



NURS11165 *The Profession of Nursing*

Term 2 - 2024

Profile information current as at 29/07/2024 03:19 pm

All details in this unit profile for NURS11165 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.

Corrections

Unit Profile Correction added on 27-06-24

There is no minimum grade required for Assessment Two.

Unit Profile Correction added on 27-06-24

Assessment One has a minimum mark requirement. To pass this unit, students must score 50% in total when the scores from quiz 1a and 1b are combined.

General Information

Overview

The 21st-century nursing profession is a product of historical and contemporary, socio-political and cultural influences. You will explore these while considering legal and ethical frameworks, the role of professional governing bodies and governance while beginning to investigate the profession of nursing. You will explore the personal skills, inherent requirements and attributes required in the profession and consider what your personal journey towards becoming a registered nurse will require.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisite: Must be enrolled in CL91 Bachelor of Nursing or CG41 Start Uni Now

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2024

- Online
- Rockhampton

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 Undergraduate 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. **Online Quiz(zes)**

Weighting: 40%

2. **Reflective Practice Assignment**

Weighting: 60%

Assessment Grading

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

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student email

Feedback

I thoroughly enjoyed the content provided and the assessment pieces, specifically assessment one and two. I have gained a lot of knowledge historically and new found respect for the influence we have as RNs (perhaps others

possessed this knowledge before, but it was really eye opening).

Recommendation

Continue with the objectives and format of the Assessments which focus on the historical and contemporary nursing practice.

Feedback from Student email

Feedback

The feedback provided on my assessments was very informative, providing constructive points on how to improve and although my individual communication with you all was limited, each response was positive (i feel well received)

Recommendation

Continue with the expert moderation model to maintain the quality of marking students' assessments by the allocated markers.

Feedback from Student email

Feedback

Communication regarding assessment feedback or queries feels very disorganised. I have waited almost 2 weeks for a response and still nothing as yet. I understand that this is a busy time but an indication of what the response timeframe and process is would be very helpful. Did not feel supported during the first couple of weeks of Term as it was difficult to contact coordinators with questions.

Recommendation

Spoke with students during the ZOOM session regarding this issue. At the commencement of term, all unit coordinators were teaching residential school and would respond in the evening. Apologised for the issue and emails were responded to on a daily basis in the evening after residential schools.

Feedback from ZOOM session feedback

Feedback

The students enjoyed the unit and the coverage of the legal aspects of nursing. Enjoyed linking the standards and codes to specific case studies and saw how they all interrelated with each other.

Recommendation

Incorporate relevant case studies for group work to further imbed the importance of understanding the codes and standards in nursing practice. This will build a solid foundation of knowledge to allow scaffolded learning through years 2 and 3.

Feedback from Student email

Feedback

Thank you for the support I received throughout the term. I have had a difficult time due to sickness and family stuff. Without your support, I would not have made it through the term.

Recommendation

Continue to be student-focused to improve both the unit and student outcomes. Demonstrating empathy and compassion as a teacher is an important aspect of our position as it improves communication between the unit coordinators and the students so they do not feel afraid or embarrassed approaching us. Working with such a great teaching team also improves the delivery and student/teacher relationships.

Feedback from SUTE unit comments

Feedback

This unit was fantastic for linking the governing standards to both nursing scenarios and the weekly learning material to demonstrate and enable me to understand how essential they are to the profession of nursing. I found group work in the lectures frustrating as others (not all) would not turn their cameras on or participate in the activities. This resulted in the same people always sharing their thoughts and reporting back to the class. This made attending workshops less enjoyable and less of a learning experience than what it could have been if everyone had participated.

Recommendation

Using relevant case studies allows the student to see how the codes and standards apply to their nursing practice. During ZOOMs the students were to work in groups to answer questions. Some students found the group work frustrating as other students would turn their cameras off and not participate. The lecturers would work between groups to ensure the participation of all students however due to the ZOOM group layout the lecturer cannot view every group from their screen. ZOOM sessions will continue and the lecturers will continue to monitor participation.

Unit Learning Outcomes

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

1. Analyse historical and contemporary factors that continue to influence the image, status and nature of nursing practice.
2. Investigate the role of professional governing bodies in relation to professional nursing practice, patient safety and governance.
3. Assess the four major bioethical principles and how they are applied in health care.

