



NURS28004 Advanced Practice Generalist Medical Surgical Nursing 1

Term 1 - 2024

Profile information current as at 15/05/2024 03:08 pm

All details in this unit profile for NURS28004 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 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 - 2024

- 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. **Written Assessment**

Weighting: 40%

2. **Written Assessment**

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 pathophysiological changes that lead to a person requiring medical and/or surgical interventions and nursing care.
2. Explore the impact of common safety concerns on persons experiencing medical and/or surgical interventions in your healthcare setting.
3. Apply the Registered nurse standards of practice to the person-centred nursing care approach to people experiencing medical and/or surgical interventions to optimise their health outcomes in your healthcare setting.
4. Critically review and enhance the planned nursing care of the person experiencing medical and/or surgical interventions to optimise health outcomes.

There are no learning outcomes linked to external accreditation for this unit.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 40%	•	•	•	•
2 - Written Assessment - 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
- Microsoft Word
- 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.
- Online access Australian Standards (through CQU Library)
- CQUniversity Library Nursing Resources
- CQUniversity Library Resources
- Zoom (both microphone and webcam capability)

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

Simone Ohlin Unit Coordinator

s.ohlin@cqu.edu.au

Leanne Jack Unit Coordinator

l.jack@cqu.edu.au

Schedule

WEEK 1 - 04 Mar 2024

Module/Topic

Chapter

Events and Submissions/Topic

Acute care nursing, advanced practice nursing, and clinical reasoning.

Review the Moodle site and click on all the links.
Find out what is in Student Support?
Find out how to 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.
- Acute care nursing, advanced practice nursing and clinical reasoning.

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 MCN.

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

Foundations of Academic Integrity Program - complete your annual program.

Announcement and Discussion Boards - Check for posts and updates.

Boards - Check for posts and updates.

WEEK 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Nursing knowledge, law, ethics, and professional practice.	Readings and activities as outlined in module.	<p>Zoom - Tutorial and Unit content and assessment question and answer.</p> <p>Assessment 1 - Start your literature searching and preparing assessment.</p> <p>Announcement and Discussion Boards - Check for posts and updates.</p> <p>Student email - Check your student email at least twice per week for communication.</p>

WEEK 3 - 18 Mar 2024

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.	<p>Recorded presentation: Listen to the presentation.</p> <p>Assessment 1 - Read the literature you search for credibility and continue preparing your assessment.</p> <p>Announcement and Discussion Boards - Check for posts and updates.</p> <p>Student email - Check your student email at least twice per week for communication.</p>

WEEK 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Shock.	Readings and activities as outlined in module.	<p>Zoom - Tutorial and Unit content and assessment question and answer.</p> <p>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 Studioity.</p> <p>Announcement and Discussion Boards - Check for posts and updates.</p> <p>Student email - Check your student email at least twice per week for communication.</p>

WEEK 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Wound care and the prevention and treatment of infections in the acute care nursing.

Readings and activities as outlined in module.

Recorded presentation - Listen to the presentation.

Assessment 1 - 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.

Student email - Check your student email at least twice per week for communication.

Vacation Week - 08 Apr 2024

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

WEEK 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Sepsis and septic shock.	Readings and activities as outlined in module.	<p>Zoom - Tutorial and Unit content and assessment question and answer.</p> <p>Assessment 1 - Check originality of your assessment through Turnitin and make relevant changes to your assessment after reviewing your originality report.</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>Student email - Check your student email at least twice per week for communication.</p> <p>Written Assessment Due: Week 6 Wednesday (17 Apr 2024) 5:00 pm AEST</p>

WEEK 7 - 22 Apr 2024

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> <p>Student email - Check your student email at least twice per week for communication.</p>

WEEK 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Fluids and fluid assessment.	Readings and activities as outlined in module.	<p>Zoom - Tutorial and Unit content and assessment question and answer.</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> <p>Student email - Check your student email at least twice per week for communication.</p>
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WEEK 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Nutrition and hydration.	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> <p>Student email - Check your student email at least twice per week for communication.</p>

WEEK 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Pharmacology and advanced nursing practice.	Readings and activities as outlined in module.	<p>Zoom - Tutorial and Unit content and assessment question and answer.</p> <p>Assessment 2 - Review the literature and start writing your NANDA nursing care plan.</p> <p>Announcement and Discussion Boards - Check for posts and updates.</p> <p>Student email - Check your student email at least twice per week for communication.</p>

WEEK 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Communication for patient safety.	Readings and activities as outlined in module.	<p>Recorded presentation - Listen to the presentation.</p> <p>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.</p> <p>Announcement and Discussion Boards - Check for posts and updates.</p> <p>Student email - Check your student email at least twice per week for communication.</p>

WEEK 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Acute care nursing of the oncology patient.
Revision and finalisation of term.

