



NURS20175 Advanced Practice for Registered Nurses 1

Term 1 - 2019

Profile information current as at 21/04/2024 02:18 am

All details in this unit profile for NURS20175 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.

Corrections

Unit Profile Correction added on 25-02-19

NURS20175 Assessment One

Assessment Type: Reflective Practice Assignment

This is a Pass/Fail assessment

Word Count: 2500 (+- 10%)

Assessment Due Date: Week 12 Wednesday 5/6/19

This assessment addresses the following learning outcomes:

2. Analyse psychosocial and ethical and legal issues in clinical decision making
5. Reflect critically on practice to identify strengths and areas for improvement.

Assessment

For this assessment you are asked to use the Gibb's Reflective Model (see information under Assessments) to reflect on a nursing situation or incident that you have experienced working in your specialty. Your reflection needs to highlight the ethical and legal implications of the situation/incident and your role in this incident.

Reflecting in this way will allow you to explore the situation/incident, your cognitive reasoning, decision making skills and demonstrate learning.

Gibb's steps to reflective practice are:

- Description – what happened (situation/experience)?
- Feelings – What are you thinking or feeling about this?
- Evaluation – What was good and what was bad about the experience?
- Analysis - What can you learn from this experience?
- Conclusion – What could you have done differently?
- Action – If you faced this situation again, how would you act differently (Gibb's, 1988)

Before you begin writing, follow these guidelines to help you prepare the reflection:

1. Review the situation/incident thoroughly
 - Take notes, highlight relevant facts, and review relevant literature.
2. Focus your analysis
 - Identify two to three key nursing issues
 - Why did they exist?
 - How did they impact the patient's care?
 - Who was responsible for the different aspects of care provision?
 - Did the care provided meet the standards of best practice?
 - What were the legal and ethical considerations related to care?
 - What was your role in the case?
3. Uncover possible solutions
 - Review unit readings, discussions, outside research, your experience.
4. Select the best solution
 - Consider strong supporting evidence, pros, and cons: was this care provided at a gold stand level?

When you begin writing follow the guidelines and required format:

- Your reflection should have a clear introduction, body and conclusion.
- The reflection can be written in the first person where appropriate.
- The reflection should be substantiated with reference to the contemporary literature.
- No less than 15 peer reviewed journals are to be cited to support the reflection in particular, the reflection on the identified decisions and actions taken.

Format

- The reflection should be written in essay form
- Font size is Calibri 11 or Times New Roman 12 and double spaced
- You should use the the [American Psychological Association \(APA\) abridged guide Term 2 2018](#) referencing style

- Your essay should be page numbered and include a title page
- Refer to the marking rubric prior to writing the reflection

NURS20175 Assessment 1 Marking Rubric

Assessment criteria Pass

Fail

**Reflection
Maximum 2500 words**

- Reflections demonstrate an understanding of concepts by examining openly own experiences in the past as they relate to the topic, to illustrate points.
- Shares selected aspects of experiences related to the topic with consideration.
- Makes clear connections between what is learned from outside experiences and the topic itself.
- Reflection identifies specialty specific areas of practice, that demonstrate advancing practice in accordance with the NMBA Standards of Practice (2018) and the NMBA guidelines for Continuing Professional Development (2016).

- Reflection does not demonstrate an understanding of concepts by examining openly own experiences in the past as they relate to the topic, to illustrate points.
- Does not share selected aspects of experiences related to the topic with consideration.
- Does not make clear connections between what is learned from outside experiences and the topic itself.
- Does not identify specialty specific areas of practice, that demonstrate advancing practice in accordance with the NMBA Standards of Practice (2018) and the NMBA guidelines for Continuing Professional Development (2016).

