



# NURS20175 *Advanced Practice for Registered Nurses 1*

## Term 1 - 2023

Profile information current as at 24/04/2024 04:07 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 provides you with advanced knowledge of normal homeostatic mechanisms and the pathophysiological basis of common health disorders and injuries. You will explore the impact of the common safety concerns of persons receiving nursing care - across various clinical settings. You will apply the Registered nurse standards of practice to the person centred nursing care of those receiving health care. You will have the opportunity to review, critique and refine the planned nursing care of person's receiving nursing care .

### 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 - 2023

- 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. **Poster Sessions**

Weighting: 40%

#### 2. **Portfolio**

Weighting: 60%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## 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 n/a

**Feedback**

No data available for analysis.

**Recommendation**

n/a

## Unit Learning Outcomes

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

1. Analyse the metabolic, biophysical and cognitive changes that lead to a person requiring nursing care.
2. Explore the impact on people receiving nursing care, of common safety concerns in various settings - hospital, home, community.
3. Apply the Registered nurse standards of practice to the person centred nursing care of people receiving nursing care in different settings.
4. Critically review and enhance the planned nursing care of the person receiving healthcare to optimise health outcomes.

N/A.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Poster Sessions - 40%	•	•	•	•
2 - Portfolio - 60%	•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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				○

## 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)
- Academic Learning Centre services
- Access to MIMS through the university library
- CQ U library search engines for research articles
- CQUniversity library literature search tools
- Wordprocessing, spreadsheeting and powerpoint software
- Zoom account (Free)
- Zoom app on your smart phone or access to Zoom on your laptop
- CQUniversity Library Nursing Resources
- Zoom (both microphone and webcam capability)
- 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

**Leanne Jack** Unit Coordinator  
[l.jack@cqu.edu.au](mailto:l.jack@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
<b>Defining healthcare settings.</b>	Review the Moodle site and click on all the links. Find out what is in Student Support? How do I find the Library? Click on the link and learn what is the Academic Learning Centre? Readings and activities as outlined in module.	<b>Recorded presentations:</b> <ul style="list-style-type: none"><li>• Welcome and Unit Introduction O Week.</li><li>• Assessments 1 and 2.</li><li>• Considering the deteriorating patient.</li></ul> <b>Activity</b> - Access the General Discussion page and introduce yourself to your colleagues by providing your: <ol style="list-style-type: none"><li>1. Name</li><li>2. Where you work</li><li>3. Why you are studying GCN.</li></ol> <b>Assessments 1 and 2</b> - Review the assessment tasks and make a study plan. <b>Announcement and Discussion Boards</b> - Check for posts and updates.

**Week 2 - 13 Mar 2023**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Defining healthcare settings.</b>	Readings and activities as outlined in module.	<p><b>Zoom</b> - Drop-in question and answer - Unit content and assessments.</p> <p><b>Assessment 1</b> - Start your literature searching and preparing assessment. Email your Unit Coordinator to arrange a presentation time for your poster as per the timetable available on the Moodle site.</p> <p><b>Announcement and Discussion Boards</b> - Check for posts and updates.</p>

**Week 3 - 20 Mar 2023**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Interprofessional communication.</b>	Readings and activities as outlined in module.	<p><b>Recorded presentation:</b> Listen to the presentation.</p> <p><b>Assessment 1</b> - Read the literature you search for credibility and continue preparing your assessment.</p> <p><b>Announcement and Discussion Boards</b> - Check for posts and updates.</p>

**Week 4 - 27 Mar 2023**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Four paradigms of nursing.</b>	Readings and activities as outlined in module.	<p><b>Zoom</b> - Drop-in question and answer - Unit content and assessments.</p> <p><b>Assessment 1</b> - Read the literature you search for credibility and continue preparing your assessment. You might wish to seek assessment preparation help from the Academic Learning Centre and/or Studiosity.</p> <p><b>Announcement and Discussion Boards</b> - Check for posts and updates.</p>

**Week 5 - 03 Apr 2023**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Consent and advocacy.</b>	Readings and activities as outlined in module.	<p><b>Recorded presentation</b> - Listen to the presentation.</p> <p><b>Assessment 1</b> - Continue preparing your assessment. You might wish to seek assessment preparation help from the Academic Learning Centre and/or Studiosity.</p> <p><b>Announcement and Discussion Boards</b> - Check for posts and updates.</p>

**Vacation Week - 10 Apr 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Nil	Please use this mid-term break as an opportunity to rest and recover.	No timetabled learning activities. Please use this week to progress your assessments.

**Week 6 - 17 Apr 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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**Advanced clinical reasoning.**

Readings and activities as outlined in module.

