



NURS20175 Advanced Practice for Registered Nurses 1

Term 1 - 2020

Profile information current as at 27/04/2024 06:42 pm

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.

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 - 2020

- 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 Discussion at industry sites and Zoom sessions

Feedback

It was good that the number of discussion forums was cut back. The Zoom sessions were seen as beneficial and students voiced their opinion that they would like to see more of the Unit Coordinator in Zoom sessions.

Recommendation

In 2019 the discussion forums were cut back as requested by students as they had felt pressured to attend when they had a number of other competing demands. To address this the recorded Zoom sessions were increased to fortnightly to facilitate engagement with students and minimise their stress. Maintain regular (fortnightly) contact with discussion postings.

Feedback from Discussion at partnered industry sites.

Feedback

Students suggested that the portfolio was 'hard work' although they recognised the need for an eportfolio.

Recommendation

Recommended that students document their experiences as they happen, while they are still fresh in their memory to prevent the stress arising from completing the entire portfolio at the end of term.

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 homeostasis
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

NURS20175

Prescribed

Health Assessment and Physical Examination

Edition: 2nd (2016)

Authors: Estes, M. E. Z., Calleja, P., Theobald, K., & Harvey, T.

Cengage Learning

South Melbourne , Victoria , Australia

ISBN: 9780170354844

Binding: eBook

NURS20175

Prescribed

Pharmacology for Health Professionals

Edition: 5th (2018)

Authors: Bryant, B., & Knights, K., Rowland. A., & Darroch, S

Mosby Elsevier

Sydney, , New South , Australia

ISBN: 9780729542753

Binding: Paperback

Additional Textbook Information

Students will use both texts in Units NURS20175 and NURS20176.

Copies are available for purchase at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

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
- CQUniversity library literature search tools
- 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

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Helene Metcalfe Unit Coordinator

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Leanne Jack Unit Coordinator

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Schedule

Week 1 - 09 Mar 2020

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: Welcome, introduction to unit and Moodle site Introduce yourselves Upload Curriculum Vitae to Portfolio

Week 2 - 16 Mar 2020

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 Complete Self Assessment due Friday 20th March 2020, 5pm

Week 3 - 23 Mar 2020

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 Submit short academic writing activity on Moodle Friday 27th March 2020 5pm

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Integrated care • Chronic and complex conditions • Innovation in models of care 	Nil	Readings related to the topic ZOOM tutorial Discussion Forum

Week 5 - 06 Apr 2020

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 - 13 Apr 2020

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

Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Cardiac and respiratory conditions Revision of cardiac pathophysiology Management of common cardiac conditions	Nil	Portfolio Prescribed readings Assessment 1: Reflective Practice Due: Wednesday 22nd April 2020; 5pm Reflective Practice Assignment Due: Week 6 Wednesday (22 Apr 2020) 5:00 pm AEST

Week 7 - 27 Apr 2020

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

Week 8 - 04 May 2020

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 - 11 May 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Gastrointestinal disorders	Nil	Portfolio Prescribed readings Discussion Forum Self Assessment Due: Friday 15th May 2020, 5pm
Week 10 - 18 May 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Neurological disorders Revision of pathophysiology	Nil	Portfolio Prescribed readings Discussion Forum
Week 11 - 25 May 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Renal conditions Revision of pathophysiology	Nil	Portfolio Prescribed readings Discussion Forum Assessment 2 Portfolio Submit Artefact 4 on Moodle Friday 29th May 2020, 5pm Ensure that artefacts 1, 2, 3 are all uploaded into Portfolio Friday 29th May 2020, 5pm Clinical Portfolio Due: Week 11 Friday (29 May 2020) 5:00 pm AEST
Week 12 - 01 Jun 2020		
Module/Topic	Chapter	Events and Submissions/Topic
The whole patient - bringing everything together	Nil	
Review/Exam Week - 08 Jun 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Nil	Nil	
Exam Week - 15 Jun 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Nil	Nil	Upload artefact 4 to Portfolio as soon as corrections are made.