Writing provides a clear, coherent and independent exposition of knowledge and ideas

- Writing reflects the writer's own voice
- All ideas are
 - presented logically
 - demonstrate fresh, original thought and reflections

- Writing does not reflect the writer's own voice
- All ideas are not
 - presented logically
 - demonstrate fresh, original thought and reflections

Knowledge of content area and development of ideas are demonstrated

- Points are fully elaborated and support ideas
- Original thoughts and ideas are presented and supported with clear, accurate and detailed information and references

- Points are not elaborated and do not support ideas
- Original thoughts and ideas are not well presented nor are they supported with clear, accurate or detailed information and references

Critical thinking

- Successfully explains why/how main issues are problems or questions
- Formulates a clear and precise personal point of view, but also acknowledges objections and rival positions and provides convincing replies to these.
- Evaluates all important evidence offered.
- Provides new data or information for consideration.

- Cannot explain why/how main issues are problems or questions.
- Does not formulate a clear and precise personal point of view, and does not acknowledge objections and rival positions or provide convincing replies to these.
- Evaluation of all important evidence is not offered.
- Does not provide new data or information for consideration.

Engagement with the literature

- Concepts are drawn from wider literature and evaluated with reference to own experience and context of practice.

- Concepts are not drawn from wider literature nor are they evaluated with reference to own experience and context of practice.

General Information

Overview

This unit will extend your knowledge of normal homeostatic mechanisms and the pathophysiological basis of health disorders and injuries relevant to your chosen clinical specialisation using a person centred approach. Your clinical decision making and problem solving skills in managing episodes of care will be enhanced through examining biological, physiological processes and psychosocial concepts. You will also explore the legal and ethical issues relevant to clinical practice within your specialisation area.

Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

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. **Reflective Practice Assignment**

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](#).

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 emails

Feedback

Students view of the unit was good. There was no negative feedback.

Recommendation

The unit was reviewed and minor changes were made, in relation to the number of forum discussions, which on top of the assessments, proved to be onerous. 'Course' changed to 'unit' by Dr Leanne Jack 20/02/2023. Associate Professor Clare Harvey taught this unit however is no longer involved with the unit and course.

Unit Learning Outcomes

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

1. Analyse and apply contemporary national and international initiatives to patient management
2. Analyse psychosocial and ethical and legal issues in clinical decision making
3. Evaluate therapeutic and rehabilitative approaches that may be applied to individuals/groups within area of clinical specialisation
4. Evaluate physiological and psychosocial interventions, and therapies that maintain and/or restore homoeostasis
5. Reflect critically on practice to identify strengths and areas for improvement.

NA

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Reflective Practice Assignment - 0%		•			•
2 - Portfolio - 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 - Reflective Practice Assignment - 0%	○				○	○		
2 - Portfolio - 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)
- CQ U library search engines for research articles
- Online access to Austroads manuals and Australian Standards (through CQU Library)

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

Joyce Hendricks Unit Coordinator

j.hendricks@cqu.edu.au

Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the topic <ul style="list-style-type: none">• Advancing practice• Legal and ethical elements of practice• international perspectives• Delegation framework	Nil	Readings ZOOM tutorial Introduce yourselves

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
The logic in practice <ul style="list-style-type: none">• Comprehensive assessment• Understanding principles to manage complexity• Clinical reasoning models Guidelines• Protocols and pathways	Nil	Readings related to the topic ZOOM tutorial Discussion Forum

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Clinical practice - understanding the major changes over the lifespan, focusing on the adult years.	Nil	Prescribed readings ZOOM Tutorial

Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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- Integrated care
- Chronic and complex conditions
- Innovation in models of care

Nil

Readings related to the topic
ZOOM tutorial
Discussion Forum

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Correlations in infections, illness and nutrition and hydration	Nil	Readings related to the topic ZOOM tutorial

Vacation Week - 15 Apr 2019

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

Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Cardiac and respiratory conditions Revision of cardiac pathophysiology Management of common cardiac conditions	Nil	Portfolio Prescribed readings

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Revision of respiratory pathophysiology Management of common respiratory conditions	Nil	Portfolio Prescribed readings Discussion forum

Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Endocrine disorders	Nil	Portfolio Clinical practice self-assessment for reflection on practice (Assessment 1 preparation) Prescribed readings

Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Gastrointestinal disorders	Nil	Portfolio Prescribed readings Discussion Forum

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Neurological disorders Revision of pathophysiology	Nil	Portfolio Prescribed readings Discussion Forum

Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Renal conditions Revision of pathophysiology	Nil	Portfolio Prescribed readings Discussion Forum

