



# **NURS20176 Advanced Practice for Registered Nurses 2**

## **Term 2 - 2021**

Profile information current as at 14/12/2025 03:41 pm

All details in this unit profile for NURS20176 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 continues from Advanced Nursing Practice 1. This unit will consolidate your knowledge of deviations from normal homeostatic mechanisms relevant to your chosen clinical specialisation using a person-centred approach. You will be able to validate your clinical decision making and problem solving in managing episodes of care. You will also analyse legal and bio-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

Prerequisite: NURS20175 Advanced Practice for Registered Nurses 1

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 2 - 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. **Portfolio**

Weighting: Pass/Fail

#### 2. **Case Study**

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. Initiate patient management using best practice
2. Evaluate clinical decision making through psycho-social and bio-ethical frameworks
3. Critique therapeutic and rehabilitative approaches applicable to clinical specialisation
4. Demonstrate advanced practice in specialisation
5. Initiate change to improve patient care and clinical processes.

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 - Portfolio - 0%	•	•	•	•	•
2 - Case Study - 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 - Portfolio - 0%								
2 - Case Study - 0%								

## Textbooks and Resources

### Textbooks

NURS20176

#### Prescribed

##### **Health Assessment and Physical Examination**

3rd Edition (2020)

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

Cengage Learning

South Melbourne , , Victoria , , Australia

ISBN: 9780170426183

Binding: eBook

NURS20176

#### Prescribed

##### **Pharmacology for Health Professionals**

Edition: 5th (2018)

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

Mosby Elsevier

Sydney , NSW , Australia

ISBN: 9780729542753

Binding: Paperback

#### **Additional Textbook Information**

If you prefer to study with a paper text, you can purchase one at the CQUni Bookshop here:

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

An eBook version of the supplementary text can be purchased at the above link.

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- CQUniversity library literature search tools
- CQUniversity Library Website (e-Journals)
- CQUniversity library all other resources
- CQUniversity Library Nursing Resources

## 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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[p.calleja@cqu.edu.au](mailto:p.calleja@cqu.edu.au)

## Schedule

### Module 1 - Weeks 1 & 2 - Unit introduction; plus advanced clinical reasoning related to comfort and rest - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>TOPIC</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Outline of course and assessments</li> <li>• Revision of standards of practice and regulations</li> <li>• Pain and sleep assessment</li> </ul>	Readings	Zoom: Weekly - day & time TBA Welcome to Unit and Moodle site <b>Submit Artefact 1</b> - Curriculum Vitae to E-Portfolio by end of <b>Week 1 - Friday 16th July 2021, 5 pm.</b>

### Module 2 - Weeks 3 & 4 - Advanced clinical reasoning related to - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>TOPIC</b> Completing the health assessment of the complex patient in contemporary settings and using advanced clinical reasoning in the care of persons with real or potential skin integrity issues and wounds. Incorporating: <ul style="list-style-type: none"> <li>• Self-assessment of your practice</li> <li>• Standards of practice</li> <li>• Leading the clinical team</li> </ul>	Readings	Zoom - Weekly - day and time TBA Forum discussion <b>Submit Artefact 2</b> - short academic writing activity to Moodle in <b>Week 3 by Friday 30th July 2021, 5 pm.</b>

### Module 3 - Week 5 - Advanced clinical reasoning related to elimination - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>TOPIC - Part 1</b> <ul style="list-style-type: none"> <li>• Assessment of elimination plus</li> <li>• Using evidence to support best practice</li> <li>• Epidemiology - population diversity and condition prevalence in your community</li> <li>• Developing guidelines for practice</li> </ul>	Readings	ZOOM - Weekly day and time TBA

### Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
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### Module 3 - Week 6 - Advanced clinical reasoning related to elimination - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>TOPIC</b> Completing the health assessment of the complex patient in contemporary settings, and using advanced clinical reasoning in the care of persons with real or potential elimination issues.	Readings	Zoom: Weekly - day & time TBA <b>Assessment 2:</b> Case study. <b>Due date: Week 6: Wednesday 25th August 2021, 5 pm.</b>  <b>Case Study</b> Due: Week 6 Wednesday (25 Aug 2021) 5:00 pm AEST

### Module 4 - Weeks 7 & 8 - Advanced clinical reasoning related to mobilisation - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>TOPIC</b> <b>Part 1:</b> Assessing movement and mobility <b>Part 2:</b> Completing the health assessment of the complex patient in contemporary settings and using advanced clinical reasoning in the care of persons with mobilisation concerns.	Readings	ZOOM - Weekly - day and time TBA Discussion forum

### Module 5 - Weeks 9 & 10 - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
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**TOPIC****Part 1:** Hygiene assessment**Part 2:** Review of Activities of Daily Living (ADLs) and adopting a multidisciplinary approach to the care of persons in contemporary settings.