Readings and activities as outlined in module.

Zoom - Tutorial and Unit content and assessment question and answer.
Assessment 2 - Check originality of assessment through Turnitin and make relevant changes to your assessment after reviewing your originality report.
Announcement and Discussion Boards - Check for posts and updates.
Student email - Check your student email at least twice per week for communication.

Written Assessment Due: Week 12
Wednesday (29 May 2024) 5:00 pm AEST

Review/Exam Week - 03 Jun 2024

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

Exam Week - 10 Jun 2024

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/s. 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. CQUniversity communicates with students through CQUniversity email. We recommend that you access your CQUniversity email at least twice a week so that you do not miss vital information about your studies.

Assessment Tasks

1 Written Assessment

Assessment Type

Written Assessment

Task Description

Aim

Advanced practice nursing plays a pivotal and evolving role in the Australian healthcare setting. The aim of this assessment is for you to critically analyse the role of the advanced practice nurse in your healthcare setting, focusing on the significance of the advanced practice role, the role's scope of practice, challenges, and future opportunities to address the challenges you identify and relate these to the medical and/or surgical patient's safety.

Instructions

Please follow the steps below to write your academic essay and complete the task:

1. Provide an introduction outlining the aim of your assessment (approximately 100 words).
2. Define advanced practice nursing in the Australian context of medical or surgical practice:
 - a. Briefly define advanced practice nursing globally and nationally.
 - b. Briefly discuss the roles and responsibilities (scope of practice) of the advanced practice nurse in Australia (approximately 300 words).
3. Analyse the significance of the role of the advanced practice nurse in your medical or surgical healthcare setting.
 - a. Briefly discuss the significance of the advanced practice nursing role in addressing healthcare challenges in your healthcare setting.
 - b. Discuss how the advanced practice nurse contributes to improved safe patient outcomes in your healthcare setting (approximately 450 words).

4. Critically analyse the Australian Registered Nurse Standards of Practice against your role as the advanced practice medical or surgical nurse:
 - a. Evaluate current regulatory framework/s that govern advanced practice nursing in Australia.
 - b. Briefly discuss national policy issues that affect the advanced practice nurse working to scope of practice in your medical or surgical healthcare setting (approximately 500 words).
5. Discuss challenges and opportunities experienced by the advanced practice nurse to enhance patient outcomes in your medical or surgical context of practice:
 - a. Identify one challenge that the advanced practice nurse faces in your specialty nursing practice.
 - b. Propose one strategy to address the challenge to optimise the role of the advanced practice nurse and enhance patient outcomes in your healthcare setting (approximately 500 words).
6. Use current evidence to support all aspects of this assessment task.
7. Use the following headings to structure your assessment:
 - a. Introduction
 - b. Definition, roles, and responsibilities
 - c. Significance of advanced practice nursing
 - d. Challenges and opportunities
 - e. Conclusion
8. Provide a concise conclusion summarising the main concepts from your assessment (approximately 150 words).

Marking Criteria

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

Assessment Due Date

Week 6 Wednesday (17 Apr 2024) 5:00 pm AEST

Submit your assessment in Microsoft Word format only.

Return Date to Students

Week 9 Wednesday (8 May 2024)

Students will be advised of release of assessment marking via an announcement posted to the Announcement's Board on the Unit Moodle site. Please note, the 'Return to Students Information' is an approximate date.

Weighting

40%

Assessment Criteria

Assessment One - Written Assessment

Student name:

Key Criteria	High Distinction	Distinction	Credit	Pass	Fail	TOTAL
Introduction and conclusion (10%)	84.5-100% (10-8.5) The essay has a clear and succinct introduction and conclusion. The introduction provides excellent background information and outlines the direction of the essay, and the conclusion succinctly summarises the key points and is written in the student's own words.	74.50-84.49% (8.4-7.5) The essay has a clear introduction and conclusion. The introduction provides good background information and outlines the direction of the essay, and the conclusion summarises most key points and is written in the student's own words.	64.50-74.49% (7.4-6.5) The essay has an adequate introduction and conclusion. The introduction provides some background information and outlines the direction of the essay, and the conclusion summarises some key points and is written in the student's own words.	49.50-64.49% (6.4-5) An essay and conclusion have been attempted. The introduction provides limited background information and an outline of the essay's direction, and the conclusion has a few key points and is written in the student's own words.	<49.5% (4.9-0) The introduction has significant errors and/or omissions of aims and direction of content or the introduction is not provided. The logical direction of the essay is unclear. The conclusion does not summarise the assessment or is omitted and/or is not written in the student's own words.	
Roles and responsibilities of advanced practice nursing in generalist medical and/or surgical nursing (10%)	(10-8.5) A concise, and comprehensive definition of advanced practice nursing related to your context of nursing practice is provided. The definition includes global and national perspectives of advanced practice nursing. The scope of practice of the advanced practice nurse in the medical or surgical context of practice is concisely and comprehensively presented using the student's own words.	(8.4-7.5) A concise definition of advanced practice nursing related to your context of nursing practice is provided. The definition includes global and national perspectives of advanced practice nursing. The scope of practice of the advanced practice nurse in the medical or surgical context of practice is concisely presented using the student's own words.	(7.4-6.5) A mostly clear definition of advanced practice nursing related to your context of nursing practice is provided. The definition includes global and national perspectives of advanced practice nursing. The scope of practice of the advanced practice nurse in the medical or surgical context of practice is presented however there are some gaps in content, however, is written in the student's own words.	(6.4-5) A definition of advanced practice nursing related to your context of nursing practice is provided. The definition includes some global and national perspectives of advanced practice nursing. The scope of practice of the advanced practice nurse in the medical or surgical context of practice is presented however there are many gaps in content, however, it is written in the student's own words.	(4.9-0) A definition of advanced practice nursing is attempted, however has significant gaps in content and may have minimal or no relevance to your context of nursing practice. The definition includes minimal or no global and national perspectives of advanced practice nursing. The scope of practice of the advanced practice nurse in the medical or surgical context of practice has limited discussion, has multiple gaps in content or is omitted and/or it is not written using the student's own words.	

Significance of advanced practice nursing roles in generalist medical or surgical nursing contexts of practice (20%)	(20-17) A concise and comprehensive discussion of the significance of the advanced practice nursing role is provided. A comprehensive discussion explaining how the advanced practice nurse role addresses healthcare challenges in the medical or surgical healthcare setting is presented. A thorough, concise, and comprehensive discussion explaining how the advanced practice nurse improves patient safety in the medical or surgical healthcare setting is provided. Statements are supported with valid and relevant evidence and is written in the student's own words.	(16.9-15) A concise discussion of the significance of the advanced practice nursing role is provided. A mostly comprehensive discussion explaining how the advanced practice nurse role addresses healthcare challenges in the medical or surgical healthcare setting is presented. A concise discussion explaining how the advanced practice nurse improves patient safety in the medical or surgical healthcare setting is provided. Statements are supported with valid and relevant evidence and is written in the student's own words.	(14.9-13) A mostly concise discussion of the significance of the advanced practice nursing role is provided. A discussion explaining how the advanced practice nurse role addresses healthcare challenges in the medical or surgical healthcare setting is presented. A mostly concise discussion explaining how the advanced practice nurse improves patient safety in the medical or surgical healthcare setting is provided. Statements are supported with valid and relevant evidence and is written in the student's own words.	(12.9-10) A discussion of the significance of the advanced practice nursing role and a discussion explaining how the advanced practice nurse role addresses healthcare challenges in the medical or surgical healthcare setting is presented, however, there are some gaps in content. A discussion explaining how the advanced practice nurse improves patient safety in the medical or surgical healthcare setting is attempted, however, there are gaps in content. Statements are supported with valid and relevant evidence and is written in the student's own words.	(9.9-0) A discussion of the significance of the advanced practice nursing role and/or a discussion explaining how the advanced practice nurse role addresses healthcare challenges in the medical or surgical healthcare setting is attempted, however, there are many gaps in content, or the discussion is incorrect or omitted. A discussion explaining how the advanced practice nurse improves patient safety in the medical or surgical healthcare setting is attempted, however, there are many gaps in content, or the discussion is incorrect or omitted. Statements are not supported with valid and/or relevant evidence and/or is not written in the student's own words.
Critical analysis of advanced practice nursing role in generalist medical or surgical nursing contexts of practice (30%)	(30-25.5) A concise and comprehensive discussion of the Australian Registered Nurse Standards for Practice and how these standards govern advanced practice medical or surgical nursing in your healthcare setting. A concise and comprehensive discussion of national policy issues affecting medical or surgical advanced practice nursing is provided. Evidence was meticulously incorporated.	(25.4-22.4) A concise discussion of the Australian Registered Nurse Standards for Practice and how these standards govern advanced practice medical or surgical nursing in your healthcare setting is presented. A concise discussion of national policy issues affecting medical or surgical advanced practice nursing is provided. Evidence was challenged.	(22.3-19.4) An appropriate discussion of the Australian Registered Nurse Standards for Practice and how these standards govern advanced practice medical or surgical nursing in your healthcare setting is provided. An appropriate discussion of national policy issues affecting medical or surgical advanced practice nursing is provided. Evidence was accepted with some challenges.	(19.3-15) An appropriate discussion of the Australian Registered Nurse Standards for Practice and how these standards govern advanced practice medical or surgical nursing in your healthcare setting is provided, however, there are some gaps in content or discussion. An appropriate discussion of national policy issues affecting medical or surgical advanced practice nursing is provided, however, there are some gaps in content or discussion. Evidence was accepted with minimal challenge.	(14.9-0) An appropriate discussion of the Australian Registered Nurse Standards for Practice and how these standards govern advanced practice medical or surgical nursing in your healthcare setting is attempted, however, there are significant gaps/omissions in content or discussion. An appropriate discussion of national policy issues affecting medical or surgical advanced practice nursing is attempted, however, there is significant gaps/omissions in content or discussion. Evidence was incorrect, minimally, or not used or not challenged.
Challenges and opportunities of advanced practice nursing role in generalist medical or surgical nursing contexts of practice (10%)	(10-8.5) One appropriate challenge and strategy to address this challenge to enhance patient outcomes is concisely and comprehensively discussed in relation to medical and/or surgical advanced practice nursing in your healthcare setting. Evidence was meticulously incorporated.	(8.4-7.5) One appropriate challenge and strategy to address this challenge to enhance patient outcomes is concisely discussed in relation to medical and/or surgical advanced practice nursing in your healthcare setting. Evidence was challenged.	(7.4-6.5) One appropriate challenge and strategy to address this challenge to enhance patient outcomes is discussed in relation to medical and/or surgical advanced practice nursing in your healthcare setting. Evidence was accepted with some challenges.	(6.4-5) One challenge and strategy to address this challenge to enhance patient outcomes is identified in relation to medical and/or surgical advanced practice nursing in your healthcare setting, however, there are some gaps in the discussion. Evidence was accepted with minimal challenge.	(4.9-0) An attempt to identify one appropriate challenge and strategy to address this challenge is presented, however, there are significant gaps in the discussion, or the discussion is incorrect or omitted in relation to medical and/or surgical advanced practice nursing in your healthcare setting. Evidence was incorrect, minimally, or not used or not challenged.
Professional writing and presentation (10%)	(10-8.5) Content is students own work, 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. The language of the discipline is comprehensively used. The assessment is substantiated with a minimum of 15, appropriate contemporary peer-reviewed journal articles. Formatting requirements applied without error. Adheres to the word count.	(8.4-7.5) Content is students own work, frequently clear, correct, and presented in a logical order demonstrating a good understanding of the topic. English grammar, spelling, and punctuation conventions have 1 error. The language of the discipline is frequently used. The assessment is substantiated with a minimum of 13 or 14 appropriate contemporary peer-reviewed journal articles. Formatting requirements applied with 1 error. Adheres to the word count.	(7.4-6.5) Content is students own work, mostly clear, correct, and presented in a logical order demonstrating a sound understanding of the topic. English grammar, spelling, and punctuation conventions have 2 errors. The language of the discipline is mostly used. The assessment is substantiated with a minimum of 11 or 12 appropriate contemporary peer-reviewed journal articles. Formatting requirements applied with 2 errors. Adheres to the word count.	(6.4-5) Content is students own work, frequently clear, correct, and presented in a logical order demonstrating a reasonable understanding of the topic. English grammar, spelling, and punctuation conventions have 3 errors. The language of the discipline is used. The assessment is substantiated with a minimum of 10 or 11 contemporary peer-reviewed journal articles. Formatting requirements applied with 3 errors. Adheres to the word count.	(4.9-0) Content is not students own work, consistently unclear or incorrect and is disorganised demonstrating insufficient understanding of the topic. English grammar, spelling, and punctuation conventions have ≥4 errors. The language of the discipline is infrequently or incorrectly used. The assessment is substantiated with ≤10 contemporary peer-reviewed journal articles. Formatting requirements applied with ≥4 errors. Deviates +/- 10% of the word count.

