication.

#### MODULE 4 - WEEK 12 - ADVANCED NURSING CARE - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Revision.	Readings and activities in module.	<b>Student email</b> - Check your student email at least twice per week for communication.  <b>Written Assessment - Reflection</b> Due: Week 12 Wednesday (29 May 2024) 5:00 pm AEST

#### Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
Nil.	Nil.	Nil.

#### Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
Nil.	Nil.	Nil.

## Assessment Tasks

### 1 Written Assessment - Reflection

#### Assessment Type

Reflective Practice Assignment

#### Task Description

##### Aim

The aim of this assessment is for you to demonstrate your knowledge and understanding of evidence-based nursing interventions by using written reflection to assess your clinical practice.

##### Instructions

Please follow the steps below to write your academic reflective assessment and complete the task:

Reflect on your professional nursing practice and analyse how you demonstrate safe psychosocial, ethical, and legal practice in your clinical decision-making in your clinical work setting to meet best-practice standards. Identify one scenario from your clinical practice to base your reflection on. Your reflection should identify example/s of your evidence-based advanced clinical skills, evaluation of care you provided, and the impact on patient outcomes. Substantiate your reflection using current literature.

To complete this assessment, you are asked to follow the steps below:

1. Provide a brief introduction outlining the aim of your reflection assessment (approximately 100 words).
2. Using Gibbs' Reflective Model (1988) identify a clinical situation where the ethical and/or legal contexts of nursing practice were potentially or actually compromised:
  - a. Description - What happened in the situation/experience?



- b. Feelings – What were you thinking or feeling about this situation/experience?
  - c. Evaluation – What was good and what was bad about your experience?
  - d. Analysis – What can you learn from this situation/experience?
  - e. Conclusion – What could you have done differently?
  - f. Action – If you faced this situation again, how would you act and why would you act in the way you identified (Gibbs, 1988) (approximately 500 words).
3. Using the NMBA Registered nurse standards for practice and current literature, justify two strategies to improve your nursing practice in relation to your previously identified clinical situation. Your response should include the following:
- a. Why the situation/experience occurred?
  - b. Identify what your role was in the care provided to the patient.
  - c. How did the situation/experience affect the patient’s care?
  - d. Were there any other members of the multidisciplinary healthcare team involved in the situation/experience?
  - e. Did the care you provide meet the NMBA Registered nurse standards for practice? If yes, how, and if no, how?
  - f. Identify the ethical and legal considerations related to the care you provided (approximately 650 words per strategy).
4. Provide a succinct conclusion summarising the main learning from your critical self-reflection (approximately 100 word).

**Marking Criteria**

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned. Assessment re-attempt is not available for Assessment One.

**Assessment Due Date**

Week 6 Wednesday (17 Apr 2024) 5:00 pm AEST  
 Submit your assessment in Microsoft Word format only.

**Return Date to Students**

Week 8 Wednesday (1 May 2024)  
 Students will be advised of release of assessment marking via an announcement posted to the Announcement's Board on the Unit Moodle site. Please note, the 'Return to Students Information' is an approximate date.

