NURS20172 *Nursing and Professional Practice 2*
Term 2 - 2019

Profile information current as at 25/04/2024 10:18 pm

All details in this unit profile for NURS20172 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview
This unit continues from Nursing and Professional Practice 1 and extends your nursing knowledge and skills to consolidate your professional nursing confidence and competence in managing complex patient problems. You will be able to validate your nursing judgements and clinical decisions through professional reflection and critical thinking. You will also be able to support others in the management of technologies in a variety of clinical contexts and advocate for the patient and their family in the interprofessional context. This unit will be undertaken in the hospital health service where you are employed.

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
Prerequisite: NURS20171 Nursing and Professional Practice 1
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 - 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. **Practical Assessment**
Weighting: Pass/Fail
2. **Portfolio**
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. Demonstrate advanced clinical skills within a health context
2. Advocate for patients and families within the interprofessional context
3. Initiate clinical evaluations and interventions in clinical settings
4. Support others in the management of treatment technologies
5. Use evidence based practices to improve patient outcomes
6. Role model professional attributes
7. Apply reflection-in-action to ensure person centered care and the necessity of self-care.

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	6	7
1 - Practical Assessment - 0%	•	•	•	•	•	•	•
2 - Portfolio - 0%	•	•	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
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 - Practical Assessment - 0%	∘	∘	∘			∘		
2 - Portfolio - 0%	∘		∘	∘			∘	

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information

IT Resources

You will need access to the following IT resources:

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

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

Julie Shaw Unit Coordinator
j.m.shaw@cqu.edu.au

Schedule

Week 1 - Module 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Demonstrating advanced clinical skills within a health context	The Australian Nursing and Midwifery Board Issues of definition around Scope of Nursing Practice	Advanced Clinical Skills, Advanced Practice Regulation and Scope of Practice

Week 2 - Module 1 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Demonstrating advanced clinical skills within a health context	Learning based on research about the basic and advanced clinical skills of new graduate RNs.	Self-rating and self-development of skills and communication related to advanced clinical skills.

Week 3 - Module 2 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Advocate for patients and families within the inter-professional context	Inter-professional team roles and responsibilities	Undertake learning activity related to patient advocacy

Week 4 - Module 3 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Initiate clinical evaluation and interventions in clinical settings	Deliberate practice and upskilling	Group practice using identified area of skill development

Week 5 - Module 3 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic

Initiate clinical evaluation and interventions in clinical settings	Current issues in clinical interventions and evaluations	Identifying commonly missed care in clinical practice

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - Module 4 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Support others in the management of treatment technologies	The future of technology	

Week 7 - Module 4 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Support others in the management of treatment technologies	Clinical teaching and learning strategies	Group discussion: feedback and student on new staff performance

Week 8 - Module 5 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Using evidence-based practices to support improved patient outcomes	Using evidence to develop your skill to improve patient outcomes	Developing a professional portfolio

Week 9 - Module 5 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Using evidence-based practices to support improved patient outcomes	Background to Evidence-Based Practice	Team approach to implementation

Week 10 - Module 6 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Role model professional attributes	Exploring professional attributes of nursing	Personal attributes for role modelling

Week 11 - Module 7 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Apply reflection-in-action to ensure person centred care and the necessity for self-care	Differentiation and discussion of reflection-in-action and reflection-on-action	Interdisciplinary reflection

Week 12 - Module 7 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Transition shock – theory and practice
Apply reflection-in-action to ensure person centred care and the necessity for self-care	Self-care during transitions in nursing.	**Practical Assessment** Due: Week 12 Monday (7 Oct 2019) 12:00 am AEST **Portfolio learning contract** Due: Week 12 Monday (7 Oct 2019) 12:00 am AEST

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Assessments 1 & 2 are practical assessments that are undertaken at the students place of employment. They must be completed by Monday 7th October, 2019.

Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Practical Assessment

Assessment Type
Practical Assessment

Task Description
Assessment 1: Practical Assessment
Due Date: Assessment is negotiated at your local health service
Weighting: Pass/Fail Unit.
This assessment addresses the following Unit Learning Outcomes:
1. Demonstrate advanced clinical skills within a health context
2. Advocate for patients and families within the inter-professional context
3. Role model professional attributes
Task description: This practical assessment is based on your clinical skill development throughout the term. The assessment provides an indication of your practice performance against the set criteria. You will be assessed by a nurse educator or clinical nurse in your clinical area using the criteria in the Assessment 1 rubric. This assessment is to be undertaken at your local health service.
Task Instructions
Step 1. Download the Assessment 1 rubric (Practical Assessment).
Step 2. Negotiate with your Nurse Educator/ Clinical Nurse to assess your clinical skill development.
Step 3. Demonstrate evidence of planning for clinical skill assessments by regular documentation in your workbook of planning, consultation with colleagues, and reference to the literature on planning for the assessment.
Step 4. Demonstrate evidence of reflection on clinical skill development by regular documentation in your workbook of reflection on skill development including reflection with colleagues and research.
Step 5. Demonstrates professional skills in communication, hygiene, asepsis, health education and documentation during skill performance assessment.
Return Date to Students: Return information will be given at your local health service.

Assessment Due Date
Week 12 Monday (7 Oct 2019) 12:00 am AEST
The date of assessment will be negotiated by you in your work setting

Return Date to Students
Exam Week Monday (21 Oct 2019)
Return information will be given at your local health service.

Weighting
Pass/Fail

Assessment Criteria

Practical Assessment 1 Rubric

Students must pass each Area of assessment to be successful in NURS20172 Assessment 1
Students must pass three of the four marking criteria to be successful in Areas of assessment 1 & 2
Students must be successful in all marking criteria in Area of assessment 3. Students may have a second attempt at assessment if unsuccessful.

Area of assessment	Marking Criteria - Pass	Marking Criteria - Fail
1. **Planning for skills assessment** Evidence of preparation for skills assessment Workbook shows planning skill Workbook - evidence of collegial collaboration in planning	Workbook has regular entries over time demonstrating planning. Workbook demonstrates collegial collaboration with colleagues in planning Workbook demonstrates that weekly topics are addressed Workbook demonstrates referral to the literature in regard to individual skill development	Workbook does not have regular entries that demonstrate planning. Workbook does not demonstrate collegial collaboration with colleagues in planning Workbook demonstrates that weekly topics are addressed Workbook does not demonstrate referral to the literature in regard to individual skill development
2. **Reflection and collegial consultation** Evidence of reflection on skills assessment Workbook evidence of skills reflection Workbook evidence of collegial consultation regarding skill development Workbook evidence of research	Workbook demonstrates regular reflection on skill development over time. Workbook reflection covers all required skill development Workbook reflection demonstrates reflection with colleagues on skill development Workbook reflection demonstrates research on relevant skills.	Workbook does not demonstrate regular reflection on skill development over time. Workbook reflection does not cover all required skill development Workbook reflection does not demonstrate reflection with colleagues on skill development Workbook reflection does not demonstrate research on relevant skills.

3.	**Skill performance** Demonstrates professional skill in communication, hygiene, asepsis, health education and documentation during skill performance Communication Hygiene Asepsis Health Education Documentation	Demonstrates competence in effective communication with client and health team. Demonstrates competence in providing/assisting the client with hygiene needs. Demonstrates competence in asepsis Demonstrates competence in providing health education with clients Demonstrates competence in appropriate documentation	Does not demonstrate competence in effective communication with client and health team. Does not demonstrate competence in providing/assisting the client with hygiene needs. Does not demonstrate competence in asepsis Does not demonstrate competence in providing health education with clients Does not demonstrate competence in appropriate documentation

Referencing Style

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

Submission
Offline

Submission Instructions
This assessment is to be undertaken at your local health service.

Learning Outcomes Assessed

- Demonstrate advanced clinical skills within a health context
- Advocate for patients and families within the interprofessional context
- Initiate clinical evaluations and interventions in clinical settings
- Support others in the management of treatment technologies
- Use evidence based practices to improve patient outcomes
- Role model professional attributes
- Apply reflection-in-action to ensure person centered care and the necessity of self-care.