Referencing (10%)	(10-8.5) Acknowledges all sources and meets APA (7 th Edition) referencing standards with no errors. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	(8.4-7.5) Acknowledges majority of sources and/or meets APA (7 th Edition) referencing standards with 1 error. The majority of literature cited is published in the last 5 years and sourced from the CQUniversity library.	(7.4-6.5) Acknowledges most sources and/or meets APA (7 th Edition) referencing standards with 2 errors. Most literature cited has been published in the last 5 years and sourced from the CQUniversity library.	(6.4-5.0) Acknowledges sources and/or meets APA (7 th Edition) referencing standards with 3 errors. Some literature cited is published in the last 5 years and sourced from the CQUniversity library.	(4.9-0) Multiple sources not acknowledged and/or ≥ 4 APA (7 th Edition) referencing errors or references not provided. Some literature cited is published ≥ 5 years and/or not sourced from the CQUniversity library.
TOTAL: Marker's feedback:					MARKER:

Referencing Style

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

Submission

Online

Submission Instructions

Submit your assessment via the Assessment 1 submission portal on the unit Moodle site.

Learning Outcomes Assessed

- Analyse the metabolic, biophysical, and pathophysiological changes that lead to a person requiring medical and/or surgical interventions and nursing care.
- Explore the impact of common safety concerns on persons experiencing medical and/or surgical interventions in your healthcare setting.
- Apply the Registered nurse standards of practice to the person-centred nursing care approach to people experiencing medical and/or surgical interventions to optimise their health outcomes in your healthcare setting.
- Critically review and enhance the planned nursing care of the person experiencing medical and/or surgical interventions to optimise health outcomes.

2 Written Assessment

Assessment Type

Written Assessment

Task Description

Aim

The aim of this assessment is to demonstrate advanced nursing practice at a level that includes improving healthcare outcomes of the medical and/or surgical patient who presents with or develops sepsis.

Instructions

Please follow the steps below to write your academic essay and complete the task:

1. Select a person you have cared for in the last six months who has presented with or developed sepsis. If you do not have a case study you can reflect upon, please contact your Unit Coordinator early in term for support with a case study. You will use this case study to demonstrate the advanced nursing practice required to care for this patient. Ensure that you de-identify the person by using a pseudonym. Please state in your introduction that a pseudonym is used.
2. Provide a brief introduction outlining the aim of your assessment (approximately 100 words).
3. Case study – Provide a succinct overview of the patient you cared for who presented with or developed sepsis. Your overview should include their demographic information (de-identified), the aetiology of their sepsis, the clinical care setting that the episode of care occurred in, and the person's relevant past medical, surgical, cognitive, and psychosocial history. Identify the source of sepsis your case study presented with during this episode of care (300 words).
4. Access the NANDA nursing care plans and use the five-column format to develop your nursing care plan for your case study. This format allows you to include your nursing assessment, diagnosis, outcomes, intervention, rationale, and evaluation (approximately 500 words).
5. Search current literature to support the content of your nursing care plan you will develop for your case study.
6. Justify your nursing care plan for your case study – include a rationale and justification for the nursing assessments, nursing diagnosis, interventions, and proposed outcomes (approximately 2,000 words).
7. Develop a comprehensive nursing care plan for your case study to minimise the risk of the medical-surgical patient in your healthcare organisation. Your plan should include:
 - a. Metabolic, biophysical, and cognitive changes that your case study is experiencing.
 - b. Common safety concerns that your case study may experience.
 - c. Link your nursing care plan for your case study to two Registered nurse standards of practice.
 - d. A person-centred care approach.

8. Use current evidence to support all aspects of this assessment task.
9. Provide a concise conclusion summarising the main concepts from your assessment (approximately 100 words).