**Weighting**

40%

**Minimum mark or grade**

50%

**Assessment Criteria**

Assessment One Reflective Practice Assessment						Student name:
Key Criteria	High Distinction:	Distinction	Credit	Pass	Fail	TOTAL
Introduction and conclusion (10%)	84.5-100% (10-8.5) The essay has a clear and succinct introduction and conclusion conveyed using the student’s own words. The introduction provides excellent background information and outlines the direction of the essay, and the conclusion succinctly summarises the key points.	74.50-84.49% (8.4-7.5) The essay has an appropriate and clear introduction and conclusion conveyed using the student’s own words. The introduction provides very good background information and outlines the direction of the essay, and the conclusion summarises key points.	64.50-74.49% (7.4-6.5) The essay has an appropriate introduction and conclusion conveyed using the student’s own words. The introduction provides good background information and outlines the direction of the essay, and the conclusion summarises most key points.	49.50-64.49% (6.4-5) The essay has an adequate introduction and conclusion conveyed using the student’s own words. The introduction provides some background information and outline of the essay’s direction, and the conclusion summarises some key points.	<49.5% (4.9-0) The introduction has significant errors or omissions of aims and direction of content or the introduction is not provided and/or is not conveyed using the student’s own words. Logical direction of the assessment is unclear. The conclusion does not summarise the assessment or is omitted.	
Reflection (35%)	(35-30) A concise, clear, and comprehensive reflection guided by Gibb’s model with no omitted content and is conveyed in the student’s own words. Each component of the model is addressed fully. The discussion of role modelling frameworks, and literature comprehensively justifies the action plan. The reflection is comprehensively and clearly articulated.	(29.5-26.5) A concise reflection guided by Gibb’s model is presented well and is conveyed in the student’s own words. Each component of the model is addressed. The discussion of role modelling frameworks and literature consistently justifies the action plan. The reflection is concisely articulated.	(26-23) A mostly concise reflection guided by Gibb’s model is presented and is conveyed in the student’s own words. Each component of the model is addressed. The discussion of role modelling framework and literature appropriately justifies the action plan. The reflection is clearly articulated.	(22.5-17.5) A reflection guided by Gibb’s model is presented, however requires further detailed content and is conveyed in the student’s own words. Each component of the model is addressed, however there are some gaps in content. The discussion of role modelling framework and literature justifies the action plan, however there are some gaps in the reflection. The reflection is satisfactorily articulated.	(17.4-0) The written reflection was inadequately or not guided by Gibb’s model and/or content is not conveyed in the student’s own words. One or more components of the model were not adequately addressed or were omitted. The discussion of role modelling frameworks and literature to justify the action plan was not satisfactory to consistently address the assessment task or was not provided. The written reflection lacks clarity or was not provided.	

Content – knowledge & understanding of the situation / incident (35%)	(35-30) A concise and comprehensive review of the identified incident or situation. A thorough analysis of the incident with two identified strategies and justification to improve ethical and legal nursing practice is discussed with no content omitted supported by valid and relevant research and is conveyed using the student's own words.	(29.5-26.5) A concise review of the identified incident or situation. A comprehensive analysis of the incident with two identified strategies and justification to improve ethical and legal nursing practice is discussed with one incident of content omission supported by valid and relevant research and is conveyed using the student's own words.	(26-23) A mostly concise review of the identified incident or situation. A thorough analysis of the incident with two identified strategies and justification to improve ethical and legal nursing practice with two incidents of content omission supported by valid and relevant research and is conveyed using the student's own words.	(22.5-17.5) Satisfactory review of the identified incident or situation. A thorough analysis of the incident with two identified strategies and justification to improve ethical and legal nursing practice supported by valid and relevant research and is conveyed using the student's own words.	(17.4-0) Inadequate review of an identified incident or situation. The analysis of the incident with identified strategies lacks clarity or is not provided and/or is not supported supported by valid and relevant research and/or is not conveyed using the student's own words.
Professional writing and presentation (10%)	(10-8.5) Content is students own work, clear, accurate, and presented in a logical, succinct order demonstrating a comprehensive understanding of the topic. There are no errors in English grammar, spelling, and punctuation. The language of the discipline is comprehensively used. The assessment is substantiated with a minimum of 15, appropriate contemporary peer-reviewed journal articles. Formatting requirements applied without error. Adheres to the word count.	(8.4-7.5) Content is students own work, frequently clear, correct and presented in a logical order demonstrating a good understanding of the topic. English grammar, spelling, and punctuation conventions have 1 error. The language of the discipline is frequently used. The assessment is substantiated with a minimum of 13 or 14 appropriate contemporary peer-reviewed journal articles. Formatting requirements applied with 1 error. Adheres to the word count.	(7.4-6.5) Content is students own work, mostly clear, correct and presented in a logical order demonstrating a sound understanding of the topic. English grammar, spelling, and punctuation conventions have 2 errors. The language of the discipline is mostly used. The assessment is substantiated with at least 11 or 12 appropriate contemporary peer-reviewed journal articles. Formatting requirements applied with 2 errors. Adheres to the word count.	(6.4-5) Content is students own work frequently clear, correct and presented in a logical order demonstrating a reasonable understanding of the topic. English grammar, spelling, and punctuation conventions have 3 errors. The language of the discipline is used. The assessment is substantiated with 10 or 11 contemporary peer-reviewed mostly appropriate journal articles. Formatting requirements applied with 3 errors. Adheres to the word count.	(4.9-0) Content is not the students own work, consistently unclear or incorrect and is disorganised demonstrating insufficient understanding of the topic. English grammar, spelling and punctuation conventions have $\geq 4$ errors. The language of the discipline is infrequently or incorrectly used. The assessment is substantiated with $\leq 10$ contemporary peer-reviewed, appropriate journal articles. Formatting requirements applied with $\geq 4$ errors. Deviates +/- 10% of the word count.
Referencing (10%)	(10-8.5) Acknowledges all sources and meets APA (7 <sup>th</sup> Edition) referencing standards with no errors. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	(8.4-7.5) Acknowledges majority of sources and/or meets APA (7 <sup>th</sup> Edition) referencing standards with 1 error. The majority of literature cited is published in the last 5 years and sourced from the CQUniversity library.	(7.4-6.5) Acknowledges most sources and/or meets APA (7 <sup>th</sup> Edition) referencing standards with 2 errors. Most literature cited has been published in the last 5 years and sourced from the CQUniversity library.	(6.4-5.0) Acknowledges sources and/or meets APA (7 <sup>th</sup> Edition) referencing standards with 3 errors. Some literature cited is published in the last 5 years and sourced from the CQUniversity library.	(4.9-0) Multiple sources not acknowledged and/or $\geq 4$ APA (7 <sup>th</sup> Edition) referencing errors or references not provided. Some literature cited is published $\geq 5$ years and/or not sourced from the CQUniversity library.