**Zoom** - Drop-in question and answer - Unit content and assessments.

**Assessment 1** - Finalise and submit your assessment. Present your poster as per the timetable on Moodle and confirmed time with your Unit Coordinator.

**Assessment 2** - Review assessment task again and make a study plan to address this assessment.

**Announcement and Discussion Boards** - Check for posts and updates.

**Poster Presentation** Due: Week 6 Wednesday (19 Apr 2023) 5:00 pm AEST

**Week 7 - 24 Apr 2023****Module/Topic****Chapter****Events and Submissions/Topic****Nutrition and hydration.**

Readings and activities as outlined in module.

**Recorded presentation** - Listen to the presentation.

**Assessment 2** - Search the literature for your assessment. You might wish to seek assessment preparation help from the Academic Learning Centre and/or Studiosity.

**Announcement and Discussion Boards** - Check for posts and updates.

**Week 8 - 01 May 2023****Module/Topic****Chapter****Events and Submissions/Topic****Shock.**

Readings and activities as outlined in module.

**Zoom** - Drop-in question and answer - Unit content and assessments.

**Assessment 2** - Review the literature and access the NANDA nursing care plans.

**Announcement and Discussion Boards** - Check for posts and updates.

**Week 9 - 08 May 2023****Module/Topic****Chapter****Events and Submissions/Topic****Post-operative and interventional care.**

Readings and activities as outlined in module.

**Recorded presentation** - Listen to the presentation.

**Assessment 2** - Search the literature for your assessment. You might wish to seek assessment preparation help from the Academic Learning Centre and/or Studiosity.

**Announcement and Discussion Boards** - Check for posts and updates.

**Week 10 - 15 May 2023****Module/Topic****Chapter****Events and Submissions/Topic****Pain.**

Readings and activities as outlined in module.

**Zoom** - Drop-in question and answer - Unit content and assessments.

**Assessment 2** - Review the literature and start writing your NANDA nursing care plan.

**Announcement and Discussion Boards** - Check for posts and updates.

**Week 11 - 22 May 2023****Module/Topic****Chapter****Events and Submissions/Topic**

## Oncology nursing.

Readings and activities as outlined in module.

**Recorded presentation** - Listen to the presentation.

**Assessment 2** - Continue preparing your assessment and check originality through Turnitin, make relevant changes to your assessment after reviewing your originality report. Access Studiosity for help with structure/flow/ spelling/referencing for your assessment.

**Announcement and Discussion Boards** - Check for posts and updates.

### Week 12 - 29 May 2023

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

## Nursing fundamentals - mobilisation, falls, trauma and pressure injuries.

Readings and activities as outlined in module.

**Zoom** - Drop-in question and answer - Unit content and assessments.

**Assessment 2** - Finalise your assessment, check originality of assessment through Turnitin, make relevant changes to your assessment after reviewing your originality report, and submit your final assessment.

**Announcement and Discussion Boards** - Check for posts and updates.

**Portfolio** Due: Week 12 Wednesday (31 May 2023) 5:00 pm AEST

### Review/Exam Week - 05 Jun 2023

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

Nil.

Nil.

Nil.

### Exam Week - 12 Jun 2023

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

Nil.

Nil.

Nil.

## Term Specific Information

As this unit is offered online, students are asked to prepare their own individual study plan to undertake self-directed study throughout the term. A key to your success is a strategic self-directed approach to learning and regular contact with your Unit Coordinator. Please check the Announcements page and unit content at least twice a week - there will be regular announcements about assessments and unit resources posted throughout the term and reviewing this information is essential to unit knowledge and your success.

## Assessment Tasks

### 1 Poster Presentation

#### Assessment Type

Poster Sessions

#### Task Description

##### Aim

The aim of this assessment is to apply the Nursing and Midwifery Board of Australia (NMBA) Registered nurse standards of practice to the person-centred nursing care of the patient in your healthcare facility who presents with fluid volume overload or fluid volume deficit.

##### Instructions

You are preparing a poster presentation on the nursing assessment and care of fluid volume overload or fluid volume deficit. Choose either fluid volume overload OR fluid volume deficit. Access the poster examples on the Unit Moodle



Assessment portal – you may adapt these to develop your presentation.