Term Specific Information

Unit Coordinator Term 1 2020: Dr Helene Metcalfe

Assessment Tasks

1 Reflective Practice Assignment

Assessment Type

Reflective Practice Assignment

Task Description

Weighting: Pass/Fail Word Count: 2500 (+- 10%)

Due Date: Wednesday 22nd April 2020, 5pm

Return Date to Students: Wednesday 6th May 2020

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
 - Explain the situation
 - Illustrate how this impacted on the patient's care
 - Justify who was responsible for the different aspects of care provision
 - Relate how the care did/did not meet the standards of best practice
 - Appraise the legal and ethical considerations related to care
 - Summarise 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?

Format

- The reflection should be written in essay form
 - You should use the APA Formatting Checklist (Academic Learning Centre, 2019)
 - Your Case Study should be page numbered and include a title page
 - Font size is Calibri 11 or Times New Roman 12 and double spaced
 - 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 with no less than 15 peer reviewed journals cited to support the reflection in particular, the reflection on the ethical and legal implications as well as the identified decisions and actions taken.
 - You should use the American Psychological Association (APA) abridged guide Term 1 2020 referencing style
- Refer to the marking rubric prior to writing the reflection

Assessment Due Date

Week 6 Wednesday (22 Apr 2020) 5:00 pm AEST

Submit via TURNITIN on Unit Moodle site

Return Date to Students

Week 8 Wednesday (6 May 2020)

Online

Weighting

Pass/Fail

Assessment Criteria

Students may have a second attempt if unsuccessful in the first attempt.

Name of Student:

Date of completion:

Grade:

Pass: Fail:

Marker's Name and Comments:

Assessment criteria	Pass	Fail
Reflection Maximum 2500 words	<ul style="list-style-type: none"> • Situation/incident from writer's clinical experience in specialty is clearly described. • 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. • Ethical and legal implications of the situation/incident are highlighted. • 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). 	<ul style="list-style-type: none"> • Situation/incident from writer's clinical experience in specialty is not clearly described. • 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. • Ethical and legal implications of the situation/incident are not highlighted. • 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	<p>Writing reflects the writer's own voice All ideas are</p> <ul style="list-style-type: none"> • presented logically • demonstrate fresh, original thought and reflections 	<p>Writing does not reflect the writer's own voice All ideas are not</p> <ul style="list-style-type: none"> • presented logically • demonstrate fresh, original thought and reflections
Knowledge of content area and development of ideas are demonstrated	<ul style="list-style-type: none"> • Points are fully elaborated and support ideas. • Original thoughts and ideas are clearly presented. • Presented original thoughts and ideas are supported with clear, accurate and detailed information and references (min 15 peer review sources) 	<ul style="list-style-type: none"> • Points are not elaborated and do not support ideas. • Original thoughts and ideas are not well presented. • Presented original thoughts and ideas are not supported with clear, accurate and detailed information and references.
Critical thinking	<ul style="list-style-type: none"> • Successfully explains why/how the 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. 	<ul style="list-style-type: none"> • Cannot explain why/how the 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. • Does not evaluate all-important evidence. • Does not provide new data or information for consideration.
Engagement with the literature	<ul style="list-style-type: none"> • Concepts are drawn from wider literature and evaluated with reference to own experience and context of practice. • A minimum of 15 quality sources (peer reviewed) used to substantiate the discussion. • Less than 3 consistent intext referencing errors. • Less than 3 consistent reference list errors. 	<ul style="list-style-type: none"> • Concepts are not drawn from wider literature nor are they evaluated with reference to own experience and context of practice. • Less than 15 quality sources (peer reviewed) used to substantiate the discussion. • More than 3 consistent intext referencing errors. • More than 3 consistent reference list errors.