Graduate Attributes

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

2 Portfolio learning contract

Assessment Type
Portfolio

Task Description
Assessment 2: Portfolio as a learning contract **Assessment Types:** Practical
Due Date: Assessment is negotiated at your local health service
Completed by: Monday 7th October (Week 12), 2019 **Weighting:** Pass/Fail Unit.
This assessment addresses the following Unit Learning Outcomes:
1. Demonstrate advanced clinical skills within a health context
2. Advocate for patients and families within an inter-professional context
3. Initiate clinical evaluation and interventions in clinical settings
4. Support others in the management of treatment technologies
5. Use evidence-based practices to support improved patient outcomes
6. Role model professional attributes
7. Apply reflection-in-action to ensure person centred care and the necessity for self-care
Task Description: This Portfolio Learning Contract is a record of the development and mastery of advanced clinical nursing skills throughout your second term of study. It is a fresh look at your skills with the aim of understanding how advanced skills differ from beginning skills. This assessment incorporates aspects from assessment one.
This assessment is to be undertaken at your local health service, occurs over the term and is undertaken by a nurse educator or a clinical nurse in your clinical area. There is not a designated day for the assessment.
Task Instructions
Step 1. Download the portfolio learning contract rubric. The objectives specifically identified in the contract are derived from a range of clinical resources in order to advance your expertise in clinical skill development.
Step 2. Negotiate with your Graduate Nurse Educator/Health Service Educator to practice the clinical skill. As your proficiency increases, your confidence and expertise at performing a particular skill develops.
Step 3. Negotiate with your Graduate Nurse Educator/ Health Service Educator to assess your ability to complete the clinical skill. The objectives of this contract need to be achieved at either your place of employment or at a designated

clinical study day. Study days will be convened at your local health service.
If you are unable to successfully complete the requirements of this contract at your place of employment YOU MUST discuss this early with your local contact or the Course Coordinator to arrange alternative clinical assessment.
Step 4. Ensure that your portfolio is updated at the completion of the assessment and you are verified by your assessor as being competent in this clinical skill.
Return Date to Students: Return information will be given at your local health service

Assessment Due Date
Week 12 Monday (7 Oct 2019) 12:00 am AEST
This assessment is to be undertaken at your local health service.

Return Date to Students
Exam Week Monday (21 Oct 2019)
Return information will be given at your local health service.

Weighting
Pass/Fail

Assessment Criteria

Portfolio - Learning Contract Rubric

This learning contract is to be used for students enrolled in NURS20172 Nursing and Professional Practice 2.
The objectives of this contract need to be achieved at either your place of employment as a Registered Nurse or on a designated clinical study day.
Students can have a second attempt if unsuccessful in any of the objectives