Please follow the steps below to complete your task:

1. Search current literature to support the content of your presentation.
2. Design a poster using one slide in PowerPoint to report on the nursing care plan for the nursing management of fluid volume overload or fluid volume deficit. Include the following content on your slide:

- Brief definition of fluid volume overload or fluid volume deficit.
- Various presentations of fluid volume overload or fluid volume deficit in your healthcare facility
- The impact of fluid volume overload or fluid volume deficit on patients in your healthcare facility.
- Person-centred nursing care plan to manage fluid volume overload or fluid volume deficit and improve the health outcomes for patients in your healthcare facility. Include:
  - Signs and symptoms and patient assessment data prompting you to further investigate the patient with fluid volume overload or fluid volume deficit.
  - Registered nurse standards for practice.

3. The content on your PowerPoint should present clearly to engage your audience, therefore, make notes for your presentation and submit your notes with your one PowerPoint slide. You may use headings in your notes to inform your oral poster presentation delivery. The format for your presentation notes should include:

- A definition of fluid volume overload or fluid volume deficit.
- The various presentations of fluid volume overload or fluid volume deficit, and the impact of fluid volume overload or fluid volume deficit on the patient in your healthcare facility.
- Your nursing care plan for the management of fluid volume overload or fluid volume deficit to improve the healthcare outcomes of the patient in your healthcare facility. Your nursing care plan should include:
- Nursing management of fluid volume overload or fluid volume deficit, including signs and symptoms and patient assessment data that will prompt you to further investigate a patient who develops fluid volume overload or fluid volume deficit in your healthcare facility
- The Registered nurse standards for practice
- A person-centred care approach.
- Reference list.

### **Literature and references**

Use at least 5-8 contemporary references (5 years or less) in this assessment 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 from the internet must be from reputable websites such as government, university, or peak national bodies: for example, the Australian College of Nursing. Note, websites such as Stat Pearls, Life in the Fastlane, and Wikipedia are not suitable for this assessment task. Lecture notes are not primary sources of evidence and should not be used in this assessment.

### **Requirements**

- Use a conventional and legible font size (see examples), section your presentation (see examples).
- Any images used must be published with a [Creative Commons \(CC\) license](#) and the source attributed as per the requirements of their CC license.
- Write using the third-person perspective.
- 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](#).

### **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. Please note, lecture notes are not peer reviewed primary sources of evidence.
- We recommend that you access your discipline-specific [Nursing Resource Guide](#).
- 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. There are also [Oral Presentation resources](#).
- For information on using PowerPoint please go to the [Academic Learning Centre Computing Basics section](#) – How to use

PowerPoint.

· For information on using Zoom to present your assessment please go to [Zoom web conferencing](#).

## Submission

Submission will be a two-part process:

1. Please submit your presentation slide and notes by the due date via the Unit Moodle site.
2. You will present live to your lecturer and fellow students using Zoom, a video conferencing program. Your lecturer will help you with using Zoom and arrange a suitable time with you to present. With your permission, your presentation may be recorded for marking purposes. Only your lecturer will have access to this video which will be stored securely on a CQUniversity database.

Once marked, you may like to 1) present your poster to your ward/unit/healthcare facility for nursing in-service after reviewing your feedback and making appropriate amendments; and 2) upload your poster to your ePortfolio. Access to ePortfolio is located on the top right-hand side of the NURS20175 Unit Moodle page.

### Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned. Assessment re-attempt is not available for Assessment One.

### Learning Outcomes Assessed

1. Analyse the metabolic, biophysical and cognitive changes that lead to a person requiring nursing care.
2. Explore the impact on people receiving nursing care, of common safety concerns in various settings - hospital, home, community.
3. Apply the Registered nurse standards of practice to the person centred nursing care of people receiving nursing care in different settings.
4. Critically review and enhance the planned nursing care of the person receiving healthcare to optimise health outcomes.

### Assessment Due Date

Week 6 Wednesday (19 Apr 2023) 5:00 pm AEST

### Return Date to Students

Week 9 Friday (12 May 2023)

Assessment results will be released as soon as possible via Moodle and an Announcement posted to the Announcements page advising students of marking finalisation. Please check the Moodle site for this information.

### Weighting

40%

### Assessment Criteria

#### NURS20175 Advanced Practice for Registered Nurses 1

#### Assessment One - Oral Presentation

Key Criteria	High Distinction 84.5 - 100%	Distinction 74.50 - 84.49%	Credit 64.50 - 74.49%	Pass 49.50 - 64.49%	Fail <49.5%	TOTAL
Slide presentation (10%)	(10-8.5) A total of 1 slide used that are aesthetically outstanding and held the audience's attention. The slide was free of unnecessary detail and are succinct and readable. The slide contained a very appealing array of appropriate script and graphics. Font style and size enhances the readability.	(8.4-7.5) A total of 1 slide used was aesthetically pleasing and held the audience's attention. The slide was free of unnecessary detail, succinct and readable. The slide contained an appealing array of appropriate script and graphics. Font style and size enhances the readability.	(7.4-6.5) A total of 1 slide was mostly aesthetically pleasing and held the audience's attention. The slide was mostly free of unnecessary detail, are succinct and readable. The slide contained appropriate script and graphics. Font style and size is legible.	(6.4-5) A total of 1 slide used was aesthetically pleasing and sometimes held the audience's attention. The slide contained some appropriate script and graphics. Font style and size is often difficult to read.	(4.9-0) More than 1 slide was used. The slide was disorganised and distracting to the audience's attention. Slide contained unnecessary detail, was cluttered or difficult to read. The slide did not contain appropriate script and graphics.	