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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The whole patient – bringing everything together

Nil

Portfolio

Assessment 1: Reflective Practice :

Due: Week 12 Wednesday 5/6/19; 11.55pm

Reflective Practice Assignment

Due: Week 12 Wednesday (5 June 2019) 11:55 pm AEST

Review/Exam Week - 10 Jun 2019

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

Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Nil	Nil	Assessment 2 submission Due: Wednesday 19th June 2019, 11.55pm Clinical Portfolio Due: Exam Week Wednesday (19 June 2019) 11:45 pm AEST

Assessment Tasks

1 Reflective Practice Assignment

Assessment Type

Reflective Practice Assignment

Task Description

Pass/Fail Assessment

This assessment addresses the following learning outcomes:

2. Analyse psychosocial and ethical and legal issues in clinical decision making
5. Reflect critically on practice to identify strengths and areas for improvement.

Task Description

A case study is an in-depth analysis of a real-life situation or incident, as a way to illustrate content and theory to a real life situation. Case studies allow you to acquire cognitive reasoning, critical thinking, and decision-making skills.

This assessment requires you to identify a clinical case, relevant to your specialty and use the Gibbs Reflective Model to reflect on it. In particular reflect on the legal and ethical issues associated with the clinical decisions made. Critically reflect on the strengths and weaknesses of these decisions and the associated practice.

Task Steps

Before you begin writing, follow these guidelines to help you prepare and understand the case study:

1. Read and examine the patient case thoroughly
 - o Take notes, highlight relevant facts, underline key problems.
2. Focus your analysis
 - o Identify two to five key problems
 - o Why do they exist?
 - o How do they impact the patient's care?
 - o Who was responsible for the different aspects of care provision?
 - o Did the care provided meet the standards of best practice?
 - o What were the legal and ethical considerations related to care?
 - o What was your role in the case?
3. Uncover possible solutions
 - o Review course readings, discussions, outside research, your experience.
4. Select the best solution
 - o Consider strong supporting evidence, pros, and cons: is this care provide a gold stand level?
5. References to the contemporary literature, no less than 15 peer reviewed journals, to support decisions and actions must be incorporated into the reflection.

Format

The assessment should be written in essay form
 Your essay should have a clear introduction, body and conclusion.
 It should be written in the third person **except** for when you are describing the scenario.
 Font size is Calibri 11 or Times New Roman 12 and double spaced
 You should use APA 2016 edition referencing style
 Your essay should be page numbered and include a title page
 The word count is 2500 (+/- 10%)
 Refer to the marking rubric prior to writing the reflection

Assessment Due Date

Week 12 Wednesday (5 June 2019) 11:55 pm AEST
 Submit via TURNITIN on Unit Moodle site