Readings

ZOOM - Weekly - day and time TBA  
Discussion forum**Revision Weeks 11 & 12 - 27 Sep 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>TOPIC</b> Working within the multidisciplinary team • providing effective clinical handover • managing and reporting findings • working as part of the clinical team. Revision	N/A	<b>Submit corrected Specialty Proforma to Portfolium on Friday 1st October 2021, by 5 pm.</b> • Submit completed Specialty Standards Proforma to Moodle • Ensure artefacts 1, 2 are uploaded to E-Portfolio  <b>Professional Portfolio</b> Due: Week 11 Friday (1 Oct 2021) 5:00 pm AEST

**Exam Week - 18 Oct 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Professional Portfolio

**Assessment Type**

Portfolio

**Task Description****Type:** Written assessment**Due date:** 5 pm (AEST) 1st October 2021 (Week 11)**Weighting:** Pass/Fail**Length:** 3000 words +/- 10%**Unit Coordinator:** TBA**Learning Outcomes Assessed**

1. Initiate patient management using best practice
2. Evaluate clinical decision making through psycho-social and bio-ethical frameworks
3. Critique therapeutic and rehabilitative approaches applicable to clinical specialisation
4. Demonstrate advanced practice in specialisation
5. Initiate change to improve patient care and clinical processes.

**Aim**

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

**Assessment**

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

1. Artefact one - Curriculum Vitae (CV) - the CV provides a summary of your career covering your qualifications and experience and provides insight into your current professional associations and capabilities.
2. Artefact two - Academic writing activity Week 3 - the short academic writing activity demonstrates your knowledge of current/proposed advanced practice roles in your work area and your academic writing skills
3. Artefact three - Specialty Standards document - the standards document demonstrates your professionalism as a registered nurse in specialty.

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

Step 1: Identify your area of specialty practice and access the standards of your specialty by the end of Week 1 Friday 16th July 2021. These standards are available on Moodle or via your specialty professional organisation. If your specialty

does not have standards of practice, please contact your Unit Convenor in Week 1.

Step 2: Access your E-Portfolio on Moodle by the end of Week 1 – 5pm (AEST) Friday 16th July 2021. Portfolium is your Professional Portfolio.

Step 3: Artefact 1 - Add your updated Curriculum Vitae to your Portfolium by the end of Week 1- 5pm (AEST) Friday 16th July 2021.

Step 4: Artefact 2 - Complete the short-academic writing activity that discusses the changing role of the registered nurse in your specialty and submit on Moodle no later than by the end of Week 3 – 5pm (AEST) Friday 30th July 2021.

Step 5: Artefact 3 - Using the given Specialty Standards Proforma, document how you have met the specialty, standards of practice with examples and supporting evidence/discussion. Please see exemplar standard below. Use artefacts one to three along with the literature, to inform the documentation of your specialty practice standards. The discussion should be substantiated with reference to the contemporary literature (last 10 years), with no less than 15 peer reviewed journals cited. The Specialty Standards document should be submitted via Moodle no later than the end of Week 11 – 5pm (AEST) Friday 1st October 2021.

Step 6: Ensure that Artefacts 1, 2 and 3 are added to your E-Portfolio no later than the end of Week 11 – 5pm (AEST) Friday 1st October 2021.

Step 7: Once Artefact 3 – the completed Specialty Standards document – has been marked and corrections have been made, it should then be added to your E-Portfolio before commencement of your following term of study.

### **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**

1. 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).
2. Include page numbers on each page in a footer
3. Write predominantly in the third-person perspective and use first person where appropriate.
4. Use formal academic language.
5. Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
6. 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**

#### **7. Nursing and Midwifery Board of Australia (NMBA) [registered nurse standards for practice \(2016\)](#).**

8. 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.
9. We recommend that you access your discipline specific [Nursing Resource Guide](#)
10. 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.
11. 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.
12. 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 Assessment 1 Portal on the unit Moodle site in Microsoft Word format only.**

Once marked you have two weeks in which to upload your document to your E-Portfolio via the Unit Moodle site

## Marking Criteria

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

### Standard Exemplar of Specialty practice standard - (234 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

Week 11 Friday (1 Oct 2021) 5:00 pm AEST

Submit via TURNITIN on the Assessment portal in the Unit Moodle

## Return Date to Students

Review/Exam Week Friday (15 Oct 2021)

online

## Weighting

Pass/Fail

## Assessment Criteria

### NURS20176 - Advanced Practice for Registered Nurses 1- Assessment 1 Marking Criteria Portfolio (Specialty Standards)

Please add more rows if your specialty has more than 7 standards

To achieve a pass in this assessment students must be successful in half of the major criteria. To be successful in each of the major criteria students must be successful in half of the minor criteria e.g. 1/2; 2/4; 3/6.

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

PASS	FAIL
<b>Artefact 1 - CV - Week 3</b> <ul style="list-style-type: none"> <li>Professional E-Portfolio (Portfolio) contains a current CV</li> <li>Contact details provided - Education qualification included</li> <li>CV contains a list of current competencies</li> <li>Previous employment detailed</li> <li>Professional body memberships detailed</li> <li>Awards identified</li> </ul>	<b>Artefact 1 - CV - Week 3</b> <ul style="list-style-type: none"> <li>Professional Portfolio (Portfolio) does not contain a current CV</li> <li>Contact details not provided</li> <li>Education qualifications not included</li> <li>CV does not contain a list of current competencies</li> <li>Previous employment not detailed</li> <li>Professional body memberships not detailed</li> <li>Awards not identified</li> </ul>
<b>Artefact 2 - Short academic writing activity - Week 3</b> <ul style="list-style-type: none"> <li>The short essay is structured appropriately- introduction, main body, conclusion</li> <li>The short essay is presented as required</li> <li>The argument is logically developed and the discussion flows</li> <li>The content is substantiated with examples and the peer reviewed literature</li> <li>The referencing used is APA7 in-text with 3 or less consistent errors</li> <li>The referencing used is APA7 in the reference list with 3 or less consistent errors</li> </ul>	<b>Artefact 2 - Short paper - Week 3</b> <ul style="list-style-type: none"> <li>The short essay is not structured appropriately- introduction, main body, conclusion</li> <li>The short essay is not presented as required</li> <li>The argument is not logically developed, and the discussion does not flow</li> <li>The content is not substantiated with examples or peer reviewed literature</li> <li>The referencing used is not APA7 in-text and has 3 or more consistent errors</li> <li>The referencing used is not APA7 for the reference list with 3 or more consistent errors</li> </ul>
<b>Artefact 3: Specialty Standards artefact - Week 11</b> <ul style="list-style-type: none"> <li>The professional portfolio contains the completed Specialty Standards artefact</li> <li>The Specialty Standards Artefact has an introduction identifying the nursing specialty and the standards to be addressed</li> </ul>	<b>Artefact 3: Specialty Standards artefact - Week 11</b> <ul style="list-style-type: none"> <li>The professional portfolio does not contain the Specialty Standards artefact</li> <li>The Specialty Standards Artefact does not have an introduction identifying the nursing specialty and the standards to be addressed</li> </ul>
<b>Standard 1:</b> <ul style="list-style-type: none"> <li>Good outline of current practice relevant to standard.</li> <li>Clear indication of evidence required to demonstrate competency / strengths development.</li> <li>Overall, the Specialty Standards Artefact demonstrates critical analysis of the professional self.</li> </ul>	<b>Standard 1:</b> <ul style="list-style-type: none"> <li>Very limited or no outline of current practice relevant to standard.</li> <li>Very limited indication of evidence required to demonstrate competency / strengths development.</li> <li>Overall, the Specialty Standards Artefact does not demonstrate critical analysis of the professional self.</li> </ul>
<b>Standard 2:</b> <ul style="list-style-type: none"> <li>Good outline of current practice relevant to standard.</li> <li>Clear indication of evidence required to demonstrate competency / strengths development.</li> <li>Overall, the Specialty Standards Artefact demonstrates critical analysis of the professional self.</li> </ul>	<b>Standard 2:</b> <ul style="list-style-type: none"> <li>Very limited or no outline of current practice relevant to standard.</li> <li>Very limited indication of evidence required to demonstrate competency / strengths development.</li> <li>Overall, the Specialty Standards Artefact does not demonstrate critical analysis of the professional self.</li> </ul>