Oral presentation (10%)	(10-8.5) The presenter very readily engaged the audience. The presenter speaks very clearly, demonstrating enthusiasm for the topic. The slide was very clearly articulated and justified, and the presenter uses fluctuation in voice volume and tone, emphasises key points, and does not refer to notes during the presentation. Topic is very clearly presented. The presenter comprehensively addresses audience questions.	(8.4-7.5) The presenter readily engages the audience. The presenter speaks clearly, demonstrating enthusiasm for the topic. The slide is clearly articulated and justified. The presenter uses fluctuation in voice volume and tone, emphasises key points, and does not refer to notes during the presentation. Topic is clearly presented. The presenter clearly addresses audience questions.	(7.4-6.5) The presenter engages the audience. The presenter speaks well and demonstrates some enthusiasm for the topic. The slide is articulated and justified. The presenter often uses fluctuation in voice volume and tone, mostly emphasised key points, and occasionally referred to notes during the presentation. Topic is presented. The presenter effectively addresses audience questions.	(6.4-5) The presenter somewhat engages the audience. The presenter speaks well at times and attempts to demonstrate enthusiasm for the topic. The slide is discussed and somewhat justified. The presenter occasionally used fluctuation in voice volume and tone, occasionally emphasised key points, and often referred to notes during the presentation. Topic is presented but lacks clarity. The presenter mostly addresses the audience questions.	(4.9-0) The presenter does not engage the audience in the presentation. The presenter does not speak clearly or demonstrate enthusiasm for the topic. The slide is either not discussed or is poorly discussed, or poorly or not justified. The presenter rarely used fluctuation in voice volume and tone, rarely emphasised key points, and consistently referred to notes during the presentation. Topic is not clearly presented. Audience questions are not adequately addressed.
Knowledge – assessment and management (20%)	(20-17) The presentation provides a comprehensive search of the literature on the nursing assessment and management of fluid volume overload or fluid volume deficit. Content accurately synthesises the definition of fluid volume overload and fluid volume deficit and thoroughly discusses the various clinical presentations and the impact of fluid volume overload or fluid volume deficit in relation to person-centred care in your healthcare facility.	(16.9-15) The presentation provides a concise search of the literature on the nursing assessment and management of fluid volume overload or fluid volume deficit. Content clearly defines fluid volume overload and fluid volume deficit and discusses the various clinical presentations and the impact of fluid volume overload or fluid volume deficit in relation to person-centred care in your healthcare facility.	(14.9-13) The presentation provides a generalised search of the literature on the nursing assessment and management of fluid volume overload or fluid volume deficit. Content defines fluid volume overload and fluid volume deficit and discusses some aspects of clinical presentations and the impact of fluid volume overload or fluid volume deficit in relation to person-centred care in your healthcare facility.	(12.9-10) The presentation provides some content on the nursing assessment and management of fluid volume overload or fluid volume deficit. A definition of fluid volume overload and fluid volume deficit is quoted. The discussion of the of clinical presentations and the impact of fluid volume overload or fluid volume deficit presented but lacks clarity in relation to person-centred care in your healthcare facility.	(9.9-0) The presentation incompletely or inaccurately presents the nursing assessment and management of fluid volume overload or fluid volume deficit. A definition of fluid volume overload and fluid volume deficit is vague, inaccurate or omitted. Discussion of the of clinical presentations and the impact of fluid volume overload or fluid volume deficit is inaccurate or omitted in relation to person-centred care in your healthcare facility.
Knowledge – nursing care (20%)	(20-17) Extremely concise and comprehensive explanation and justification of a planned nursing care approach of the patient experiencing fluid volume overload or fluid volume deficit. Scholarly literature is consistently used to support the nursing care plan.	(16.9-15) Concise explanation and justification of a planned nursing care approach of the patient experiencing fluid volume overload or fluid volume deficit. Scholarly literature is used to support the nursing care plan.	(14.9-13) Mostly concise explanation and justification of a planned nursing care approach of the patient experiencing fluid volume overload or fluid volume deficit. Scholarly literature is mostly used to support the nursing care plan.	(12.9-10) The nursing care approach is provided for the patient experiencing fluid volume overload or fluid volume deficit. Some scholarly literature used to support the nursing care plan.	(9.9-0) The nursing care approach for the patient experiencing fluid volume overload or fluid volume deficit is incorrect or omitted. Minimal or no scholarly literature is used to support the nursing care plan.
