



# NURS20175 Advanced Practice for Registered Nurses 1

## Term 1 - 2022

Profile information current as at 30/04/2024 08:43 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.

## 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 - 2022

- 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



### 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
- CQUniversity library literature search tools
- Online access to Austroads manuals and Australian Standards (through CQU Library)
- Portfolium
- 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

**Adele Baldwin** Unit Coordinator

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## Schedule

### Week 1 - 07 Mar 2022

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: Tuesday 8th March 1900 hours Welcome, introduction to unit and Moodle site: Introduce yourselves.

### Week 2 - 14 Mar 2022

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). Code of conduct for nurses. <a href="https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/FAQ/Fact-sheet-Code-of-conduct-for-nurses-and-Code-of-conduct-for-midwives.aspx">https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/FAQ/Fact-sheet-Code-of-conduct-for-nurses-and-Code-of-conduct-for-midwives.aspx</a> Nursing and Midwifery Board of Australia (2018). Registered nurse standards for practice. <a href="https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Professional-standards/registered-nurse-standards-for-practice.aspx">https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Professional-standards/registered-nurse-standards-for-practice.aspx</a>	<b>Assessment 2 Artefact 1:</b> Submit your Curriculum Vitae. <b>Due date:</b> 5pm (AEST) Friday 18th March 2022

### Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
2, Part 1: Epidemiology	Australian Institute of Health and Welfare (2020). <i>Australia's Health 2020</i> . <a href="https://www.aihw.gov.au/getmedia/be95235d-fd4d-4824-9ade-34b7491dd66f/aihw-aus-231.pdf.aspx?inline=true">https://www.aihw.gov.au/getmedia/be95235d-fd4d-4824-9ade-34b7491dd66f/aihw-aus-231.pdf.aspx?inline=true</a>	ZOOM: Tuesday 22nd March 1900hrs <b>Assessment 2 Artefact 2:</b> Submit your Specialty Standards of Practice. <b>Due date:</b> 5pm (AEST) Friday 25th March 2022

### Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 5 - 04 Apr 2022**

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 &amp; physical examination</i> (3rd ed.). Cengage Learning Australia.	ZOOM: Tuesday 5th April 1900hrs

**Vacation Week - 11 Apr 2022**

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

**Week 6 - 18 Apr 2022**

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. <a href="https://doi.org/10.1111/jocn.13201">https://doi.org/10.1111/jocn.13201</a>	Discussion Forum

**Week 7 - 25 Apr 2022**

Module/Topic	Chapter	Events and Submissions/Topic
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 &amp; 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. <a href="https://doi.org/10.4103/1817-1737.160831">https://doi.org/10.4103/1817-1737.160831</a>	Zoom: Tuesday 26th April 1900 hours

**Week 8 - 02 May 2022**

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. <a href="https://doi.org/10.12968/bjon.2018.27.14.798">https://doi.org/10.12968/bjon.2018.27.14.798</a> 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. <a href="https://doi.org/10.12968/bjon.2018.27.17.988">https://doi.org/10.12968/bjon.2018.27.17.988</a>	Discussion Forum

**Week 9 - 09 May 2022**

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 &amp; physical examination</i> (3rd ed.). Cengage Learning Australia	Zoom: Tuesday 10th May 1900 hours

## Week 10 - 16 May 2022

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	Discussion Forum

## Week 11 - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
The whole patient – bringing everything together	Nil	<b>Ensure that artefacts 1, 2, 3 are all submitted online by your Assessment 2 due date:</b>  <b>Clinical Portfolio</b> Due: Week 11 Wednesday (25 May 2022) 5:00 pm AEST

## Week 12 - 30 May 2022

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

## Review/Exam Week - 06 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
Nil	Nil	

## Exam Week - 13 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
Nil	Nil	

## Assessment Tasks

### 1 Reflective Practice Assignment

#### Assessment Type

Reflective Practice Assignment

#### Task Description

Type: Written assessment

Due date: 5 pm (AEST) Wednesday 30th March 2022 (Week 4)

Weighting: Pass/Fail

Length: 2000 words +/- 10%

#### Aim:

The aim of this assessment is to provide you with an opportunity to demonstrate your knowledge and skills in providing ethical and legal nursing care in your area of specialty.