Assessment 2

Contract Objectives Log	Competent/ Not Yet Competent	Marking Criteria P/F	Sign/ Date
1. Demonstrates ability to obtain accurate measurements of a range of patient signs and symptoms using a range of different devices and accurately interpret findings		**Pass –** skill acquired. Judgement evident. **Fail –** skill not acquired. Judgement not evident.	
2. Is able to identify the pattern of concern for escalation in the vital signs of patients in a range of clinical contexts.		**Pass –** skill acquired. Judgement evident. **Fail –** skill not acquired. Judgement not evident.	
3. Demonstrates ability to auscultate: lung fields, apical pulse, bowel sounds and interpret findings.		**Pass –** skill acquired. Judgement evident. **Fail –** skill not acquired. Judgement not evident.	
4. Demonstrates ability to perform an ECG and identify life-threatening cardiac arrhythmias		**Pass –** skill acquired. Judgement evident. **Fail –** skill not acquired. Judgement not evident.	
5. Is able to identify and meet patient needs for hygiene across the entire body (general areas, body folds, genital areas, hair, eyes, teeth, mouth, ears, nose, feet and hands).		**Pass –** skill acquired. Judgement evident. **Fail –** skill not acquired. Judgement not evident.	
6. Is able to routinely perform the 5 moments of hand hygiene and encourages others to do so.		**Pass –** skill acquired. Judgement evident. **Fail –** skill not acquired. Judgement not evident.	
7. Is able to identify a patient at risk for skin breakdown and implement preventative strategies.		**Pass –** skill acquired. Judgement evident. **Fail –** skill not acquired. Judgement not evident.	
8. Is able to identify evidence-based wound care interventions for simple and complex wounds.		**Pass –** skill acquired. Judgement evident. **Fail –** skill not acquired. Judgement not evident.	
9. Demonstrates a sound understanding of the complexity of medication monitoring and administration and accesses suitable resources to support accuracy.		**Pass –** skill acquired. Judgement evident. **Fail –** skill not acquired. Judgement not evident.	
10. Is able to assess and interpret mobility needs for individual patients who are bed-ridden or mobile.		**Pass –** skill acquired. Judgement evident. **Fail –** skill not acquired. Judgement not evident.	
11. Demonstrates a sound ability to meet nutritional needs for each patient, including assistance with eating and drinking as indicated.		**Pass –** skill acquired. Judgement evident. **Fail –** skill not acquired. Judgement not evident.	
12. Can identify bowel patterns in individual patients and facilitate regularity as appropriate to condition.		**Pass –** skill acquired. Judgement evident. **Fail –** skill not acquired. Judgement not evident.	
13. Demonstrates the ability to identify bowel related dysfunction [constipation/ diarrhoea/bleeding] and escalates or manages as appropriate.		**Pass –** skill acquired. Judgement evident. **Fail –** skill not acquired. Judgement not evident.	
14. Can insert and/or manage tubes used to drain fluid from or insert fluid into the body.		**Pass –** skill acquired. Judgement evident. **Fail –** skill not acquired. Judgement not evident.	
15. Is able to manage single and multiple Intravenous lines with or without medications added.		**Pass –** skill acquired. Judgement evident. **Fail –** skill not acquired. Judgement not evident.	

Assessment 2

Contract Objectives Log	Competent/ Not Yet Competent	Marking Criteria P/F	Sign/ Date
16. Demonstrates the ability to identify urinary retention or low urine output and escalates appropriately.		**Pass –** skill acquired. Judgement evident. **Fail –** skill not acquired. Judgement not evident.	
17. Demonstrates the ability to manage a person requiring oxygen or other breathing assistance devices.		**Pass –** skill acquired. Judgement evident. **Fail –** skill not acquired. Judgement not evident.	
18. Demonstrates an understanding of the requirements of pain management and accesses specialised assistance as required.		**Pass –** skill acquired. Judgement evident. **Fail –** skill not acquired. Judgement not evident.	
19. Is able to identify a patient with hypertension and escalates and/or implements appropriate health teaching		**Pass –** skill acquired. Judgement evident. **Fail –** skill not acquired. Judgement not evident.	
20. Is able to identify a patient with very low or very high blood sugar and take appropriate action.		**Pass –** skill acquired. Judgement evident. **Fail –** skill not acquired. Judgement not evident.	
21. Demonstrates the ability to perform procedures related to altered vascular status, such as Doppler and peripheral pulses, and interprets findings		**Pass –** skill acquired. Judgement evident. **Fail –** skill not acquired. Judgement not evident.	
22. Demonstrates ability to calculate and assess BMI and describe significance of the result		**Pass –** skill acquired. Judgement evident. **Fail –** skill not acquired. Judgement not evident.	
23. Demonstrates a sound understanding of mental health issues relevant to the acute care setting.		**Pass –** skill acquired. Judgement evident. **Fail –** skill not acquired. Judgement not evident.	
24. Implements appropriate interventions related to mental health symptoms.		**Pass –** skill acquired. Judgement evident. **Fail –** skill not acquired. Judgement not evident.	

Referencing Style

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

Submission

Offline

Submission Instructions

To be negotiated at your local health service

Learning Outcomes Assessed

- Demonstrate advanced clinical skills within a health context
- Advocate for patients and families within the interprofessional context
- Initiate clinical evaluations and interventions in clinical settings
- Support others in the management of treatment technologies
- Use evidence based practices to improve patient outcomes
- Role model professional attributes
- Apply reflection-in-action to ensure person centered care and the necessity of self-care.

Graduate Attributes

- Knowledge
- Cognitive, technical and creative skills
- Research
- Leadership

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem