



NURS28004 Advanced Practice Medical Surgical Nursing 1

Term 1 - 2023

Profile information current as at 06/05/2024 09:49 pm

All details in this unit profile for NURS28004 have been officially approved by CQUniversity 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 seen in medical/surgical nursing. You will explore the impact of the common safety concerns of persons receiving nursing care in medical/surgical settings. You will apply the Registered nurse standards of practice to the person-centred nursing care of those receiving medical and surgical nursing care. You will have the opportunity to review, critique and refine the planned care of those receiving medical and/or surgical nursing care.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

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](#).

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 medical and/or surgical interventions
2. Explore the impact of common safety concerns on persons experiencing medical and/or surgical interventions
3. Apply the Registered nurse standards of practice to the person-centred nursing care of people experiencing medical and/or surgical interventions to optimise their health outcomes.
4. Critically review and enhance the planned nursing care of the person experiencing medical and/or surgical interventions to optimise health outcomes.




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
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
- Endnote bibliographic software. This is optional for formatting references.
- CQUniversity Library Nursing Resources
- Zoom (both microphone and webcam capability)
- Portfolium

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

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Hellen Kaneko Unit Coordinator

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Schedule

WEEK 1 - ACUTE CARE NURSING - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Acute care nursing and caring for the acutely ill patient.

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.

Recorded presentations:

- Welcome and Unit Introduction O Week.
- Assessments 1 and 2.
- Considering the deteriorating patient.

Activity – Access the General Discussion page and introduce yourself to your colleagues by providing your:

1. Name
2. Where you work
3. Why you are studying GCN.

Assessments 1 and 2 - Review the assessment tasks and make a study plan.

Announcement and Discussion Boards

- Check for posts and updates.

WEEK 2 - SURGICAL PATIENT - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Preoperative and postoperative assessment and care of the surgical patient care.	Readings and activities as outlined in module.	Zoom - Drop-in question and answer - Unit content and assessments. Assessment 1 - 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. Announcement and Discussion Boards - Check for posts and updates. Activities: Complete the topic activities <ul style="list-style-type: none">• Complete the self-rating and self-development of skills and communication related to advanced clinical skills.

WEEK 3 - FLUIDS AND FLUID ASSESSMENT - 20 Mar 2023

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

WEEK 4 - INFECTION AND WOUND CARE - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Wound care and the prevention and treatment of infections in the acute care nursing.	Readings and activities as outlined in module.	Zoom - Drop-in question and answer - Unit content and assessments. Assessment 1 - 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. Announcement and Discussion Boards - Check for posts and updates.

WEEK 5 - SEPSIS - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Sepsis.	Readings and activities as outlined in module.	<p>Recorded presentation - Listen to the presentation.</p> <p>Assessment 1 - Continue preparing your assessment. You might wish to seek assessment preparation help from the Academic Learning Centre and/or Studiosity.</p> <p>Announcement and Discussion Boards - Check for posts and updates.</p>
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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 - SHOCK - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Shock.	Readings and activities as outlined in module.	<p>Zoom - Drop-in question and answer - Unit content and assessments.</p> <p>Assessment 1 - Finalise and submit your assessment. Present your poster as per the timetable on Moodle and confirmed time with your Unit Coordinator.</p> <p>Assessment 2 - Review assessment task again and make a study plan to address this assessment.</p> <p>Announcement and Discussion Boards - Check for posts and updates.</p> <p>Oral Presentation Due: Week 6 Wednesday (19 Apr 2023) 5:00 pm AEST</p>

WEEK 7 - ACUTE PAIN - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Acute pain.	Readings and activities as outlined in module.	<p>Recorded presentation - Listen to the presentation.</p> <p>Assessment 2 - Search the literature for your assessment. You might wish to seek assessment preparation help from the Academic Learning Centre and/or Studiosity.</p> <p>Announcement and Discussion Boards - Check for posts and updates.</p>

WEEK 8 - COMMUNICATION FOR SAFETY - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Communication for safety.	Readings and activities as outlined in module.	<p>Zoom - Drop-in question and answer - Unit content and assessments.</p> <p>Assessment 2 - Review the literature and access the NANDA nursing care plans.</p> <p>Announcement and Discussion Boards - Check for posts and updates.</p>

WEEK 9 - ASSESSMENTS AND ASSESSMENT TOOLS - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment and assessment tools.