**Standard 3:**

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

**Standard 4:**

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

**Standard 5:**

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

**Standard 6:**

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

**Standard 7:**

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

**Presentation & Structure**

- Writing within the document is coherent and logically structured.
- There is no more than 3 different grammatical and 3 different punctuation errors.
- The document is consistently substantiated with reference to the current literature.
- APA7 referencing style is used throughout with 5 or less different citation errors.

**Standard 3:**

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

**Standard 4:**

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

**Standard 5:**

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

**Standard 6:**

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

**Standard 7:**

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

**Presentation & Structure**

- Writing within the document is not coherent nor logically structured
- There is more than 3 different grammatical and 3 different punctuation errors.
- The document is not consistently substantiated with reference to the current literature.
- APA7 referencing style 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

Submit on the Assessment portal in the Unit Moodle

## Learning Outcomes Assessed

- Initiate patient management using best practice
- Evaluate clinical decision making through psycho-social and bio-ethical frameworks
- Critique therapeutic and rehabilitative approaches applicable to clinical specialisation
- Demonstrate advanced practice in specialisation
- Initiate change to improve patient care and clinical processes.

## Graduate Attributes

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

## 2 Case Study

### Assessment Type

Case Study

### Task Description

**Type:** Written assessment

**Due date:** 5 pm (AEST) Wednesday 25th August 2021 (Week 6)

**Weighting:** Pass/Fail

**Length:** 3000 words +/- 10%

**Unit Coordinator:** TBA

### Learning Outcomes Assessed

1. Initiate patient management using best practice

2. Evaluate clinical decision making through psycho-social and bio-ethical frameworks
3. Critique therapeutic and rehabilitative approaches applicable to clinical specialisation
4. Demonstrate advanced practice in specialisation
5. Initiate change to improve patient care and clinical processes.

### **Aim**

The aim of this assessment is to provide you with the opportunity to demonstrate your advanced practice knowledge, skills and abilities in your clinical specialty.

### **Assessment**

Using an example from your clinical specialty, identify a clinical innovation you could develop into a project (Note: "Project" is used as a generic term to describe initiatives, programs, models of care), ensuring :

- Alignment – the project addresses a current health system priority and is relevant to clinical innovation and improvement.
- Usefulness – the project is able to be used for a practical purpose.
- Practicality – the project is concerned with doing something rather than theory.
- Conciseness – the project summary is brief yet comprehensive.

### **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**

1. The case study should be written in essay format with an introduction, main body of discussion, and conclusion
2. 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).
3. Include page numbers on each page in a footer
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. 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**

8. Nursing and Midwifery Board of Australia (NMBA) [registered nurse standards for practice](#) (2016).
9. 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.
10. We recommend that you access your discipline specific [Nursing Resource Guide](#)
11. 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.
12. 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.
13. 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 Assessment 2 Portal on 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 Wednesday (25 Aug 2021) 5:00 pm AEST

Submit via TURNITIN in the Unit Moodlesite

## Return Date to Students

Week 8 Wednesday (8 Sept 2021)

Online

### Weighting

Pass/Fail

### Minimum mark or grade

PASS

### Assessment Criteria

To achieve a pass in this assessment students must be successful in at least 3 of the 6 major criteria.

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

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

#### PASS

##### CONTENT

###### Case study

- Introduces the case study and how it will be used in the paper
- Succinctly details the nursing assessment, including health history, of the person in the case study
- Describes the current health situation of the patient including current treatment.
- Explains the nursing evaluation that indicated the need to introduce the selected clinical innovation

###### Clinical innovation

- Concisely introduces and explains the rationale of the selected clinical innovation.
- Justifies the need for implementing the clinical innovation.
- Clearly details and explains the background the selected clinical innovation.
- Explains the benefits of the selected clinical innovation on patient outcomes, both physiological and psychological.