Return Date to Students

Weighting

Pass/Fail

Assessment Criteria

While this rubric is provided to guide your assessment. This unit is PASS/FAIL

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Structure 30% Efficacy and organisation 10%				
An articulate essay. There is a succinct and compelling introduction which introduces the topic and outlines the direction of the paper. The essay is cogent and is brought to a compelling conclusion.	A well written essay. There is a clear and appropriate introduction which introduces the topic and outlines the direction of the paper. The essay proceeds logically and is brought to a logical conclusion.	Appropriately written essay. There is an appropriate introduction which mostly introduces the topic and outlines the direction of the paper. The essay mostly proceeds logically and is brought to an appropriate conclusion.	Adequately articulated essay. An introduction is apparent and the topic is somewhat introduced. There is an attempt made to outline the direction of the paper. The essay is at times repetitive or lacks cohesion. A conclusion is evident.	The introduction is not apparent or does not attempt to introduce the topic and outline the direction of the paper. The essay is does not flow logically and is not brought to a close.
Presentation 10%				
Excellent presentation of assignment, using undefinedAPA formatting. The submitted written material very well-presented and free from errors.	A very good presentation of assignment, using undefinedAPA formatting. There are minor errors (e.g. 1 or 2 errors in spelling, grammar and paragraph structure).	A good presentation of assignment using undefinedAPA formatting. There are some errors (e.g. 3 or 4 consistent errors with spelling, grammar and paragraph structure).	An adequate presentation of assignment using undefinedAPA formatting. There are 3 or 4 inconsistent errors (spelling, grammar and paragraph structure).	Poorly presented assignment. There are many inaccuracies in spelling, grammar and paragraph structure. (> 5 errors).
Referencing 10%				
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. A minimum of 15 contemporary* references are used. These may be peer reviewed and grey literature.	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions. A minimum of 10 contemporary* references are used. These may be peer reviewed and grey literature.	Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions. Between 7-9 contemporary* references are used. These may be peer reviewed and grey literature.	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions. Between 5-6 contemporary* references are used. These may be peer reviewed and grey literature.	Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information and quotations. Less than 5 contemporary* references have been cited.
Accurate APA referencing . No errors.	Mostly accurate APA referencing . 1-2 consistent errors (may be made multiple times).	Somewhat accurate APA referencing . 3 consistent errors (may be made multiple times).	Occasionally accurate APA referencing . 4 consistent errors (made multiple times).	APA referencing not used, or more than 5 inaccuracies.
Approach and Argument 70% Relevancy and depth 35%				
Content is entirely relevant to the topic, the approach comprehensively addresses the topic. The essay is within the set word count.	Content is very relevant to the topic, the approach clearly addresses the topic. The essay is within the set word count.	Content is appropriate to the topic, the approach mostly addresses the topic and is within the set word count	Content addresses the topic and is within the set set word count 10% allowance (under or over the set word count).	Content is irrelevant and or does not address the topic and the presentation lacks cohesion. The time limit and word count have not been adhered to.
Knowledge of clinical scenario 25%				
Student demonstrates thorough investigation and analysis of clinical scenario in the work. The following topics are covered: · Relevant case study · Issues identified pertinent to case · Legal and ethical issues · Evidence based practice · Role as RN in speciality · Reflective practice used as per Gibbs cycle	Student demonstrates an investigation and analysis of the ethical, legal and practical responsibilities of nursing. The following topics are covered: · Relevant case study · Issues identified pertinent to case · Legal and ethical issues · Evidence based practice · Role as RN in speciality Reflective practice used as per Gibbs cycle	Student demonstrates adequate investigation and some analysis of the legal and practical responsibilities of nursing. The following topics are adequately covered. · Relevant case study · Issues identified pertinent to case · Legal and ethical issues · Evidence based practice · Role as RN in speciality Reflective practice used as per Gibbs cycle	Student demonstrates limited investigation and analysis of the legal and practical responsibilities of nursing. The following topics are covered. · Relevant case study · Issues identified pertinent to case · Legal and ethical issues · Evidence based practice · Role as RN in speciality Reflective practice used as per Gibbs cycle .	There is little/no attempt to investigate and analyse the legal and practical responsibilities of nursing.
Application 10%				
Expert synthesis and application of complex information to reflect on case study	Mostly expert synthesis and application of complex information to reflect on case study	Some synthesis and application of complex information to reflect on case study	An attempt to synthesise and apply complex information is apparent. are adequate. are adequate. Reflection on case study adequate	No apparent synthesis or application of complex information. Reflectio on case study not apparent or are not adequate.

Referencing Style

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

Submission

Online

Submission Instructions

Please submit your assignment through the section provided in MOODLE

Learning Outcomes Assessed

- Analyse psychosocial and ethical and legal issues in clinical decision making
- Reflect critically on practice to identify strengths and areas for improvement.

Graduate Attributes

- Knowledge
- Self-management
- Ethical and Professional Responsibility

2 Clinical Portfolio

Assessment Type

Portfolio

Task Description

This is a pass/fail assignment.

For this unit of study, you are going to develop your **clinical portfolio**, in which you will seek out and develop those practices that are specific to your own specialty area. This will form part of your overall professional portfolio that you will need to get into the habit of keeping up to date as you progress with your nursing career.