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 - ECGS - 15 May 2023**Module/Topic****Chapter****Events and Submissions/Topic**

ECGs.

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

Acute care nursing of the oncology patient.

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 - REVIEW WEEK - 29 May 2023**Module/Topic****Chapter****Events and Submissions/Topic**

Revision and finalisation of the term.

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 Oral Presentation

Assessment Type

Poster Sessions

Task Description

Aim

The aim of this assessment is to apply the Registered nurse standards of practice to the person-centred nursing care of the medical or surgical patient with hypovolaemic or anaphylactic shock.

Instructions

You are preparing an oral presentation on the nursing assessment and care of hypovolaemic or anaphylactic shock.

Choose either hypovolaemic OR anaphylactic shock. 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. The first slide will include your name and the title of your presentation.
3. The second slide will provide a definition of shock and hypovolaemic shock or anaphylactic shock.
4. Slide 3 cover shock and the various presentations of shock, and the impact of hypovolaemic or anaphylactic shock on the medical-surgical patient.
5. Slides 4 and 5 will present your nursing care plan for the management of hypovolaemic or anaphylactic shock to improve the health care outcomes of the medical-surgical patient in your health care facility. Your nursing care plan should include:
 - Nursing management of hypovolaemic or anaphylactic shock including signs and symptoms and patient assessment data that will prompt you to further investigate a medical-surgical patient who develops hypovolaemic or anaphylactic shock
 - The Registered nurse standards for practice
 - A person-centred care approach.
6. Slide 6, the last slide presents your reference list.
7. Use no more than six slides in PowerPoint format for this assessment.

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 slides 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 present your poster to your ward/unit/healthcare facility for nursing in-service after reviewing your feedback and making appropriate amendments.

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 medical and/or surgical interventions.
2. Explore the impact of common safety concerns on persons experiencing medical and/or surgical interventions.
3. Apply the Registered Nurse Standard of Practice to the person-centred nursing care of people experiencing medical and/or surgical interventions to optimise their health outcomes.
4. Critically review and enhance the planned nursing care of the person experiencing medical and/or surgical interventions to optimise health outcomes.

Assessment Due Date

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

Return Date to Students

Weighting

40%

Assessment Criteria

NURS28004 Advanced Practice Medical-Surgical Nursing 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 6 slides used that are aesthetically outstanding and holds the audience's attention. The slides are free of unnecessary detail and are succinct and readable. The slides contain a very appealing array of appropriate script and graphics. Font style and size enhances the readability.	(8.4-7.5) A total of 6 slides used that are aesthetically pleasing and holds the audience's attention. The slides are free of unnecessary detail, succinct and readable. The slides contain an appealing array of appropriate script and graphics. Font style and size enhances the readability.	(7.4-6.5) A total of 6 slides used that are mostly aesthetically pleasing and holds the audience's attention. The slides are mostly free of unnecessary detail, are succinct and readable. The slides contain appropriate script and graphics. Font style and size is legible.	(6.4-5) A total of 6 slides used A total of 6 slides used that are aesthetically pleasing and sometimes holds the audience's attention. The slides contain some appropriate script and graphics. Font style and size is often difficult to read.	(4.9-0) More or less than 6 slides have been used. The slides are disorganised and are distracting to the audience's attention. Slides contain unnecessary detail, are cluttered or are difficult to read. The slides do not contain appropriate script and graphics.	