Marking Criteria

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

Assessment Due Date

Week 12 Wednesday (29 May 2024) 5:00 pm AEST

Submit your assessment in Microsoft Word format only.

Return Date to Students

Exam Week Wednesday (12 June 2024)

Students will be advised of release of assessment marking via an announcement posted to the Announcement's Board on the Unit Moodle site. Please note, the 'Return to Students Information' is an approximate date.

Weighting

60%

Assessment Criteria

Assessment Two Written Assessment

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 case study has a clear and succinct introduction and conclusion. The introduction provides excellent background information and outlines the direction of the case study, and the conclusion succinctly summarises the key points and is written using the student's own words.	(8.4-7.5) The case study has a clear introduction and conclusion. The introduction provides good background information and outlines the direction of the case study, and the conclusion summarises most key points and is written using the student's own words.	(7.4-6.5) The case study has an adequate introduction and conclusion. The introduction provides some background information and outlines the direction of the case study, and the conclusion summarises some key points and is written using the student's own words.	(6.4-5) An introduction and conclusion have been attempted in the case study. The introduction provides limited background information and an outline of the case study's direction, and the conclusion has a few key points and is written using the student's own words.	(4.9-0) The introduction has significant errors or omissions of aims and direction of content or the introduction is not provided. The logical direction of the case study is unclear and/or is not written in the student's own words. The conclusion does not summarise the assessment or is omitted.	
Case study (10%)	(10-8.5) A clear and detailed overview of sepsis is provided, including the person's demographics, presenting issue/s, the care setting, and the nurse's role. A concise and comprehensive summary of the person's medical, surgical, cognitive, and psychosocial information is provided and is written in the student's own words.	(8.4-7.5) A clear overview of sepsis is provided, including the person's demographics, presenting issue/s, the care setting, and the nurse's role. A clear summary of the person's medical, surgical, cognitive, and psychosocial information is provided and is written in the student's own words.	(7.4-6.5) An appropriate overview of sepsis is provided, including the person's demographics, presenting issue/s, the care setting, and the nurse's role. An appropriate summary of the person's medical, surgical, cognitive, and psychosocial information is provided and is written in the student's own words.	(6.4-5) An overview of sepsis is provided; however, it is not inclusive of all elements listed in the assessment. A summary of the medical, surgical, cognitive, and psychosocial information is apparent, but it is not detailed however it is written in the student's own words.	(4.9-0) The overview of sepsis is unclear or omitted, or a very limited overview of the person is provided. Medical, surgical, cognitive, and psychosocial information is limited or missing and/or is not written using the student's own words.	
Nursing assessment and management (20%)	(20-17) A comprehensive and concise 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 the person.	(16.9-15) A concise 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 the person.	(14.9-13) A mostly concise 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 the person.	(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 the person. 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 the person. Significant content was omitted.	