Content in this unit incorporates a number of professional nursing requirements

Nursing and Midwifery Board of Australia (NMBA) Registered Nurse Standards for Practice

Thinks critically and analyses nursing practice

Engages in therapeutic and professional relationships

Maintains the capability for practice

Comprehensively conducts assessments

Develops a plan for nursing practice

Provides safe, appropriate and responsive quality nursing practice

Evaluates outcomes to inform nursing practice

Nursing and Midwifery Board of Australia (NMBA) Code of Conduct

Legal compliance

Person-centred practice

Cultural practice and respectful relationships

Professional behaviour

Research in health

Health and wellbeing

International Council of Nurses Code of Ethics for Nurses

Nurses and People

Nurses and Practice

Nurses and the Profession

Nurses and Co-workers

National Safety and Quality Health Service Standards

Clinical governance

Partnering with consumers

Communicating for safety

Patient Safety Competency Framework

Person-centred care

Therapeutic communication

Cultural competence

Teamwork and collaborative practice

Evidence-based practice

Preventing, minimising and responding to adverse events

Aged Care Quality Standards

Consumer dignity and choice

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Online Quiz(zes) - 40%	•	•	•
2 - Reflective Practice Assignment - 60%	•		•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication			
2 - Problem Solving			
3 - Critical Thinking			•
4 - Information Literacy		•	
5 - Team Work			
6 - Information Technology Competence			
7 - Cross Cultural Competence			
8 - Ethical practice		•	•
9 - Social Innovation		•	
10 - 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)
- Computer - ability to access study materials, including instructional videos and scan and upload assessment.
- Zoom (both microphone and webcam capability)
- Students must have necessary equipment/accessories to attend online lectures via Zoom or Microsoft Teams

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

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Schedule

Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Histories that inform the image, status and nature of contemporary nursing.		<ol style="list-style-type: none">1. Moodle Workbook2. Snap-shot lectures3. Zoom workshop Topics discussed this week include: <ul style="list-style-type: none">• How stories shape the image, status and nature of nursing.• A brief history of nursing• A brief history of nursing in Australia• Some key historical figures

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Theories that inform professional identity and practice in nursing.		<ol style="list-style-type: none">1. Moodle Workbook2. Snap-shot lectures3. Zoom workshop Topics discussed this week include: <ul style="list-style-type: none">• Introduction to nursing theory and theorists.• Types of nursing theory• The impact of nursing theory on nursing practice

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Professional governing bodies and documents that shape nursing in Australia.

1. Moodle workbook
 2. Snapshot lectures
 3. Zoom workshop
- Topics discussed this week include:
- The regulation of nursing practice in Australia.
 - Australian nursing regulation agencies.
 - Documents that regulate nursing in Australia.
 - National Safety & Quality Health Service Standards.

Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Bio-ethical principles in nursing		<ol style="list-style-type: none">1. Moodle Workbook2. Snap-shot lectures3. Zoom workshop <p>Topics discussed this week include:</p> <ul style="list-style-type: none">• Bio-ethical principle and their application to nursing practice. <p>Assessment One Part a Quiz One opens at 09:00 (AEST) on Tuesday, 30th of July 2024 (Week 4 of Term 2); Quiz One closes at 1600 (AEST) on Friday, 2nd of August, 2024 (Week 4 of Term 2).</p>

Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Ethical Conduct in Nursing		<ol style="list-style-type: none">1. Moodle Workbook2. Snap-shot lectures3. Zoom workshop <p>Topics discussed this week include</p> <ul style="list-style-type: none">• Ethical conduct and nursing practice

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Vacation Week, no classes.		

Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Finding information for my assignments - Library skills		<ol style="list-style-type: none">1. ALC Moodle site2. Zoom workshop <p>Topics discussed this week include</p> <ul style="list-style-type: none">• How to use library search• Searching the CQU library• Use of Boolean operators in your library searches. <p>Assessment One Part b Quiz Two opens at 09:00 (AEST) Tuesday, the 20th of August, 2024 (Week 6 of Term 2); Quiz Two closes at 16:00 (AEST) Friday 23rd of August, 2024 (Week 6 of Term 2)</p>

Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Nursing Philosophy and the formation of a personal professional philosophy. Analysing and planning for Assessment 2 - Part 1

1. Moodle Workbook
2. Snap-shot lectures
3. Zoom workshop
4. ALC Moodle site

Topics discussed this week include:

- Philosophical questions in nursing
- Developing a personal professional philosophy of nursing.