**TOTAL:**  
**Marker's feedback:**

**MARKER:**

## Referencing Style

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

## Submission

Online

### Submission Instructions

Submit your assessment via the Assessment 1 submission portal on the unit Moodle site.

### Learning Outcomes Assessed

- Demonstrate application of ethical, legal and professional practice concepts to the continued development of your professional identity.
- Analyse and apply psychosocial, ethical and legal considerations in clinical decision-making.
- Demonstrate advanced clinical skills in the evaluation and implementation of evidence-based nursing interventions in diverse clinical settings.
- Critically reflect on the application of your nursing knowledge, and ethical, legal and professional practice and identify strengths and areas for professional development.

## 2 Written Assessment - Reflection

### Assessment Type

Written Assessment

### Task Description

#### Aim

The aim of this assessment is for you to critically appraise and demonstrate your clinical knowledge, decision-making, and professional practice using the Nursing and Midwifery Board of Australia (NMBA) Registered nurse standards for practice (2016).

#### Instructions

Please follow the steps below to write your academic essay and complete the task:

1. Complete the workplace self-assessment available on the Unit Moodle site to assist you with understanding your theoretical and/or professional performance including strengths in your clinical practice, and areas where you would like to develop further. You are not required to submit this self-assessment for this assessment task.
2. Provide an introduction outlining the aim of your assessment (approximately 150 words).
3. Using the Nursing and Midwifery Board of Australia (NMBA) Registered nurse standards for practice (2016) and current literature, discuss the following:
  - a. Two strengths of your clinical practice and clinical decision-making and justify how these are strengths of your clinical practice and clinical decision-making (approximately 50–100 words per strength).
  - b. Two strategies to further develop your clinical decision-making for safe, high-quality nursing care. Provide a rationale explaining why you would like to develop this aspect of your clinical decision-making further and the implications of this on your patient’s outcomes (approximately 1,000 words per strategy).
4. Use current evidence to support all aspects of this assessment task.
5. Provide a concise conclusion summarising the main concepts from your assessment (approximately 150 words).

**Marking Criteria**

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned. Assessment re-attempt is not available for Assessment Two.

**Assessment Due Date**

Week 12 Wednesday (29 May 2024) 5:00 pm AEST

Submit your assessment in Microsoft Word format only.

**Return Date to Students**

Review/Exam Week Friday (7 June 2024)

Students will be advised of release of assessment marking via an announcement posted to the Announcement's Board on the Unit Moodle site. Please note, the 'Return to Students Information' is an approximate date.