Adapted from CarnegieMellon Learning and Teaching Principles, available

at: <http://www.cmu.edu/teaching/designteach/teach/rubrics.html>

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

Due Date: Week 11 Friday 29th May 2020, 5pm

Return Date to Students: Friday 12th June 2020

Assessment

For this assessment you will submit four artefacts to add to your Professional Portfolio (Portfolium). These artefacts demonstrate to the reader your knowledge, experience, skills, abilities and professional development in speciality. The four artefacts required are below:

1. **Artefact one - Curriculum Vitae (CV)** - the CV provides a summary of your career covering your qualifications and experience and provides insight into your current professional associations and capabilities.
2. **Artefact two - Workplace Self- Assessment Guide** completed at Week 2 and again at Week 9 - these two self-assessment guides demonstrate reflection on your professional capacity - where you need to improve; what you have done to further develop your knowledge and skills; how you have developed professionally; and what you plan to do next.
3. **Artefact three - Academic writing activity** Week 3 - the short academic writing activity demonstrates your knowledge of current practice/s in your speciality and your academic writing skills.
4. **Artefact four - NMBA Standards document** - the standards document demonstrates your professionalism as a registered nurse.

Follow the steps below to finalise your artefacts and add them to your Portfolium

Step 1: Access the **NMBA registered nurse standards of practice** by the end of Week 1. These standards are available on Moodle or on the AHPRA web site.

Step 2: Access **Portfolium on Moodle** by the **end of Week 1** - Portfolium is your Professional Portfolio.

Step 3: Artefact 1 - Add your updated **Curriculum Vitae** to your Portfolium by the **end of Week 1- Friday 13th March 2020**.

Step 4: Artefact 2 - Select the relevant specialty **Workplace Self-Assessment Guide**, available on Moodle, and complete the first self-assessment and submit on Moodle no later than the **end of Week 2 - Friday 20th March 2020**. The Workplace Self-Assessment Guide will help you identify what knowledge and clinical skill development you need to undertake to further develop your clinical practice.

Step 5: Artefact 3 - Complete the **short-academic writing activity** that discusses the changing role of the registered nurse in your speciality and submit on Moodle no later than by the end of **Week 3 - Friday 27th March 2020**.

Step 6: Artefact 2 - With your Nurse Educator or mentor, review the completed **Week 2 Workplace Self-Assessment Guide** along with your current practice and progress since Week 2. After discussion with your Nurse Educator or mentor, complete a new Workplace Self-Assessment Guide and submit on Moodle no later than the **end of Week 9 - Friday 15th May 2020**.

Step 7: Artefact 4 - Using the given **NMBA Standards proforma**, document how you have met the NMBA, standards of practice with examples and supporting evidence/discussion. Please see exemplar standard below. Use artefacts one to three along with the literature, to inform the documentation of your practice standards. The discussion should be substantiated with reference to the contemporary literature (last 10 years), with no less than 15 peer reviewed journals cited. The NMBA Standards document should be submitted via Moodle no later than the end of **Week 11 - Friday 29th May 2020**.

Step 8: Ensure that Artefacts 1, 2, and 3 are all added to Portfolium no later than the end of Week 11 - Friday 29th May 2020.

Step 9: Once Artefact 4 - the completed NMBA Standards document - has been marked and corrections have been

made, it should then be added to your Portfolium before commencement of NURS20176 – Advance Practice Nursing 2.

Format

- * Your assignment is to be written using the NMBA Standards Proforma provided
- * You should use the APA Formatting Checklist (Academic Learning Centre, 2019)
- * Your reflection should include a title page and be page numbered
- * Font size is Calibri 11 or Times New Roman 12 and double spaced
- * You should use the the American Psychological Association (APA) CQUniversity abridged guide 2019, Term 3 referencing style.
- * Refer to the marking rubric prior to writing your portfolio.