Critical thinking and advanced knowledge (30%)	(30-25.5) Comprehensively devised and justified nursing care plan for the nursing assessment and management of fluid volume overload or fluid volume deficit that applies the Registered Nurse Standards of Practice to deliver person-centred care. Nursing care plan succinctly discusses assessment data prompting the registered nurse to further investigate fluid volume overload or fluid volume deficit to minimise health risks and optimise health outcomes of the patient in your healthcare facility.	(25.4-22.4) Concisely devised and justified nursing care plan for the nursing assessment and management of fluid volume overload or fluid volume deficit that applies pertinent Registered Nurse Standards of Practice to deliver person-centred care. Nursing care plan concisely discusses assessment data prompting the registered nurse to further investigate fluid volume overload or fluid volume deficit to minimise health risks and optimise health outcomes of the patient in your healthcare facility.	(22.3-19.4) Mostly concise and justified nursing care plan presenting the nursing assessment and management of fluid volume overload or fluid volume deficit and applies some relevant Registered Nurse Standards of Practice to deliver person-centred care. Nursing care plan discusses most assessment data prompting the registered nurse to further investigate fluid volume overload or fluid volume deficit to minimise health risks and optimise health outcomes of the patient in your healthcare facility.	(19.3-15) A nursing care plan with some justification is presented however some nursing assessment and management of fluid volume overload or fluid volume deficit is vaguely discussed. Registered Nurse Standards of Practice to deliver person-centred care are presented but with minimal detail. Nursing care plan content has limited discussion of assessment data prompting the registered nurse to further investigate fluid volume overload or fluid volume deficit to minimise health risks and optimise health outcomes of the patient in your healthcare facility.	(14.9-0) A nursing care plan is presented however there are significant inaccuracies in the nursing assessment and management of fluid volume overload or fluid volume deficit. Registered Nurse Standards of Practice to deliver person-centred care are discussed with little or no detail. Nursing care plan has incorrect or omitted discussion of the assessment data prompting the registered nurse to further investigate fluid volume overload or fluid volume deficit to minimise health risks and optimise health outcomes of the patient in your healthcare facility.
Professional writing (5%)	(5-4.25) Content is clear, accurate and presented in a logical, succinct order demonstrating a comprehensive understanding of the topic. There are no errors in English grammar, spelling and punctuation. Language of the discipline is comprehensively used. The presentation is substantiated with a minimum of ≥8 contemporary peer reviewed journal articles and integration of the Registered Nurse Standards for Practice.	(4.2-3.8) Content is frequently clear, correct and presented in a logical order demonstrating good understanding of the topic. English grammar, spelling and punctuation conventions have 1 error. Language of the discipline frequently used. The presentation is substantiated with 7 contemporary peer reviewed journal articles and the Registered Nurse Standards for Practice are applied throughout the presentation.	(3.75-3.55) Content is mostly clear, correct and presented in a logical order demonstrating sound understanding of the topic. English grammar, spelling and punctuation conventions have 2 errors. Language of the discipline mostly used. The presentation is substantiated with 6 contemporary peer reviewed journal articles and there is reference to the Registered Nurse Standards for Practice throughout the presentation.	(3.50-2.5) Content is presented with some clarity, is mostly correct and presented with some structure demonstrating reasonable understanding of the topic. English grammar, spelling and punctuation conventions have 3 errors. Language of the discipline is sometimes used. The presentation is substantiated with 5 contemporary peer reviewed journal articles and the Registered Nurse Standards for Practice are inconsistently referred to.	(2.45-0) Content is unclear or incorrect, and presentation of content is disorganised demonstrating insufficient understanding of the topic. English grammar, spelling and punctuation conventions have ≥4 errors. Language of the discipline infrequently or not used. The presentation is substantiated with ≤4 contemporary peer reviewed journal articles and the Registered Nurse Standards for Practice are occasionally or not cited.