Oral presentation (10%)	(10-8.5) The presenter very readily engages the audience. The presenter speaks very clearly, demonstrating enthusiasm for the topic. Each slide is 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. Each 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. Each 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. Each 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 nor demonstrate enthusiasm for the topic. Each 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%) (Slide 2)	(20-17) The presentation provides a comprehensive search of the literature on the nursing assessment and management of hypovolaemic and anaphylactic shock. Content accurately synthesises the definition of shock, and hypovolaemic or anaphylactic shock and thoroughly discusses the various clinical presentations and the impact of hypovolaemic and anaphylactic shock in relation to the medical-surgical patient.	(16.9-15) The presentation provides a concise search of the literature on the nursing assessment and management of hypovolaemic or anaphylactic shock. Content clearly defines shock, and hypovolaemic or anaphylactic shock and discusses the various clinical presentations and the impact of hypovolaemic and anaphylactic shock in relation to the medical-surgical patient.	(14.9-13) The presentation provides a generalised search of the literature on the nursing assessment and management of hypovolaemic or anaphylactic shock. Content defines shock, and hypovolaemic or anaphylactic shock and discusses some aspects of clinical presentations and the impact of hypovolaemic and anaphylactic shock in relation to the medical-surgical patient.	(12.9-10) The presentation provides some content on the nursing assessment and management of hypovolaemic or anaphylactic shock. A definition of shock, and hypovolaemic or anaphylactic shock is quoted. The discussion of the of clinical presentations and the impact of hypovolaemic or anaphylactic shock presented but lacks clarity in relation to the medical-surgical patient.	(9.9-0) The presentation incompletely or inaccurately presents the nursing assessment and management of hypovolaemic or anaphylactic shock. A definition of shock, and hypovolaemic or anaphylactic shock is vague, inaccurate or omitted. Discussion of the of clinical presentations and the impact of hypovolaemic or anaphylactic shock is inaccurate or omitted in relation to the medical-surgical patient.
Knowledge – nursing care (20%) (Slides 3, 4 and 5)	(20-17) Extremely concise and comprehensive explanation and justification of a planned nursing care approach of the medical-surgical patient experiencing hypovolaemic or anaphylactic shock. 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 medical-surgical patient experiencing hypovolaemic or anaphylactic shock. 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 medical-surgical patient experiencing hypovolaemic or anaphylactic shock. Scholarly literature is mostly used to support the nursing care plan.	(12.9-10) The nursing care approach is provided for the medical-surgical patient experiencing hypovolaemic or anaphylactic shock. Some scholarly literature used to support the nursing care plan.	(9.9-0) The nursing care approach for the medical-surgical patient experiencing hypovolaemic or anaphylactic shock is incorrect or omitted. Minimal or no scholarly literature is used to support the nursing care plan.
Critical thinking and advanced knowledge (30%) (Slides 3, 4 and 5)	(30-25.5) Comprehensively devised and justified nursing care plan for the nursing assessment and management of hypovolaemic or anaphylactic shock 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 hypovolaemic or anaphylactic shock to minimise health risks and optimise health outcomes of the medical-surgical patient.	(25.4-22.4) Concisely devised and justified nursing care plan for the nursing assessment and management of hypovolaemic or anaphylactic shock 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 hypovolaemic shock and anaphylactic shock to minimise health risks and optimise health outcomes of the medical-surgical patient.	(22.3-19.4) Mostly concise and justified nursing care plan presenting the nursing assessment and management of hypovolaemic or anaphylactic shock 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 hypovolaemic or anaphylactic shock to minimise health risks and optimise health outcomes of the medical-surgical patient.	(19.3-15) A nursing care plan with some justification is presented however some nursing assessment and management of hypovolaemic or anaphylactic shock 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 hypovolaemic or anaphylactic shock to minimise health risks and optimise health outcomes of the medical-surgical patient.	(14.9-0) A nursing care plan is presented however there are significant inaccuracies in the nursing assessment and management of hypovolaemic or anaphylactic shock. 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 hypovolaemic or anaphylactic shock to minimise health risks and optimise health outcomes of the medical-surgical patient.
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 ≥ 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 medical and/or surgical interventions
- Explore the impact of common safety concerns on persons experiencing medical and/or surgical interventions
- Apply the Registered nurse standards of practice to the person-centred nursing care of people experiencing medical and/or surgical interventions to optimise their health outcomes.
- Critically review and enhance the planned nursing care of the person experiencing medical and/or surgical interventions 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 medical-surgical patient to minimise associated health risks.