Standard Exemplar of one NMBA (2016) Registered Nurse standard – (218 words)

Standards of Practice (NMBA, 2016)	How does your practice demonstrate the standard?	What do you need to demonstrate change or advancement in your practice to ensure that the standard is consistently met?	How could you further develop evidence of competency or strengths in areas of particular interest or aptitude in relation to this standard?
<p>Standard 3: maintains the capability for practice.</p> <p>RNs actively engage with the profession and lifelong learning for the benefit of self and others. RNs educate others. They are accountable for their practice and the practice of those they have delegated. RNs demonstrate capability of practice and respond constructively to feedback on practice.</p>	<p>As a nurse currently working in neonatal care, I strive to maintain clinical competency and my capability for practice. Soroush, Zargham-Boroujeni, and Namnabat (2016). Identify the importance of nurse's clinical competency as essential in the care of preterm infants.</p> <p>I ensure I attend relevant study days and lead and participate in the monthly journal club held in the neonatal unit.</p> <p>I ensure I maintain competency in all relevant nursing interventions for example, intravenous administration of medications.</p>	<p>I am required by the NMBA to complete a minimum of 20 hours of CPD per registration period, as well as educating students and colleagues.</p> <p>There are a number of technological advancements in neonatal care and it is essential for all nurses to ensure they deliver safe, quality (Häggman-Laitila, Mattila and Melender 2016). This is an area of interest to me and one where I need to ensure I am aware of current research, and evidence-based practice in order to meet the standard.</p>	<p>Soroush, Zargham-Boroujeni, and Namnabat (2016) identify the need for neonatal nurses to be competent in the application of technical and communicational skills, knowledge and clinical reasoning. It is the area of recent technological advances in CO2 monitoring that I would like to present at the next journal club. These meetings are identified by Häggman-Laitila, Mattila and Melender (2016) as applicable to a variety of nursing contexts and provide the dissemination of evidence-based practice.</p>

References

- Häggman-Laitila, A., Mattila, L. R., & Melender, H. L. (2016). A systematic review of journal clubs for nurses. *Worldviews on Evidence-Based Nursing*, 13(2), 163-171.
- Soroush, F., Zargham-Boroujeni, A., & Namnabati, M. (2016). The relationship between nurses' clinical competence and burnout in neonatal intensive care units. *Iranian Journal of Nursing and Midwifery Research*, 21(4), 424.

Assessment Due Date

Week 11 Friday (29 May 2020) 5:00 pm AEST
Submit via TURNITIN on the course Unit Site

Return Date to Students

Review/Exam Week Friday (12 June 2020)
Online

Weighting

Pass/Fail

Assessment Criteria

To achieve a pass in this assessment students must be successful in 4 of the 8 major criteria.

To be successful in each of the major criteria students must be successful in half of minor criteria e.g. 2/4; 3/6.

PASS

Artefact 1: Professional Portfolio (Portfolium) contains a current Curriculum Vitae

Artefact 2 - Workplace Assessment Guide - Week 2

- Professional Portfolio contains a completed Workplace Assessment Guide

Artefact 3: Self- assessment activity - Week 3

- Professional Portfolio contains a completed academic writing and referencing
- The academic writing and referencing activity document has been reviewed and the feedback incorporated in the final document

Artefact 2: Workplace Assessment Guide - Week 9

- Professional Portfolio contains completed Workplace Assessment Guide
- Evidence of consultation with Nurse Educator or mentor

Artefact 4: Specialty Standards artefact - Week 11

- The professional portfolio contains the completed Specialty Standards artefact
- The Specialty Standards artefact has an introduction identifying the nursing specialty and the standards to be addressed

Standard 1: Thinks critically and analyses nursing practice

- Good outline of current practice relevant to standard.
- Clear indication of evidence required to demonstrate competency / strengths development.
- Overall the standards artefact demonstrates critical analysis of the professional self.

Standard 2: Engages in therapeutic and professional relationships

- Good outline of current practice relevant to standard.
- Clear indication of evidence required to demonstrate competency / strengths development.
- Overall the standards artefact demonstrates critical analysis of the professional self.

Standard 3: maintains the capability for practice

- Good outline of current practice relevant to standard.
- Clear indication of evidence required to demonstrate competency / strengths development.
- Overall the standards artefact demonstrates critical analysis of the professional self

FAIL

Artefact 1: Professional Portfolio (Portfolium) does not contain a current Curriculum Vitae.