1. Using the WORKPLACE ASSESSMENT GUIDE, review your clinical practice at the beginning of the term and plan your learning.
2. Identify the areas you need to focus on in your skills development from this guide.
3. Commencing early in the term, to begin working on your CLINICAL PORTFOLIO (template provided in Moodle).
4. Towards the end of the term, go back to the CLINICAL ASSESSMENT GUIDE and repeat the self-assessment to see how you have progressed during the term.
5. Use this self-assessment to reflect on your practice and to complete your CLINICAL PORTFOLIO.
6. With your clinical educator or a mentor in your workplace, complete the WORKPLACE APPRAISAL RUBRIC.

Guide to this activity:

- There are PORTFOLIO GUIDELINES provided on Moodle, as well as a CLINICAL PORTFOLIO TEMPLATE for you to use for your assessment.
- You will also need to identify your area of specialty practice (in week 1), and then you will choose the CLINICAL ASSESSMENT GUIDE that is provided for each specialty domain on Moodle. You need go through the list provided at the beginning of the term (in week 2), in order to identify what clinical and skills development, you need to undertake during the term. This forms your learning plan for the term, and also forms part of your reflective practice. You then need to repeat this process towards the end of the term (in week 9) to see how you have progressed in your development. You will need to upload both of these reflective assessments onto MOODLE in the tab provided under ASSESSMENTS.
- Each CLINICAL ASSESSMENT GUIDE follows the Bondy Assessment Tool that identifies the standard of procedure, the quality of performance and level of assistance required. There are 5 levels of competency for this, graded as 1 = Dependent; 2 = Marginal; 3 = Assisted; 4 = Supervised; 5 = Independent. Even if you are dependent or marginal in a skill, it does not mean you have failed, it just means you need more work on refining the skill.
- Please do be realistic in your reflections and your planning. You cannot complete all the skills in one term, but you can monitor and plan your learning constructively. Part of your reflection is to identify what clinical processes and skills you will focus on during the term.

As evidence of your completion, you will need to submit:

- The WORKPLACE APPRAISAL RUBRIC
- Both WORKPLACE SELF-ASSESSMENTS (from weeks 2 and 9)

Assessment Due Date

Exam Week Wednesday (19 June 2019) 11:45 pm AEST

Submit via TURNITIN on the course Unit Site

Return Date to Students

Weighting

Pass/Fail

Assessment Criteria

Criteria	Infrequently assisted & good performance (Pass)	Dependent & unsatisfactory performance (Fail)
Patient Assessment & Management of Care		
Uses interview skills effectively		
Takes a comprehensive history		

Criteria	Infrequently assisted & good performance (Pass)	Dependent & unsatisfactory performance (Fail)
Assesses the patient comprehensively		
Uses clinical judgement and decision making in managing care		
Manages emergency care effectively		
Manages interim care ensuring that it is patient centre and clinically appropriate		
Continuing care covers all aspects of the patient's needs		
Understands diagnostic investigations and can identify change relevant to patient care needs		
Collaborates effectively with the interdisciplinary team, including managing referrals across services and teams		
Records and reporting care are clear and succinct		
Knowledge of medications is effectively applied to practice		
All procedures and skills relevant to the service requirements have been addressed		
Professional Communication		
Demonstrates effective interaction I regard to patient/family/ community relationships		
Communicated effectively with the extended team		
Demonstrates effective completion of patient education & discharge planning		
Knowledge		
Uses best practice information		
Contributes to overall care of the patient		
Service integration and utilisation is demonstrated		
Health education/ promotion is provided to patients		
Referencing Style		
<ul style="list-style-type: none"> • American Psychological Association 6th Edition (APA 6th edition) 		
Submission		
Online		
Submission Instructions		
Please upload tyour assignment in the section provided.		
Learning Outcomes Assessed		
<ul style="list-style-type: none"> • Analyse and apply contemporary national and international initiatives to patient management • Evaluate therapeutic and rehabilitative approaches that may be applied to individuals/groups within area of clinical specialisation 		

- Evaluate physiological and psychosocial interventions, and therapies that maintain and/or restore homeostasis

Graduate Attributes

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

Academic Integrity Statement

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

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

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

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

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

What is a breach of academic integrity?

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

Why is academic integrity important?

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

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

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



Seek Help

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



Produce Original Work

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