###### Demonstration of advocacy and/or change agent role

- Introduces and explains the registered nurse advocacy and/or the change agent role/s.
- Clearly demonstrates the need for the registered nurse advocacy and/or change agent role in the case study.
- Distinctly explains how the registered nurse advocates for the patient through the delivery of the clinical innovation.
- Clearly articulates the impact on both the patient and self of the registered nurse advocacy and /or change agent role/s in this case study

##### Structure, presentation and referencing

###### Structure

- An opening paragraph that contextualises the written paper and clearly identifies its aim.
- A logically constructed discussion that flows and follows the approach indicated in the introduction.
- A concluding paragraph that summarises the overall argument in the assignment without introducing new information.
- Well-constructed sentences and paragraphs throughout the paper

**Presentation** according to the APA Formatting Checklist (Academic Learning Centre, 2020)

- Title page correct.
- Page numbering correct throughout the case study.
- Font and double line spacing correct throughout the case study.
- No more than 3 different spelling errors throughout the paper.
- No more than 3 different grammar and 3 different punctuation errors throughout the paper.
- Adheres to the 3000 word limit

#### FAIL

##### CONTENT

###### Case study

- Does not introduce the case study or state how it will be used in the paper.
- Does not succinctly detail the nursing assessment, including the health history, of the person in the case study.
- Does not describes the current health situation of the patient.
- Does not explain the nursing evaluation that indicated the need to introduce the selected clinical innovation

###### Clinical innovation

- Does not concisely introduce and explain the rationale of the selected clinical innovation.
- Does not justify the need for implementing the clinical innovation Does not clearly detail and explain the background of the selected clinical innovation.
- Does not explain the benefits of the selected clinical innovation on patient outcomes, both physiological and psychological.

###### Demonstration of advocacy and/or change agent role

- Does not introduce and explain the registered nurse advocacy and/or the change agent role/s.
- Does not clearly demonstrate the need for the registered nurse advocacy and/or change agent role in the case study.
- Does not explain how the registered nurse advocates for the patient through the delivery of the clinical innovation.
- Does not clearly articulate the impact on both the patient and self of the registered nurse advocacy and /or change agent role/s in this case study

##### Structure, presentation and referencing

###### Structure

- The opening paragraph does not contextualise the written paper or clearly identify its aim.
- The discussion is not logically constructed and does not flow. It does not follow the approach indicated in the introduction.
- Does not have a concluding paragraph that summarises the overall argument.
- The conclusion introduces new information More than 3 sentences or 3 paragraphs are poorly constructed

**Presentation according to the** APA Formatting Checklist (Academic Learning Centre, 2020)

- Title page incorrect.
- Page numbering is not correct throughout the case study.
- Font and double line spacing are not correct throughout the case study
- More than 3 different spelling errors throughout the paper
- More than 3 different grammar and 3 different punctuation errors throughout the paper
- Does not adhere to the 3000 word limit

**Referencing** using the American Psychological Association 7th edition (APA) abridged guide 2021 referencing style.

- Current literature used to substantiate discussion
- 15 contemporary peer reviewed papers cited
- No more than 3 different in-text citation errors.
- No more than 3 different reference list citation errors.

**Referencing** using American Psychological Association 7th edition (APA7) abridged guide 2021 referencing style

- 3/15 or more sources used to substantiate discussion are more than 7 years old.
- Less than 15 contemporary peer reviewed papers cited
- More than 3 different in-text citation errors.
- More than 3 different reference list citation errors.

## Referencing Style

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

## Submission

Online

## Submission Instructions

Submit online via submission portal on unit Moodle site

## Learning Outcomes Assessed

- Initiate patient management using best practice
- Evaluate clinical decision making through psycho-social and bio-ethical frameworks
- Critique therapeutic and rehabilitative approaches applicable to clinical specialisation
- Demonstrate advanced practice in specialisation
- Initiate change to improve patient care and clinical processes.

## Graduate Attributes

- Knowledge
- Communication
- Research
- Ethical and Professional Responsibility

## 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