Referencing (5%)	(5-4.25) Acknowledges all sources and meets APA 7 referencing standards with no errors. Literature cited is published in the last 5 years.	(4.2-3.8) Acknowledges majority or sources and/or meets APA 7 referencing standards with 1 or 2 errors. Literature cited is published in the last 5 years.	(3.75-3.55) Acknowledges most sources and/or meets APA 7 referencing standards with 3 errors. Literature cited is published in the last 5 years.	(3.50-2.5) Acknowledges sources and/or meets APA 7 referencing standards with 4 errors. Some literature cited is published in the last 5 years.	(2.45-0) Acknowledges some sources and/or has $\geq 4$ or more APA 7 referencing errors or references not provided.
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### Marker's comments:

### Referencing Style

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

### Submission

Online

### Submission Instructions

Submission will be a two-part process - Please refer to the above content regarding detailed submission information.

### Learning Outcomes Assessed

- Analyse the metabolic, biophysical and cognitive changes that lead to a person requiring nursing care.
- Explore the impact on people receiving nursing care, of common safety concerns in various settings - hospital, home, community.
- Apply the Registered nurse standards of practice to the person centred nursing care of people receiving nursing care in different settings.
- Critically review and enhance the planned nursing care of the person receiving healthcare to optimise health outcomes.

## 2 Portfolio

### Assessment Type

Portfolio

### Task Description

#### Aim

The aim of this assessment is for you to develop the planned nursing care of a patient in your healthcare facility who has acute on chronic pain and to minimise associated health risks.

Mrs. Mary Johnson is a 68 year-aged woman who is recently widowed. Mrs. Johnson has two adult children who live interstate but can only visit their mother twice a year due to work and family commitments; both children have weekly phone and video contact with their mother. Mrs. Johnson's medical history includes opioid-dependent osteoarthritis, spinal degeneration with impaired balance and gait, deaf left ear secondary to excision of an acoustic neuroma 25 years earlier, hypertension, hyperlipidaemia, insulin-dependent type 2 diabetes mellitus, peripheral neuropathy and osteoporosis. Mrs. Johnson is admitted to your healthcare facility after experiencing an unwitnessed mechanical fall in her home 12 hours earlier. She states she did not strike her head or lose consciousness, however, is verbalising right knee and ankle pain scored 8/10 at rest, and exacerbation of her spinal pain score 10/10 at rest. She is crying with the exacerbation of her pain, and she verbalises to you that she requires her pain to be managed. Her vital sign assessment is afebrile (36.4° Celsius), respiratory rate (28 breaths/minute), pulse (110 beats/minute), and blood pressure (160/104 mmHg).

#### Instructions

Please follow the steps below to complete your task:

1. Provide a brief introduction outlining the aim of your assessment (approximately 100 words).
2. Access the [NANDA nursing care plans](#) and use the five-column format to develop your nursing care plan for Mrs. Johnson. This format allows you to include your nursing assessment, diagnosis, outcomes, intervention and rationale, and evaluation (approximately 500 words).
3. Search current literature to support the content of the nursing care plan you will develop for Mrs. Johnson.
4. Justify your nursing care plan - include a rationale and justification for the nursing assessments, nursing diagnosis, interventions, and proposed outcomes.
  - a. Your nursing care plan should include pharmacological and non-pharmacological nursing interventions.
5. Develop a comprehensive nursing care plan for Mrs. Johnson to minimise the risk for her in your health care organisation. Your plan should include:
  - a. Metabolic, biophysical, and cognitive changes that Mrs. Johnson is experiencing
  - b. Common safety concerns that Mrs. Johnson may experience
  - c. Registered nurse standards of practice
  - d. A person-centred care approach.

6. The combined nursing care plan and justification should be approximately 2,200 words.
7. Provide a concise conclusion summarising the main concepts from your assessment (approximately 200 words).
8. Once your work has been assessed, make your corrections and add your document to your Portfolio documents in your ePortfolio. Access to ePortfolio is located on the top right-hand side of the NURS20175 Unit Moodle page.

### **Literature and references**

In this assessment use 10–12 contemporary references (5 years or less) 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 government, university, or peak national bodies: for example, the Australian College of Nursing. Note, websites such as Stat Pearls, Life in the Fastlane, and Wikipedia are not suitable for this assessment task. Lecture notes are not primary sources of evidence and should not be used in this assessment.

### **Requirements**

- Have a cover page to your assignment that includes your name, student number, unit code, and in-text word count.
- Use conventional and legible size 12 font, either Times New Roman or Arial font, with 2.0 spacing and 2.54cm margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- Write in the third person perspective.
- Use formal academic language and essay structure.
- Start your reference list on a separate page to the body of your assignment.
- 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 excludes the reference list but includes in-text references and direct quotations, including paraphrasing and direct quotes. Please note, direct quotes should be avoided in Post Graduate assessments.