ALC will cover analysing and planning for Assessment 2 - Part 1

Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Help for Assessment 2 & referencing skills Analysing and planning for Assessment 2 - Part 2 and 3.		1. ALC Moodle site Workshop with the Academic Learning Centre to discuss: <ul style="list-style-type: none"> • Interpreting an assignment question and assessment rubric • Planning your assignment • Researching for your assignment • Referencing your assignment

Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Reflective practice and critical thinking in nursing		1. Moodle Workbook 2. Snap-shot lectures 3. Zoom workshop Topics discussed this week include: <ul style="list-style-type: none"> • Continuous reflection in and on nursing practice • Reflective practice models • Critical thinking

Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Cultivating a professional identity		1. Moodle Workbook 2. Snap-shot lectures 3. Zoom workshop Topics discussed this week include: <ul style="list-style-type: none"> • Personal vs professional identity in nursing • Personal and professional values in nursing • Worldviews in health and health care <p>Assignment Two: Reflective Practice Assignment Due: Week 10 Thursday (19 Sept 2024) 4:00 pm AEST</p>

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Civility, diversity and advocacy in nursing		1. Moodle Workbook 2. Snap-shot lectures Topics discussed this week include: <ul style="list-style-type: none"> • Civility and safety • Discrimination and collective ideologies • Bias in nursing practice • Advocacy in nursing practice

Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Self-care and resilience in nursing

1. Moodle Workbook
 2. Snap-shot lectures
- Topics discussed this week include:
- Resilience in nursing
 - Strategies for self-care and maintenance of well-bein

Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
There is no exam for this subject.		

Exam Week - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
There is no exam for this subject.		

Assessment Tasks

1 Assignment One: Online Quizzes x 2

Assessment Type

Online Quiz(zes)

Task Description

Aim:

This assessment aims to assess the student's knowledge, comprehension, application, and analysis of learning content introduced in weeks 1-5 of NURS11165. All questions are extracted from weekly Moodle content, workshops, readings, and snapshot lecture recordings.

Instructions:

Students will complete two online quizzes accessed via the Assessment portal on the NURS11165 Moodle site.

- Quiz One, held in Week 4, will assess student knowledge and understanding of materials covered in Weeks 1-3 and
- Quiz Two, held in Week 6, will assess student knowledge and understanding of Moodle content and readings covered in weeks 1-5.

Quiz One will consist of 20 questions randomly selected from a bank of questions. Each question is worth 0.5 marks and will make up 10% of the grade. The student has a maximum of 30 minutes to complete the quiz in one sitting. The quiz will automatically close at the end of 30 minutes, and submit the result even if it is unfinished.

Quiz Two will consist of 60 questions randomly selected from a bank of questions. Each question is worth 0.5 marks and will make up 30% of the grade. The student has a maximum of 80 minutes to complete the quiz in one sitting. The quiz will automatically close at the end of 80 minutes, and submit the result even if it is unfinished.

Once started, the quiz cannot be logged out.

Do not refresh or reload the quiz screen once it has been opened; this may close the quiz and record a result.

This open-book quiz permits students to refer to the course learning materials at any time during each attempt.

The student has a maximum of two attempts for each quiz. The highest result for each quiz will be recorded as the grade.

Results for the quiz will be available immediately after the attempt is complete.

You **must** achieve a minimum of 50% for assessment one (i.e. both quizzes when added together) to pass the unit.

Requirements:

Students will require the following to participate:

- Computer access with a reliable internet connection.
- Relevant learning materials available to access during the quiz.

Number of Quizzes

2

Frequency of Quizzes

Other

Assessment Due Date

Quiz One opens: 09:00 (AEST) Tuesday 30th of July 2024 (Week 4 of Term 2), Quiz One closes: 1600 (AEST) Friday 2nd of August, 2024 (Week 4 of Term 2). Quiz Two opens: 09:00 (AEST) Tuesday the 20th August, 2024 (Week 6 of Term 2), Quiz Two closes: 16:00 (AEST) Friday 23rd of August, 2024 (Week 6 of Term 2)

Return Date to Students

Results for each quiz will be available immediately after the attempt is complete.