Mr Bob Chalk is a 55 year-aged man, Mr Bob Chalk who is married with 3 children of which one remains dependent. He is employed as a primary school teacher. He is admitted to your medical or surgical ward for investigation of general malaise, cold extremities, confusion, pyrexia (37.4° Celsius), respiratory rate (24 breaths/minute), pulse (110 beats/minute), body discomfort and agitation. Mr Chalk has been experiencing these symptoms for two weeks and is not feeling any better, in fact he feels much worse but cannot clearly state how. His wife is concerned and stated, 'He is not himself.'

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 Mr Chalk. 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 your nursing care plan you will develop for Mr Chalk.
4. Justify your nursing care plan (2,200 words) – include a rationale and justification for the nursing assessments, nursing diagnosis, interventions, and the proposed outcomes.
5. Develop a comprehensive nursing care plan for Mr Chalk to minimise the risk of the medical-surgical patient in your health care organisation. Your plan should include:
 - a. Metabolic, biophysical and cognitive changes that Mr Chalk is experiencing
 - b. Common safety concerns that Mr Chalk may experience
 - c. Registered nurse standards of practice
 - d. A person-centred care approach.
6. Provide a concise conclusion summarising the main concepts from your assessment (approximately 200 words).
7. 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 NURS28004 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 academic writing.

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 medical and/or surgical interventions.
2. Explore the impact of common safety concerns on persons experiencing medical and/or surgical interventions.
3. Apply the Registered nurse standards of practice to the person-centred nursing care of people experiencing medical and/or surgical interventions to optimise their health outcomes.
4. Critically review and enhance the planned nursing care of the person experiencing medical and/or surgical interventions to optimise health outcomes.

Assessment Due Date

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

Return Date to Students

Weighting

60%

Assessment Criteria

NURS28004 Advanced Practice Medical-Surgical Nursing 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 Mr Chalk.	(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 Mr Chalk.	(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 Mr Chalk.	(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 Mr Chalk. 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 Mr Chalk. 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 Mr Chalk. Rationale/s and justification for the nursing care plan consistently integrated throughout assessment demonstrating person-centred care for Mr Chalk.	(21.24-18.75) The NANDA nursing care plan concisely included nursing assessments, diagnosis, interventions, outcomes and evaluation criteria for Mr Chalk. Rationale/s and justification for the nursing care plan integrated throughout assessment demonstrating person-centred care for Mr Chalk.	(18.74-16.25) The NANDA nursing care plan included most nursing assessments, diagnosis, interventions, outcomes and evaluation criteria for Mr Chalk. Most rationale/s and justification for nursing care plan were provided demonstrating person-centred care for Mr Chalk.	(16.2-12.5) The NANDA nursing care plan was partly provided however some nursing assessments, diagnosis, interventions, outcomes and evaluation criteria for Mr Chalk were omitted. Some rationale/s and justification for nursing care plan were provided. Person-centred care for Mr Chalk was not consistently evident.	(12.5-0) The NANDA nursing care plan was inaccurate or omitted demonstrating lack of person-centred care for Mr Chalk'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 Mr Chalk 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 Mr Chalk 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 Mr Chalk 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 of Mr Chalk's metabolic, biophysical, and cognitive changes. Evidence was accepted with minimal challenge.	(14.9-0) The NANDA nursing care plan is inaccurate or omitted and/or demonstrates little or no discussion of the metabolic, biophysical, and cognitive changes that Mr Chalk 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's feedback:

MARKER:

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 medical and/or surgical interventions
- Explore the impact of common safety concerns on persons experiencing medical and/or surgical interventions
- Apply the Registered nurse standards of practice to the person-centred nursing care of people experiencing medical and/or surgical interventions to optimise their health outcomes.
- Critically review and enhance the planned nursing care of the person experiencing medical and/or surgical interventions 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