**Weighting**

60%

**Minimum mark or grade**

50%

**Assessment Criteria**

**Assessment Two Written Essay**

Student name:

Key Criteria	High Distinction	Distinction	Credit	Pass	Fail	TOTAL
Introduction and conclusion (10%)	84.5-100% (10-8.5) The essay has a clear and succinct introduction and conclusion conveyed using the student’s own words. The introduction provides excellent background information and outlines the direction of the essay, and the conclusion succinctly summarises the key points.	74.50-84.49% (8.4-7.5) The essay has an appropriate and clear introduction and conclusion conveyed using the student’s own words. The introduction provides very good background information and outlines the direction of the essay, and the conclusion summarises key points.	64.50-74.49% (7.4-6.5) The essay has an appropriate introduction and conclusion conveyed using the student’s own words. The introduction provides good background information and outlines the direction of the essay, and the conclusion summarises most key points.	49.50-64.49% (6.4-5) The essay has an adequate introduction and conclusion conveyed using the student’s own words. The introduction provides some background information and outline of the essay’s direction, and the conclusion summarises some key points.	<49.5% (4.9-0) The introduction has significant errors or omissions of aims and direction of content or the introduction is not provided and/or is not conveyed using the student’s own words. Logical direction of the assessment is unclear. The conclusion does not summarise the assessment or is omitted.	