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

No Assessment Criteria

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Analyse historical and contemporary factors that continue to influence the image, status and nature of nursing practice.
- Investigate the role of professional governing bodies in relation to professional nursing practice, patient safety and governance.
- Assess the four major bioethical principles and how they are applied in health care.

2 Assignment Two: Reflective Practice Assignment

Assessment Type

Reflective Practice Assignment

Task Description

Aim:

A nurse's individual professional philosophy is a statement of core values, ethical principles, and ways of knowing that guide a person's practice and underpin their commitment to the profession. It is a living work containing current convictions that should be continuously revised and developed as a person critically reflects on their nursing practice. In this assessment, you will present a series of reflections on how your understanding of what it means to be a nurse has been influenced by what you have learnt in this unit.

You will write a statement that captures your emerging personal professional philosophy of nursing and consider how this statement will guide your first year of learning and practice as a student nurse.

Instructions:

Complete each of the three tasks below.

Task 1: (1000 words or equivalent)

You can be as imaginative as you wish in your presentation of Task One. You can use any media (including a mix of media) to communicate your reflective responses to each question in this task. Whichever way you present your experiences, perspectives, and interpretations, you must ensure that all elements of the marking rubric are met. You will be awarded more marks for being creative as per the rubric. Work submitted must be your **own work**, and the use of generative artificial intelligence is not permitted.

Demonstrate your reflection and consideration of the following questions.

- a) What nursing theory has most influenced your understanding of the characteristics that make somebody a 'good' nurse?
- b) How has a recent world event involving a nurse, or nurses, influenced your perception of person-centred nursing practice?
- c) Reflect on your evolving nursing philosophy, considering your own personal core values, ethical principles, and ways of knowing. How do these elements contribute to you providing nursing care that is person-centered and ensures that your care aligns with the four major bioethical principles (autonomy, beneficence, non-maleficence, and justice).

Task 2 (150 words)

Develop a written statement that communicates your current nursing philosophy using your reflections in Task 1.

Task 3 (200 words)

Once you have developed your first nursing philosophy statement, you are now required to reflect on the following question and discuss it in writing:

As a Bachelor of Nursing student, imagine you are about to start your first clinical placement. How will your unique nursing philosophy guide your approach to providing person-centred care for patients and their families during this

placement? Feel free to elaborate on your personal philosophy and how it will shape your interactions with patients. Remember, your individual perspective is what makes your answer unique.

Literature and references

This task is a reflection; some work will be your **own** ideas, and other discussion points will reference scholarly literature.

Use at least seven contemporary (<5 years) valid and relevant peer-reviewed references to support your discussion. You may use seminal scholarly literature where relevant. Grey literature from the internet must be from reputable websites such as government, university, or peak national bodies. Use the seventh edition American Psychological Association (APA) referencing style. You must use your own words and ensure all works referenced have been paraphrased appropriately to align with academic integrity expectations.

Diagrams should be used to illustrate specific aspects - a picture paints ten thousand words! (please ensure that you correctly cite/reference all sources of diagrams used, unless they are original and composed by you since this is an important aspect of academic integrity).

Please avoid images with very large file sizes, as this will make your assessment too large to upload/download (save any images at a lower resolution to decrease the file size).

The list of references should form the last page or two at the end of the assessment. Referencing should be consistent - in APA 7 format.

You can upload up to 3 files but each file must be less than 100MB

Note: Further support on writing, referencing, etc., is provided on the Moodle site for this course.

Requirements:

- When writing, please use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and a 2.54cm page margin.
- Include a title page
- Include page numbers on the top right side of each page in a header.
- For reflective writing tasks, you may write in the first-person perspective (I, my).
- Use formal academic language.
- This assessment does not require an introduction, conclusion, or table of contents.
- All submitted work must be your own, and the use of generative artificial intelligence is not permitted.