### **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. Please note, lecture notes are not peer reviewed primary sources of evidence.
- 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 at least one draft before the due date to review your Turnitin Similarity Score before uploading your final submission. [Instructions are available here](#).

### **Submission**

Submit your assessment via the unit Moodle site in Microsoft Word format only. Assessment Two submission portal in the Unit Moodle site.

### **Marking Criteria**

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned. Assessment re-attempt is not available for Assessment Two.

### **Learning Outcome Assessed**

1. Analyse the metabolic, biophysical and cognitive changes that lead to a person requiring nursing care.
2. Explore the impact on people receiving nursing care, of common safety concerns in various settings – hospital, home, community.
3. Apply the Registered nurse standards of practice to the person centred nursing care of people receiving nursing care in different settings.
4. Critically review and enhance the planned nursing care of the person receiving healthcare to optimise health outcomes.

## Assessment Due Date

Week 12 Wednesday (31 May 2023) 5:00 pm AEST

## Return Date to Students

Exam Week Friday (16 June 2023)

Assessment results will be released as soon as possible via Moodle and an Announcement posted to the Announcements page advising students of marking finalisation. Please check the Moodle site for this information.

## Weighting

60%

## Assessment Criteria

### NURS20175 Advanced Practice for Registered Nurses 1

#### Assessment Two – Portfolio

#### Student name:

Key Criteria	High Distinction 84.5 - 100%	Distinction 74.50 - 84.49%	Credit 64.50 - 74.49%	Pass 49.50 - 64.49%	Fail <49.5%	TOTAL
Introduction and conclusion (10%)	(10-8.5) The portfolio has a clear and succinct introduction and conclusion. The introduction provides excellent background information and outlines the direction of the portfolio, and the conclusion succinctly summarises the key points.	(8.4-7.5) The portfolio has a clear introduction and conclusion. The introduction provides good background information and outlines the direction of the portfolio, and the conclusion summarises most key points.	(7.4-6.5) The portfolio has an adequate introduction and conclusion. The introduction provides some background information and outlines the direction of the portfolio, and the conclusion summarises some key points.	(6.4-5) An introduction and conclusion have been attempted. The introduction provides limited background information and outline of the portfolio's direction, and the conclusion has a few key points.	(4.9-0) The introduction has significant errors or omissions of aims and direction of content or the introduction is not provided. Logical direction of the assessment is unclear. The conclusion does not summarise the assessment or is omitted.	
Nursing assessment and management (20%)	(20-17) Comprehensive review of credible literature using relevant, seminal and/or current evidence was accessed to inform the nursing assessment and management of the metabolic, biophysical and cognitive changes demonstrating the impact on the health integrity and safety of Mrs. Johnson.	(16.9-15) Detailed review of predominantly credible literature using relevant, seminal and/or current evidence was accessed to inform the nursing assessment and management of the metabolic, biophysical and cognitive changes demonstrating the impact on the health integrity and safety of Mrs. Johnson.	(14.9-13) A review of the literature using mostly relevant, seminal and/or current evidence was accessed to inform the nursing assessment and management of the metabolic, biophysical and cognitive changes demonstrating the impact on the health integrity and safety of Mrs. Johnson.	(12.9-10) An incomplete review of the literature using some relevant and/or current sources of evidence was accessed to inform the nursing assessment and management of the metabolic, biophysical and cognitive changes and its impact on the health integrity and safety of Mrs. Johnson. Some content was omitted.	(9.9-0) Minimal or no relevant evidence was accessed to inform the assessment and management of the metabolic, biophysical and cognitive changes and the impact of these conditions on the health integrity and safety of Mrs. Johnson. Significant content was omitted.	
Justification of nursing care plan (25%)	(25-21.25) The NANDA nursing care plan comprehensively included nursing assessments, diagnosis, interventions, outcomes and evaluation criteria for Mrs. Johnson. Rationale/s and justification for the nursing care plan consistently integrated throughout assessment demonstrating person-centred care for Mrs. Johnson.	(21.24-18.75) The NANDA nursing care plan concisely included nursing assessments, diagnosis, interventions, outcomes and evaluation criteria for Mrs. Johnson. Rationale/s and justification for the nursing care plan integrated throughout assessment demonstrating person-centred care for Mrs. Johnson.	(18.74-16.25) The NANDA nursing care plan included most nursing assessments, diagnosis, interventions, outcomes and evaluation criteria for Mrs. Johnson. Most rationale/s and justification for nursing care plan were provided demonstrating person-centred care for Mrs. Johnson.	(16.2-12.5) The NANDA nursing care plan was partly provided however some nursing assessments, diagnosis, interventions, outcomes and evaluation criteria for Mrs. Johnson were omitted. Some rationale/s and justification for nursing care plan were provided. Person-centred care for Mrs. Johnson was not consistently evident.	(12.5-0) The NANDA nursing care plan was inaccurate or omitted demonstrating lack of person-centred care for Mrs. Johnson's nursing assessments, diagnosis, interventions, outcomes and evaluation criteria. Rationale/s and justification for nursing care plan were inaccurate or omitted.	