Registered nurse standards for practice - Professionalism and communication (35%)	(35-30) Two exceptional examples of own clinical knowledge, decision-making, and professional practice in relation to NMBA nursing standards. All standards concisely and comprehensively addressed with no omission of content. Appropriate and comprehensive justification for clinical practice and clinical decision-making provided in relation to identified strengths. Comprehensively and clearly articulated analysis of professional practice. Consistently and comprehensively integrates quality references to support and reflect all ideas, factual information, and quotations supported by valid and relevant research and is conveyed using the student's own words.	(29.5-26.5) Two appropriate examples of clinical knowledge, decision-making and professional practice in relation to NMBA nursing standards. All standards concisely addressed with one incident of omitted content. Appropriate and concise justification for clinical practice and clinical decision-making provided in relation to identified strengths. Concisely and clearly articulated analysis of professional practice. Consistently integrates quality references to support and reflect ideas, factual information, and quotations with 1 exception supported by valid and relevant research and is conveyed using the student's own words.	(26-23) Two appropriate examples of clinical knowledge, decision-making and professional practice in relation to NMBA nursing standards. All standards addressed with two incidents of omitted content. Appropriate and mostly concise justification for clinical practice and clinical decision-making provided in relation to identified strengths. Analysis of professional practice clearly articulated. Frequently integrates quality references to support and reflect ideas, factual information, and quotations, with 2 exceptions supported by valid and relevant research and is conveyed using the student's own words.	(22.5-17.5) Two examples of clinical knowledge, decision-making and professional practice in relation to NMBA nursing standards is provided however these could be more appropriate and/or clearly articulated. All standards addressed with three incidents of omitted content. Justification for clinical practice and clinical decision-making provided in relation to identified strengths presented however requires depth of discussion of content. Analysis of professional practice articulated. Occasionally integrates references to support and reflect ideas, factual information, and quotations, with 3 exceptions supported by valid and relevant research and is conveyed using the student's own words.	(17.4-0) Two examples of clinical knowledge, decision-making and professional practice in relation to NMBA nursing standards lacks clarity or are not presented. All standards addressed not clearly addressed or content was omitted. Justification for clinical practice and clinical decision-making provided in relation to identified strengths lacks clarity or was omitted. Minimal or no appropriate references integrated to support arguments and factual ideas and/or cited excessive quotations reflecting the knowledge of others and/or is not supported by valid and relevant research and/or is not conveyed using the student's own words.
Nursing Standards - Changes and strategies to improve own practice (35%)	(35-30) Two exceptional strategies are identified and concisely and comprehensively discussed for improving own professional practice and aligned to identified NMBA standards and is conveyed in the student's own words. Comprehensively and clearly articulated. Consistently and comprehensively integrates quality references to support and reflect all ideas, factual information, and quotations supported by valid and relevant research and is conveyed using the student's own words.	(29.5-26.5) Two strategies or changes are concisely identified and discussed for improving own professional practice and are aligned to identified standards and is conveyed in the student's own words. Clearly and concisely articulated. Consistently integrates quality references to support and reflect ideas, factual information, and quotations with 1 exception supported by valid and relevant research and is conveyed using the student's own words.	(26-23) Two strategies or changes are identified and discussed for improving own professional practice and are aligned to identified standards and is conveyed in the student's own words. Adequately articulated. Frequently integrates quality references to support and reflect ideas, factual information, and quotations, with 2 exceptions supported by valid and relevant research and is conveyed using the student's own words.	(22.5-17.5) Two strategies or changes are identified and discussed for improving own professional practice and are aligned to identified standards, however there are some gaps in content discussion. Satisfactorily articulated and is conveyed in the student's own words. Occasionally integrates references to support and reflect ideas, factual information, and quotations, with 3 exceptions supported by valid and relevant research and is conveyed using the student's own words.	(17.4-0) Strategies or changes for improving own nursing practice lack clarity or are not provided. Inadequate articulation and/or content is not conveyed in the student's own words. Minimal or no appropriate references integrated to support arguments and factual ideas and/or cited excessive quotations reflecting the knowledge of others and/or is not supported by valid and relevant research and/or is not conveyed using the student's own words.
Professional writing and presentation (10%)	(10-8.5) Content is students own work, clear, accurate, and presented in a logical, succinct order demonstrating a comprehensive understanding of the topic. There are no errors in English grammar, spelling, and punctuation. The language of the discipline is comprehensively used. The assessment is substantiated with a minimum of 15, appropriate contemporary peer-reviewed journal articles. Formatting requirements applied without error. Adheres to the word count.	(8.4-7.5) Content is students own work, frequently clear, correct and presented in a logical order demonstrating a good understanding of the topic. English grammar, spelling, and punctuation conventions have 1 error. The language of the discipline is frequently used. The assessment is substantiated with a minimum of 13 or 14 appropriate contemporary peer-reviewed journal articles. Formatting requirements applied with 1 error. Adheres to the word count.	(7.4-6.5) Content is students own work, mostly clear, correct and presented in a logical order demonstrating a sound understanding of the topic. English grammar, spelling, and punctuation conventions have 2 errors. The language of the discipline is mostly used. The assessment is substantiated with at least 11 or 12 appropriate contemporary peer-reviewed journal articles. Formatting requirements applied with 2 errors. Adheres to the word count.	(6.4-5) Content is students own work, frequently clear, correct and presented in a logical order demonstrating a reasonable understanding of the topic. English grammar, spelling, and punctuation conventions have 3 errors. The language of the discipline is used. The assessment is substantiated with 10 or 11 contemporary peer-reviewed mostly appropriate journal articles. Formatting requirements applied with 3 errors. Adheres to the word count.	(4.9-0) Content is not students own work, consistently unclear or incorrect and is disorganised demonstrating insufficient understanding of the topic. English grammar, spelling and punctuation conventions have $\geq 4$ errors. The language of the discipline is infrequently or incorrectly used. The assessment is substantiated with $\leq 10$ contemporary peer-reviewed, appropriate journal articles. Formatting requirements applied with $\geq 4$ errors. Deviates +/- 10% of the word count.
Referencing (10%)	(10-8.5) Acknowledges all sources and meets APA (7 <sup>th</sup> Edition) referencing standards with no errors. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	(8.4-7.5) Acknowledges majority of sources and/or meets APA (7 <sup>th</sup> Edition) referencing standards with 1 error. The majority of literature cited is published in the last 5 years and sourced from the CQUniversity library.	(7.4-6.5) Acknowledges most sources and/or meets APA (7 <sup>th</sup> Edition) referencing standards with 2 errors. Most literature cited has been published in the last 5 years and sourced from the CQUniversity library.	(6.4-5.0) Acknowledges sources and/or meets APA (7 <sup>th</sup> Edition) referencing standards with 3 errors. Some literature cited is published in the last 5 years and sourced from the CQUniversity library.	(4.9-0) Multiple sources not acknowledged and/or $\geq 4$ APA (7 <sup>th</sup> Edition) referencing errors or references not provided. Some literature cited is published $\geq 5$ years and/or not sourced from the CQUniversity library.

**TOTAL:**  
**Marker's feedback:**

**MARKER:**

## Referencing Style

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

**Submission**

Online

**Submission Instructions**

Submit your assessment via the Assessment 2 submission portal on the unit Moodle site.

**Learning Outcomes Assessed**

- Demonstrate application of ethical, legal and professional practice concepts to the continued development of your professional identity.
- Analyse and apply psychosocial, ethical and legal considerations in clinical decision-making.
- Demonstrate advanced clinical skills in the evaluation and implementation of evidence-based nursing interventions in diverse clinical settings.
- Critically reflect on the application of your nursing knowledge, and ethical, legal and professional practice and identify strengths and areas for professional development.

## 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