Artefact 2: Workplace Assessment Guide Week 2

- Professional Portfolio does not contains a completed Workplace Assessment Guide

Artefact 3: Self- assessment activity - Week 3

- Professional Portfolio does not contains evidence of self -assessment activity academic writing and referencing
- The academic writing and referencing activity document has not been reviewed and the feedback has not been incorporated in the final document

Artefact 2: Workplace Assessment Guide - Week 9

- Professional Portfolio contains completed Workplace Assessment Guide
- Evidence of consultation with Nurse Educator or mentor

Artefact 4: Specialty Standards artefact - Week 11

- The professional portfolio does not contain the Specialty Standards artefact
- The Specialty Standards artefact does not have an introduction identifying the nursing specialty and the standards to be addressed

Standard 1: Thinks critically and analyses nursing practice

- Very limited or no outline of current practice relevant to standard.
- Very limited indication of evidence required to demonstrate competency / strengths development.
- Overall the standard's artefact does not demonstrate professional self, critical analysis

Standard 2: Engages in therapeutic and professional relationships

- Very limited or no outline of current practice relevant to standard.
- Very limited indication of evidence required to demonstrate competency / strengths development.
- Overall the standard's artefact does not demonstrate professional self, critical analysis..

Standard 3: maintains the capability for practice

- Very limited or no outline of current practice relevant to standard.
- Very limited indication of evidence required to demonstrate competency / strengths development.
- Overall the standards artefact portfolio does not demonstrate critical analysis of the professional self

Standard 4: Comprehensively conducts assessments

- Good outline of current practice relevant to standard.
- Clear indication of evidence required to demonstrate competency / strengths development.
- Overall the standards artefact demonstrates critical analysis of the professional self.

Standard 5: Develops a plan for nursing practice

- Good outline of current practice relevant to standard.
- Clear indication of evidence required to demonstrate competency / strengths development.
- Overall the standards artefact demonstrates critical analysis of the professional self

Standard 6: Provides safe, appropriate and responsive quality nursing practice

- Good outline of current practice relevant to standard.
- Clear indication of evidence required to demonstrate competency / strengths development.
- Overall the standards artefact demonstrates critical analysis of the professional self.

Standard 7: Evaluates outcomes to inform nursing practice

- Concise outline of current practice relevant to standard.
- Clear indication of evidence required to demonstrate competency / strengths development.
- Overall the standards artefact demonstrates critical analysis of the professional self

Presentation & Structure

- Writing within the portfolio is coherent and logically structured.
- There is no more than 3 different grammatical and 3 different punctuation errors.
- The Portfolio is consistently substantiated with reference to the current literature.
- APA6 referencing is used throughout with 5 or less different citation errors.

Standard 4: Comprehensively conducts assessments

- Very limited or no outline of current practice relevant to standard.
- Very limited indication of evidence required to demonstrate competency / strengths development.
- Overall the standards artefact does not demonstrate professional self, critical analysis.

Standard 5: Develops a plan for nursing practice

- Very limited or no outline of current practice relevant to standard.
- Very limited indication of evidence required to demonstrate competency / strengths development.
- Overall the standards artefact does not demonstrate professional self, critical analysis

Standard 6: Provides safe, appropriate and responsive quality nursing practice

- Very limited or no outline of current practice relevant to standard.
- Very limited indication of evidence required to demonstrate competency / strengths development.
- Overall the standards artefact portfolio does not demonstrate professional self, critical analysis

Standard 7: Evaluates outcomes to inform nursing practice

- Very limited or no outline of current practice relevant to standard.
- Very limited indication of evidence required to demonstrate competency / strengths development.
- Overall the standards artefact does not demonstrate professional self, critical analysis

Presentation & Structure

- Writing within the portfolio is not coherent nor logically structured
- There is more than 3 different grammatical and 3 different punctuation errors.
- The Portfolio is not consistently substantiated with reference to the current literature.
- APA6 referencing is not used throughout and there are more than 5 different citation errors

Referencing Style

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

Submission

Online

Submission Instructions

Please upload your assignment in the section provided.

Learning Outcomes Assessed

- 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