Critical thinking - Nursing care plan (30%)	(30-25.5) Thorough, concise, comprehensive and appropriate person-centred NANDA nursing care plan that demonstrates effective nursing management of the metabolic, biophysical, and cognitive changes that Mrs. Johnson is experiencing. Evidence was comprehensively challenged.	(25.4-22.4) Concise and appropriate person-centred NANDA nursing care plan that demonstrates effective nursing management of the metabolic, biophysical, and cognitive changes that Mrs. Johnson is experiencing. Evidence was challenged.	(22.3-19.4) Mostly concise and appropriate person-centred NANDA nursing care plan that demonstrates effective nursing management of the metabolic, biophysical, and cognitive changes that Mrs. Johnson is experiencing. Evidence was accepted with minimal challenge.	(19.3-15) The NANDA nursing care plan was mostly complete and included some person-centred care for the nursing management Mrs. Johnson's metabolic, biophysical, and cognitive changes. Evidence was accepted with minimal challenge.	(14.9-0) The NANDA nursing care plan was inaccurate or omitted and/or demonstrates little or no discussion of the metabolic, biophysical, and cognitive changes that Mrs. Johnson is experiencing. Evidence was not challenged.	
Professional writing and presentation (10%)	(10-8.5) Content is clear, accurate and presented in a logical, succinct order demonstrating a comprehensive understanding of the topic. There are no errors in English grammar, spelling and punctuation. Language of the discipline is comprehensively used. The assessment is substantiated with a minimum of ≥10-12 contemporary peer reviewed journal articles. Formatting requirements applied without error.	(8.4-7.5) Content is frequently clear, correct and presented in a logical order demonstrating good understanding of the topic. English grammar, spelling and punctuation conventions have 1 error. Language of the discipline frequently used. The assessment is substantiated with 8-10 contemporary peer reviewed journal articles. Formatting requirements applied with minimal error.	(7.4-6.5) Content is mostly clear, correct and presented in a logical order demonstrating sound understanding of the topic. English grammar, spelling and punctuation conventions have 2 errors. Language of the discipline mostly used. The assessment is substantiated with 6-7 contemporary peer reviewed journal articles. Formatting requirements applied with some error.	(6.4-5) Content is frequently clear, correct and presented in a logical order demonstrating good understanding of the topic. English grammar, spelling and punctuation conventions have 3 errors. Language of the discipline frequently used. The assessment is substantiated with 6 contemporary peer reviewed journal articles. Formatting requirements applied with moderate error.	(4.9-0) Content is consistently unclear or incorrect and content is disorganised demonstrating insufficient understanding of the topic. English grammar, spelling and punctuation conventions have ≥4 errors. Language of the discipline infrequently or incorrectly used. The assessment is substantiated with ≤4 contemporary peer reviewed journal articles. Formatting requirements are inaccurately or not applied.	
Referencing (5%)	(5-4.25) Acknowledges all sources and meets APA 7 referencing standards with no errors. Literature cited is published in the last 5 years.	(4.24-3.8) Acknowledges majority or sources and/or meets APA 7 referencing standards with 1 or 2 errors. Literature cited is published in the last 5 years.	(3.75-3.55) Acknowledges most sources and/or meets APA 7 referencing standards with 3 errors. Literature cited is published in the last 5 years.	(3.5-2.5) Acknowledges sources and/or meets APA 7 referencing standards with 4 errors. Some literature cited is published in the last 5 years.	(2.4-0) Acknowledges some sources and/or has ≥5 or more APA 7 referencing errors or references not provided.	

TOTAL:

MARKER:

**Marker's feedback:**

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Submit your assessment via the unit Moodle site in Microsoft Word format only. Assessment Two submission portal in the Unit Moodle site.

**Learning Outcomes Assessed**

- Analyse the metabolic, biophysical and cognitive changes that lead to a person requiring nursing care.
- Explore the impact on people receiving nursing care, of common safety concerns in various settings - hospital, home, community.
- Apply the Registered nurse standards of practice to the person centred nursing care of people receiving nursing care in different settings.
- Critically review and enhance the planned nursing care of the person receiving healthcare to optimise health outcomes.

## 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