Justification of nursing care plan (20%)	(20-17) The NANDA nursing care plan comprehensively includes nursing assessments, diagnosis, interventions, outcomes, and evaluation criteria for the person. Rationale/s and justification for the nursing care plan are consistently integrated throughout the assessment demonstrating person-centred care for the person.	(16.9-15) The NANDA nursing care plan concisely includes nursing assessments, diagnoses, interventions, outcomes, and evaluation criteria for the person. Rationale/s and justification for the nursing care plan integrated throughout the assessment demonstrating person-centred care the person.	(14.9-13) The NANDA nursing care plan included most nursing assessments, diagnoses, interventions, outcomes, and evaluation criteria for the person. Most rationale/s and justification for nursing care plan were provided demonstrating person-centred care for the person.	(12.9-10) The NANDA nursing care plan was partly provided however some nursing assessments, diagnoses, interventions, outcomes, and evaluation criteria for the person were limited in discussion or omitted. Some rationale/s and justification for the nursing care plan were provided. Person-centred care for the person was not consistently evident.	(9.9-0) The NANDA nursing care plan was inaccurate or omitted demonstrating a lack of person-centred care for the person's nursing assessments, diagnosis, interventions, outcomes, and evaluation criteria. Rationale/s and justification for the nursing care plan were inaccurate or omitted.	
Critical analysis – Nursing care plan (20%)	(20-17) The nursing care of the patient with a chronic or complex illness is comprehensively discussed linking the identified recommendations back to two relevant Registered nurse standards of practice. A thorough and concise discussion and justification are presented for their use in optimising care that is safe, and high-quality.	(16.9-15) The nursing care of the patient with a chronic or complex illness is concisely discussed linking the identified recommendations back to two relevant Registered nurse standards of practice. A concise discussion and justification are presented for their use in optimising care that is safe, and high-quality.	(14.9-13) The nursing care of the patient with a chronic or complex illness is appropriately discussed linking the identified recommendations back to two relevant Registered nurse standards of practice. An appropriate discussion and justification are presented for their use in optimising care that is safe, and high-quality.	(12.9-10) A limited discussion is presented about the nursing care of the patient with a chronic or complex illness. Limited discussion links the identified recommendations back to two relevant Registered nurse standards of practice.	(9.9-0) A very limited discussion is presented about the nursing care of the patient with a chronic or complex illness. Minimal discussion links the identified recommendations back to two relevant Registered nurse standards of practice or they are omitted.	
Professional writing and presentation (10%)	(10-8.5) Content is students own work, 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. The language of the discipline is comprehensively used. The assessment is substantiated with a minimum of 15, appropriate contemporary peer-reviewed journal articles. Formatting requirements applied without error. Adheres to the word count.	(8.4-7.5) Content is students own work, frequently clear, correct and presented in a logical order demonstrating a good understanding of the topic. English grammar, spelling, and punctuation conventions have 1 error. The language of the discipline is frequently used. The assessment is substantiated with a minimum of 13 or 14 appropriate contemporary peer-reviewed journal articles. Formatting requirements applied with 1 error. Adheres to the word count.	(7.4-6.5) Content is students own work, mostly clear, correct and presented in a logical order demonstrating a sound understanding of the topic. English grammar, spelling, and punctuation conventions have 2 errors. The language of the discipline is mostly used. The assessment is substantiated with at least 11 or 12 appropriate contemporary peer-reviewed journal articles. Formatting requirements applied with 2 errors. Adheres to the word count.	(6.4-5) Content is students own work, frequently clear, correct and presented in a logical order demonstrating a reasonable understanding of the topic. English grammar, spelling, and punctuation conventions have 3 errors. The language of the discipline is used. The assessment is substantiated with 10 or 11 contemporary peer-reviewed mostly appropriate journal articles. Formatting requirements applied with 3 errors. Adheres to the word count.	(4.9-0) Content is not students own work, consistently unclear or incorrect and is disorganised demonstrating insufficient understanding of the topic. English grammar, spelling and punctuation conventions have ≥4 errors. The language of the discipline is infrequently or incorrectly used. The assessment is substantiated with ≤10 contemporary peer-reviewed, appropriate journal articles. Formatting requirements applied with ≥4 errors. Deviates +/- 10% of the word count.	
Referencing (10%)	(10-8.5) Acknowledges all sources and meets APA (7 th Edition) referencing standards with no errors. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	(8.4-7.5) Acknowledges majority of sources and/or meets APA (7 th Edition) referencing standards with 1 error. The majority of literature cited is published in the last 5 years and sourced from the CQUniversity library.	(7.4-6.5) Acknowledges most sources and/or meets APA (7 th Edition) referencing standards with 2 errors. Most literature cited has been published in the last 5 years and sourced from the CQUniversity library.	(6.4-5.0) Acknowledges sources and/or meets APA (7 th Edition) referencing standards with 3 errors. Some literature cited is published in the last 5 years and sourced from the CQUniversity library.	(4.9-0) Multiple sources not acknowledged and/or ≥4 APA (7 th Edition) referencing errors or references not provided. Some literature cited is published ≥5 years and/or not sourced from the CQUniversity library.	
TOTAL:				MARKER:		
Marker's feedback:						

Referencing Style

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

Submission

Online

Submission Instructions

Submit your assessment via the Assessment 2 submission portal on the unit Moodle site.

Learning Outcomes Assessed

- Analyse the metabolic, biophysical, and pathophysiological changes that lead to a person requiring medical and/or surgical interventions and nursing care.
- Explore the impact of common safety concerns on persons experiencing medical and/or surgical interventions in your healthcare setting.
- Apply the Registered nurse standards of practice to the person-centred nursing care approach to people experiencing medical and/or surgical interventions to optimise their health outcomes in your healthcare setting.
- 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