#### Instructions

Use the Gibbs' Reflective Model (1988) to reflect on the ethical, legal, and nursing practice implications brought about by recent changes to infection control policies associated with COVID, in your area of clinical specialty. Your reflection needs to highlight the changes to infection control policies and how these impact your patients/clients and your delivery of nursing care.

Gibbs' steps to reflective practice are:

- Description – What happened (infection control change and impact)?
- Feelings – What are you thinking or feeling about this?
- Evaluation – What is good and what is bad about the change?
- Analysis – What have you learnt 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:

Step 1. Review the situation/incident thoroughly

- Take notes, highlight relevant facts, and review relevant literature inclusive of - change in policy, ethical and legal implications of this change, change in nursing care process, impact on client/patient

Step 2. Focus your analysis

- Identify the area/specialty in which you work – please do not identify institutions i.e., specific hospitals.
- Identify the change in infection control policy associated with COVID-19.
- Why did this change occur?
- What were the legal and ethical considerations related to care?
- How did the change in infection control impact the patient?
- How did the change in infection control impact the delivery of your nursing care?
- Who is responsible for ensuring that you are properly resourced to accommodate the change and why do you need to know this person?
- Did the subsequent care delivered meet the standards of best practice?

Step 3. Uncover possible improvements to nursing practice

- Review unit readings, discussions, outside research, your experience.

Step 4. Select the best solution

- Consider strong supporting evidence, pros, and cons: was this care provided at a gold standard level?
- What would you do in the future faced with this change in infection control?

**Literature and references:**

In this assessment use at least 12 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 five 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:**

1. 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).
2. Include page numbers on each page in a footer
3. Include an introduction and conclusion
4. Write predominantly in the third-person perspective and use first person where appropriate.
5. Use formal academic language.
6. Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
7. References must be used to support the reflection on the ethical and legal implications as well as the identified decisions and actions taken.
8. 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:**

9. [Decision-making framework](#) (DMF) (NMBA, 2020)
10. Nursing and Midwifery Board of Australia (NMBA) [registered nurse standards for practice](#) (2016).
11. National Safety and Quality Health Service (NSQHS) [Standards](#) (2017)
12. [Patient Safety Competency Framework for Nursing Students](#) (PSCF) (Levett-Jones et al., 2017)
13. 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.
14. We recommend that you access your discipline specific [Nursing Resource Guide](#)
15. 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.
16. 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.

17. 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. To achieve a passing grade for this unit you are required to pass this assessment item. If you do not pass this assessment item, you may be offered an opportunity to re-attempt. A re-attempt may be offered if you have demonstrated a reasonable initial attempt to complete all components of the task. If you are required to re-attempt, you can only achieve a maximum of 50% of the available marks for this assessment.

### 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

### Assessment Due Date

Week 4 Wednesday (30 Mar 2022) 5:00 pm AEST

Submit via TURNITIN on Unit Moodle site

### Return Date to Students

Week 6 Wednesday (20 Apr 2022)

Online

### Weighting

Pass/Fail

### Assessment Criteria

#### NURS20175 Assessment 1 Rubric

- To achieve a pass in this assessment students must be successful in half of 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.
- **Students may have a second attempt if unsuccessful in the first attempt.**