Assessment Due Date

Week 10 Thursday (19 Sept 2024) 4:00 pm AEST

Return Date to Students

Review/Exam Week Thursday (10 Oct 2024)

Weighting

60%

Assessment Criteria

Key Criteria	Reflective Practitioner 100%-85%	Aware Practitioner 84%-70%	Reflective Novice 69%-50%	Unacceptable <50%
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<p>Task 1a) What nursing theory has most influenced your understanding of the characteristics that make somebody a 'good' nurse? (10 marks)</p>	<p>The reader can create a clear mental picture of: The theory/theorist that is being reflected upon. How this specific theory has influenced the student's understanding of the characteristics that make somebody a good nurse. The reflection is excellent and demonstrates that the student has very good insight into the connection between nursing theory and what are good nursing traits/characteristics. (10-8.5)</p>	<p>The reader can create a good mental picture of: The theory/theorist that is being reflected upon. How this specific theory has influenced the student's understanding of the characteristics that make somebody a good nurse. The reflection is good and demonstrates that the student has a good insight into the connection between nursing theory and what are good nursing traits/characteristics. (8.4-7.0)</p>	<p>The reader can create a fair-reasonable mental picture of: The theory/theorist that is being reflected upon. How this specific theory has influenced the student's understanding of the characteristics that make somebody a good nurse. The reflection is reasonable and demonstrates that the student has fair-reasonable insight into the connection between nursing theory and what are good nursing traits/characteristics. (6.9-5.0)</p>	<p>The reader struggles to create a mental picture of: The theory/theorist that is being reflected upon. How this specific theory has influenced the student's understanding of the characteristics that make somebody a good nurse. The reflection is poor to minimal and demonstrates that the student has poor insight into the connection between nursing theory and what are good nursing traits/characteristics. (< 5.0)</p>
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<p>Task 1b. How has a recent world event involving a nurse, or nurses, influenced your perception of person-centered nursing practice? (15 Marks)</p>	<p>The reader can create a clear mental picture of: The world event being discussed. How this event influenced the student's perception of person-centered nursing practice. The reflection moves beyond just being descriptive and demonstrates excellent insight. (15-12.5)</p>	<p>The reader can create a good mental picture of: The world event being discussed. How this event influenced the student's perception of person-centered nursing practice. The reflection moves beyond just being descriptive and demonstrates good insight. (12.4-10.5)</p>	<p>The reader can create a fair-reasonable mental picture of: The world event being discussed. How this event influenced the student's perception of person-centered nursing practice. The reflection is often descriptive rather than reflective, and minimal insight is demonstrated. (10.4-7.5)</p>	<p>The reader struggles to create a mental picture of: The world event being discussed. How this event influenced the student's perception of person-centered nursing practice. The reflection is descriptive rather than reflective and minimally or does there is minimal to no insight demonstrated. (<7.50)</p>
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<p>Task 1c. Reflect on your evolving nursing philosophy, considering your own personal core values, ethical principles, and ways of knowing. How do these elements contribute to you providing nursing care that is person-centered and ensures that your care aligns with the four major bioethical principles (autonomy, beneficence, non-maleficence, and justice). (30 Marks)</p>	<p>The reflection moves beyond describing their core values, ethical principles, and ways of knowing. The student has excellent insight into how their values, ethical principles, and ways of knowing may contribute to providing person centered nursing care. The student demonstrates an excellent understanding of how their care aligns with the four bioethical principles. The student provides an in-depth discussion that makes sense to an uninformed reader. (30-25.5)</p>	<p>The reflection moves beyond simply describing their core values, ethical principles, and ways of knowing. The student has good insight into how their values, ethical principles, and ways of knowing may contribute to providing person centered nursing care. The student demonstrates a good understanding of how their care aligns with the four bioethical principles. There is a good discussion that makes sense to an uninformed reader. (25.4- 21)</p>	<p>The reflection is often descriptive rather than reflective when describing their core values, ethical principles, and ways of knowing. The student has some insight into how their values, ethical principles, and ways of knowing may contribute to providing person centered nursing care. The student demonstrates some understanding of how their care aligns with the four bioethical principles. There is some discussion that makes sense to an uninformed reader. (20.9-15)</p>	<p>The reflection is descriptive rather than reflective. The student has made minimal attempt to identify and describe their core values, ethical principles, and ways of knowing. The student has none to minimal insight into how their values, ethical principles, and ways of knowing may contribute to providing person centered nursing care. The student demonstrates no to minimal understanding of how their care aligns with the four bioethical principles. There is minimal, or little, discussion that makes sense to an uninformed reader. (<15)</p>
<p>Task 2. Develop a written statement that communicates your current nursing philosophy using your reflections in Task 1 (15 marks)</p>	<p>The language is clear and expressive. The excellent statement clearly demonstrates the connection between the student's experiences and reflections in task one. The reader has an excellent picture of the student's nursing philosophy. (15 -12.5)</p>	<p>Minor, infrequent lapses in clarity and expression. The statement is good and almost always demonstrates connections between the student's experience and reflections in task one. The reader has a good picture of the student's nursing philosophy. (12.4-10.5)</p>	<p>There are frequent lapses in clarity and expression. The statement is adequate. Some attempt is made to demonstrate connections between the student's experience and reflections in task one. The reader has an adequate picture of the student's nursing philosophy. (10.4 - 7.5)</p>	<p>The language is unclear and confusing throughout. In task one, there is minimal or no attempt to demonstrate the connections between student's experience and reflections in task one. Thus, the reader has an inadequate picture of the student's nursing philosophy. (<7.5)</p>

