



NURS20175 Advanced Practice for Registered Nurses 1

Term 1 - 2021

Profile information current as at 14/12/2025 04:13 pm

All details in this unit profile for NURS20175 have been officially approved by CQUUniversity 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 - 2021

- 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](#).

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

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - 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

If you prefer studying with paper copies, they can be purchased at the CQUni Bookshop here:

<http://bookshop.cqu.edu.au> (search on the Unit code)

The print version of Health Assessment and Physical Examination (2nd edition) is Out of Print. There is only a 3rd edition available.

[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)
- Endnote bibliographic software. This is recommended for formatting references.

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Helene Metcalfe Unit Coordinator

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Julie Shaw Unit Coordinator

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Leanne Jack Unit Coordinator

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Schedule

Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Introduction	Feo, R., Kitson, A., & Conroy, T. (2018). How fundamental aspects of nursing care are defined in the literature: A scoping review. <i>Journal of Clinical Nursing</i> , 27(11-12), 2189-2229.	ZOOM: Zoom Tuesday 1900 hrs Welcome, introduction to unit and Moodle site: Introduce yourselves. Self-directed activity 1: Referencing APA 7 style Update and submit your Curriculum Vitae to your e-Portfolio. Due 5pm (AEST) Friday 12th March 2021 (Week 1).

Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
1, Part 2: Legal, Professional and Ethical guidelines for advanced practice	Nursing and Midwifery Board of Australia. (2018). <i>Code of conduct for nurses</i> . https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/FAQ/Fact-sheet-Code-of-conduct-for-nurses-and-Code-of-conduct-for-midwives.aspx Nursing and Midwifery Board of Australia (2018). <i>Registered nurse standards for practice</i> . https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Professional-standards/registered-nurse-standards-for-practice.aspx	Complete Self Assessment and submit to your e-Portfolio. Due 5pm (AEST) Friday 19th March 2021 (Week 2).

Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
2, Part 1: Epidemiology	Australian Institute of Health and Welfare (2020). <i>Australia's health 2020</i> . https://www.aihw.gov.au/getmedia/be95235d-fd4d-4824-9ade-34b7491dd66f/aihw-aus-231.pdf.aspx?inline=true	ZOOM Tutorial: Tuesday 1900hrs Submit short academic writing activity on Moodle. Due 5pm (AEST) on Friday 26th March 2021 (Week 3).

Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
2, Part 2: Health Care trends in Australia	Australian Institute of Health and Welfare (2020). <i>Australia's health 2020</i> . https://www.aihw.gov.au/getmedia/be95235d-fd4d-4824-9ade-34b7491dd66f/aihw-aus-231.pdf.aspx?inline=true	Readings related to the topic ZOOM tutorial Discussion Forum

Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
3, Part 1: Comprehensive patient assessment	Chapter 3 in Estes, M. E. Z., Calleja, P., Theobald, K., & Harvey, T. (2020). <i>Health assessment & physical examination</i> (3rd ed.). Cengage Learning Australia.	ZOOM tutorial: Tuesday 1900hrs

Vacation Week - 12 Apr 2021

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

Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
3, Part 2: Advanced clinical decision making related to maintaining patient safety	Douglas, C., Booker, C., Fox, R., Windsor, C., Osborne, S., & Gardner, G. (2016). Nursing physical assessment for patient safety in general wards: Reaching consensus on core skills. <i>Journal of Clinical Nursing</i> , 25(13-14), 1890-1900. https://doi.org/10.1111/jocn.13201	Assessment 1: Reflective Practice Due: 5pm (AEST) Friday 23rd April 2021 Reflective Practice Assignment Due: Week 6 Friday (23 Apr 2021) 5:00 pm AEST

Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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4, Part 1: Respiratory assessment, diagnostic and screening tests	Chapter 13 in: Estes, M. E. Z., Calleja, P., Theobald, K., & Harvey, T. (2020). <i>Health assessment & physical examination</i> (3rd ed.). Cengage Learning Australia Sarkar, M., Madabhavi, I., Niranjana, N., & Dogra, M. (2015). Auscultation of the respiratory system. <i>Annals of Thoracic Medicine</i> , 10(3), 158-168. https://doi.org/10.4103/1817-1737.160831	Zoom: Tuesday 19.00
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Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
4, Part 2: Advanced clinical reasoning related to respiratory status	Rolfe, S., & Paul, F. (2018). Oxygen therapy in adult patients. Part 1: Understanding the relevant physiology and pathophysiology. <i>British Journal of Nursing</i> , 27(14), 798-804. https://doi.org/10.12968/bjon.2018.27.14.798 Rolfe, S., & Paul, F. (2018). Oxygen therapy in adult patients. Part 2: Promoting safe and effective practice in patients' care and management. <i>British Journal of Nursing</i> , 27(17), 988-995. https://doi.org/10.12968/bjon.2018.27.17.988	Safe use of emergency oxygen therapy in acutely ill patients (Nursing Times)

Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
5, Part 1: Assessing for nutritional deficiencies and fluid status	Chapter 15 in Estes, M. E. Z., Calleja, P., Theobald, K., & Harvey, T. (2020). <i>Health assessment & physical examination</i> (3rd ed.). Cengage Learning Australia	Zoom meeting Tuesday 19.00 Self Assessment Due: 5pm (AEST) Friday 14th May 2021

Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
5, Part 2: Advanced clinical reasoning related to nutrition and fluid intake	Bryant, B., & Knights, K. (2015). <i>Pharmacology for health professionals</i> (4th ed.). Chapter 29	

Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
The whole patient – bringing everything together	Nil	Assessment 2 Portfolio Submit Artefact 4 on Moodle: Due 5pm Friday 28th May 2021 (Week 11). Ensure that artefacts 1, 2, 3 are all uploaded into Portfolium by 5pm (AEST) Friday 28th May 2021.

Week 12 - 31 May 2021

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

Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
Nil	Nil	

Exam Week - 14 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
Nil	Nil	Upload artefact 4 to your e-Portfolio as soon as corrections are made.

Term Specific Information

You will be using an ePortfolio in this unit, please access Portfolium on the unit Moodle site and speak to your if you experience any difficulties.

Assessment Tasks

1 Reflective Practice Assignment

Assessment Type

Reflective Practice Assignment

Task Description

Type: Written assessment

Due date: 5 pm (AEST) 23rd April, 2021 (Week 6)

Weighting: Pass/Fail

Length: 2500 words +/- 10%

Unit Coordinator: Dr Helene Metcalfe

Learning Outcomes Assessed

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

Aim

The aim of this assessment is to provide you with an opportunity to explore a situation or an incident you experienced during your clinical practice, to assess your cognitive reasoning, decision-making skills, and demonstrate learning.

Instructions

For this assessment you are asked to use the Gibbs' Reflective Model (1988) 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.

Gibbs' 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 (Gibbs, 1988)

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

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

Literature and references

In this assessment use at least 15 contemporary references (<5 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing.

Requirements

- Use a conventional and legible size 12 font, such as Calibri or Times New Roman, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a footer
- Include a title page, table of contents, with appropriate headings used throughout the essay including introduction and conclusion
- Write predominantly in the third-person perspective and use first person where appropriate.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- References must be used to support the reflection on the ethical and legal implications as well as the identified decisions and actions taken.
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

Resources

- [Decision-making framework](#) (DMF) (NMBA, 2020)
- Nursing and Midwifery Board of Australia (NMBA) [registered nurse standards for practice](#) (2016).
- National Safety and Quality Health Service (NSQHS) [Standards](#) (2017)
- [Patient Safety Competency Framework for Nursing Students](#) (PSCF) (Levett-Jones et al., 2017)
- You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific [Nursing Resource Guide](#)
- You may like to manage your citations and reference list. Information on how to use academic referencing software (EndNote) is available at the [CQUniversity Library website](#) should you wish to learn how to use it.
- For information on academic writing and referencing please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Marking Criteria

Refer to the marking rubric below for more detail on how marks will be assigned.