PASS	FAIL
<b>PRESENTATION</b> <ul style="list-style-type: none"><li>• Attention to detail is without fault and all requirements of task have been met.</li><li>• Includes an introduction and conclusion.</li><li>• Written in the third-person perspective and used first person where appropriate.</li><li>• Academic writing satisfactory</li><li>• Adheres to word count.</li></ul>	<ul style="list-style-type: none"><li>• Attention to detail is faulty and all requirements of task have not been met.</li><li>• Did not include an introduction and/or conclusion that address the set task.</li><li>• Not written in the third-person perspective and first person used inappropriately.</li><li>• Academic writing requires improvement.</li><li>• Does not adhere to word count.</li></ul>
<b>REFLECTION</b> <ul style="list-style-type: none"><li>• Uses Gibbs' reflective cycle</li><li>• Description of situation/infection control change and impact is clear.</li><li>• Feelings and thoughts are identified.</li><li>• Evaluation of good and bad points related to the change in practice.</li><li>• Analysis of learning from the experience is evident.</li><li>• Conclusion - what could have been done differently is evident.</li><li>• Action to take in the future has been discussed.</li></ul>	<ul style="list-style-type: none"><li>• Did not use Gibb's reflective cycle</li><li>• Description of situation/ infection control change and impact is not clear.</li><li>• Feelings and thoughts are not identified.</li><li>• Evaluation of good and bad points related to the change in practice is not evident.</li><li>• No analysis of learning from the experience is evident.</li><li>• Conclusion - what could have been done differently is not identified.</li><li>• No discussion of action to take in the future.</li></ul>
<b>THE SITUATION / INCIDENT</b> <ul style="list-style-type: none"><li>• The change and impact are thoroughly reviewed.</li><li>• Analysis:<ul style="list-style-type: none"><li>◦ Identifies the area/specialty of work.</li><li>◦ Identifies the change in infection control policy</li><li>◦ Identifies the legal and ethical consideration related to change in infection control on care.</li><li>◦ Discusses the impact of the change on the patient.</li><li>◦ Discusses the impact of the change on your delivery of nursing care.</li><li>◦ Explains who is responsible for resourcing the change and its relevance</li></ul></li><li>• Possible practice improvements are identified and appropriate.</li><li>• Best solution to providing Gold Standard level care is identified and justified</li></ul>	<ul style="list-style-type: none"><li>• The change and impact are not thoroughly reviewed.</li><li>• Analysis does not:<ul style="list-style-type: none"><li>◦ Identify the area/specialty of work.</li><li>◦ Identify the change in infection control policy</li><li>◦ Identify the legal and ethical consideration related to change in infection control on care.</li><li>◦ Discuss the impact of the change on the patient.</li><li>◦ Discuss the impact of the change on your delivery of nursing care.</li><li>◦ Explain who is responsible for resourcing the change and its relevance</li></ul></li><li>• Possible practice improvements are not identified and/or not appropriate.</li><li>• Best solution to providing Gold Standard level care is not identified nor justified.</li></ul>
<b>REFERENCING</b> <ul style="list-style-type: none"><li>• Discussion is substantiated with peer reviewed literature.</li><li>• The literature cited is relevant and current (<math>\leq 10</math> years)</li><li>• A minimum of 12 references used.</li><li>• APA 7th Edition referencing (CQU) style has not been used.</li></ul>	<ul style="list-style-type: none"><li>• Discussion is not substantiated with peer reviewed literature.</li><li>• The literature cited is not relevant and/or not current (<math>\leq 10</math> years)</li><li>• Less than 12 references used.</li><li>• APA 7th Edition referencing (CQU) style has not been used.</li></ul>
<b>ALLOCATED GRADE - PASS / FAIL</b>	<b>MARKER</b>

### 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) Wednesday 25th May 2022 (Week 11) for all three artefacts

**Weighting:** Pass/Fail

**Length:** 2500 words +/- 10%

## Aim

The aim of this assessment is to add three artefacts, explained below, 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. You may have already added your CV to your e-portfolio if you previously completed NURS20171 or NURS20172. If this is the case, please update and submit online again.

**Artefact two** – Nursing Specialty Standards document – the standards document, demonstrates the expected standard of nursing care in your specialty. You may have already added your specialty standards to your e-portfolio if you previously completed NURS20171 or NURS20172. If this is the case, please review to ensure you have the latest version and submit online again.

**Artefact three** – Written Assessment – the academic writing activity demonstrates your knowledge of current practice/s in your specialty by presenting a patient that you have nursed in your area of specialty. You will outline and justify the nursing care delivered for this person and their subsequent health outcomes. Your discussion will include nursing interventions that would have improved the patient's outcomes

## Instructions

You will develop or review and update the following three artefacts and add them to your portfolio.

Step 1: Access your Specialty Standards of Practice and e-Portfolio by the end of Week 1.

Step 2: Update and submit Artefact 1, your Curriculum Vitae, to your e-Portfolio by 5pm (AEST) Friday 18th March 2022 (Week 2)

Step 3: Review and submit your Specialty Standards of Practice Artefact 2 by 5pm (AEST) Friday 25th March 2022 (Week 3)

Step 4: Complete your writing assignment and submit online by 5pm (AEST) Wednesday 25th May 2022 (Week 11)

Step 4.1: Present the person you have selected from your specialty person outlining how you will demonstrate your proficiency in providing the appropriate nursing care for this person, to maintain or return the person to homeostasis.