Assessment Due Date

Week 6 Friday (23 Apr 2021) 5:00 pm AEST

Submit via TURNITIN on Unit Moodle site

Return Date to Students

Week 8 Friday (7 May 2021)

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	Writing reflects the writer's own voice All ideas are <ul style="list-style-type: none">• presented logically• demonstrate fresh, original thought and reflections	Writing does not reflect the writer's own voice All ideas are not <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/design/teach/rubrics.html>

Referencing Style

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

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

Type: Written assessment

Due date: 5 pm (AEST) 28th May 2021 (Week 11)

Weighting: Pass/Fail

Length: 2500 words +/- 10%

Unit Coordinator: Dr Helene Metcalfe

Learning Outcomes Assessed

- 1. Analyse and apply contemporary national and international initiatives to patient management
- 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

Aim

The aim of this assessment is to add artefacts to your professional portfolio to demonstrate your knowledge, experience, skills, abilities and professional development in your specialty.

Artefact one - Curriculum Vitae (CV) – the CV provides a summary of your career covering your qualifications and experience. The CV provides insight into your current professional associations and capabilities.

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.

Artefact three – Academic writing activity Week 3 – the short academic writing activity demonstrates your knowledge of current practice/s in your specialty and your academic writing skills.

Artefact four – NMBA Standards document – the standards document once completed, demonstrates your professionalism as a registered nurse.

Instructions

You will complete the following artefacts and add them to your portfolio.

Step 1: Access the NMBA Registered Nurse Standards of Practice and e-Portfolio (on the AHPRA site or on Moodle) by the end of Week 1.

Step 2: Update and submit your Curriculum Vitae to your e-Portfolio by **Friday 12th March 2021 (Week1)**

Step 3: Complete Artefact 2 Workplace Self- Assessment and submit by **Friday 19th March 2021 (Week 2).**

Step 4: Review Artefact 2 the completed Workplace Self-Assessment along with your current practice and progress since Week 2 with your Nurse Educator or mentor. Then, complete Artefact 3 a new Workplace Self-Assessment and submit by **Friday 14th May 2021 (Week 9).**

Step 5: Using Artefact 4 NMBA Standards document, discuss how you have met the standards of practice including examples and supporting evidence such as artefacts one to three along with current literature. Submit by **Friday 28th May 2021 (Week 11).**

Step 6: Once marking has been completed and any corrections made, add the document to your Portfolio before commencement of NURS20176 Advanced Practice for Registered Nurses 2.

Literature and references

In this assessment use at least 15 contemporary references (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing.

Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a footer

- Write predominantly in the third-person perspective and use first person where appropriate.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

Resources

- Nursing and Midwifery Board of Australia (NMBA) [registered nurse standards for practice](#) (2016).
- You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific [Nursing Resource Guide](#)
- You may like to manage your citations and reference list. Information on how to use academic referencing software (EndNote) is available at the [CQUniversity Library website](#) should you wish to learn how to use it.
- For information on academic writing and referencing please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Marking Criteria

Refer to the marking rubric below for more detail on how marks will be assigned.

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?
Standard 3: maintains the capability for practice. 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.	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. I ensure I attend relevant study days and lead and participate in the monthly journal club held in the neonatal unit. I ensure I maintain competency in all relevant nursing interventions for example, intravenous administration of medications.	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. 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.	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.

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

Submit via TURNITIN on the course Unit Site

Return Date to Students

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 (Portfolio) contains a current Curriculum Vitae

Artefact 2 - Workplace Assessment Guide - Week 2

• Professional Portfolio contains a completed Workplace Assessment Guide

FAIL

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

Artefact 2: Workplace Assessment Guide Week 2

• Professional Portfolio does not contain 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

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.

Artefact 3: Self- assessment activity - Week 3

- Professional Portfolio does not contain 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

- 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 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Please upload tyour 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 homoeostasis

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