Step 4.2: Research the scholarly literature on the nursing care, including assessment, of the person you have selected to present.

Step 4.3: Using information gained from your research of the scholarly literature, discuss the issues identified in the description of your patient one by one

Step 4.4: Summarise to conclude your discussion and give recommendations to improve nursing care providing reasons for your recommendations.

Step 5: Once marking has been completed and any corrections made, add the document to your e-Portfolio before commencement of NURS20176 Advanced Practice for Registered Nurses 2.

## Literature and references

In this assessment, use at least 12 contemporary references (<10 years) in artefact three 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

- 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. To achieve a passing grade for this unit you are required to pass this assessment item. If you do not pass this assessment item, you may be offered an opportunity to re-attempt. A re-attempt may be offered if you have demonstrated a reasonable initial attempt to complete all components of the task. If you are required to re-attempt, you can only achieve a maximum of 50% of the available marks for this assessment.

## 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

## Assessment Due Date

Week 11 Wednesday (25 May 2022) 5:00 pm AEST

Submit via TURNITIN on the course Unit Site

## Return Date to Students

Review/Exam Week Wednesday (8 June 2022)

Online

## Weighting

Pass/Fail

## Assessment Criteria

### NURS20175 Assessment 2 Marking Criteria

To achieve a pass in this assessment students must be successful in half of 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. Students may have a second attempt if unsuccessful in the first attempt.

#### PASS

**Artefact 1:** Professional Portfolio (e-Portfolio) contains a current Curriculum Vitae due Week 2 - 5pm (AEST) Friday 18th March 2022

**Artefact 2 -** Specialty Standards artefact due Week 3 - 5pm (AEST) Friday 25th March 2022

- The professional e-portfolio contains the current Specialty Standards artefact by the end of Week 3
- The Specialty Standards are cited correctly

**Artefact 3-** Written Assessment due Week 11 - 5pm (AEST) Wednesday 25th May 2022

#### Presentation & Structure

- The written assignment is logically developed or structured
- There are no more than 3 different grammatical or 3 different punctuation errors or 3 spelling mistakes.

#### Referencing

- The discussion is substantiated throughout with scholarly literature using APA 7th Edition citation style
- APA 7th Edition referencing style is used with 5 or less different citation errors.
- An APA 7th Edition style reference list is provided with a minimum of 12 sources
- The sources used to substantiate the discussion are peer reviewed i.e. quality scholarly sources

#### Content

- The person and their health condition are introduced to the reader and their health situation is outlined.
- The introduction does contain the manner in which proficiency will be demonstrated in maintaining or returning the patient to homeostasis.
- The issues identified in the description of your patient are discussed one by one, substantiated using the scholarly literature.
- A summary inclusive of recommendation concludes your discussion
- Recommendations are justified.

PASS/FAIL

#### FAIL

**Artefact 1:** Professional Portfolio (e-Portfolio) does not contain a current Curriculum Vitae due Week 2 5pm (AEST) Friday 18th March 2022

**Artefact 2-** Specialty Standards artefact due Week 3 - 5pm (AEST) Friday 25th March 2022

- The professional e-portfolio does not contain the current Specialty Standards artefact by the end of Week 3
- The Specialty Standards are not cited correctly

**Artefact 3 -** Written Assessment due Week 11 - 5pm (AEST) Wednesday 25th May 2022

#### Presentation & Structure

- The written assignment is not logically developed or structured
- There are more than 3 different grammatical or 3 different punctuation errors or 3 spelling mistakes.

#### Referencing

- The discussion is not substantiated throughout with scholarly literature using APA 7th Edition citation style
- APA 7th Edition referencing style is not used or has more than 5 different citation errors.
- An APA 7th Edition style reference list is not provided or have 12 sources been provided
- The sources used to substantiate the discussion are not peer reviewed i.e. not quality scholarly sources

#### Content

- The person and their health condition are not clearly introduced to the reader and their current health situation is not outlined.
- The introduction does not contain the manner in which proficiency will be demonstrated in maintaining or returning the patient to homeostasis.
- The issues identified in the description of your patient are not discussed one by one, and not substantiated using the scholarly literature.
- A summary inclusive of recommendation does not conclude your discussion
- Recommendations are not provided.

Marker:

## Referencing Style

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

## 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