<p>Task 3 As a Bachelor of Nursing student, imagine you are about to start your first clinical placement. How will your unique nursing philosophy guide your approach to providing person-centered care for patients and their families during this placement? Feel free to elaborate on your personal philosophy and how it will shape your interactions with patients. (15 Marks)</p>	<p>The student demonstrates highly developed reflection and excellent insight into how their philosophy guides them in providing person-centered care for patients and their families during this placement. (15 -12.5)</p>	<p>The student demonstrates good reflection and insight into how their philosophy guides them in providing person-centered care for patients and their families during this placement. (12.4-10.5)</p>	<p>The writing is often descriptive rather than reflective. The student demonstrates some insight into how their philosophy guides them in providing person-centered care for patients and their families during this placement. (10.4 - 7.5)</p>	<p>The student demonstrates minimal reflection, and the response is mostly descriptive. The student demonstrates little or no insight into how their philosophy guides them in providing person-centered care for patients and their families during this placement. (<7.5)</p>
<p>Writing, structure, and creativity (10 marks)</p>	<p>Creativity used is excellent. The content is clearly relevant to the topic. The work comprehensively addresses all the assignment tasks. The structure of the work is logical and progression of ideas easy to follow. Written work contains no spelling mistakes and is grammatically accurate. The work is all the student's own work. (10-8.5)</p>	<p>Creativity used is well done. The content is relevant to the topic. The work comprehensively addresses all the assignment tasks. The structure of the work is logical and progression of ideas easy to follow. Written work contains minimal spelling or grammatical errors. The work is all the student's own work. (8.4-7.0)</p>	<p>Creativity used is adequate. The content adequately addresses all assignment tasks. The structure of the work is not always logical and progression of ideas sometime difficult to follow. Written work contains a moderate amount of spelling and/or grammatical errors. The work is all the student's own work. (6.9-5.0)</p>	<p>Limited creativity demonstrated. The content does not adequately address all the assignment tasks. The structure of the work is illogical, and difficult to follow. Written work contains many spelling and/or grammatical errors. The work has components that are not the student's own work. (<5.0)</p>
<p>Referencing (5 marks)</p>	<p>The reference list and intext citations fully adhere to APA 7th edition protocol. Intext citations are accurate and consistently applied. At least seven contemporary quality references were used. (5 - 4.2)</p>	<p>The reference list and intext citations mostly adhere to APA 7th edition protocol. Intext citations are mostly accurate and consistently applied. At least seven contemporary quality references were used. (4.1-3.5)</p>	<p>The reference list and intext citations sometimes adhere to APA 7th edition protocol. Intext citations are consistently applied. At least five contemporary quality references were used. (3.4 - 2.5)</p>	<p>The reference list and intext citations rarely adhere to APA 7th edition protocol. Intext citations are never or inconsistently applied. Less than five contemporary quality references were used. (<2.5)</p>

Referencing Style

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

Submission

Online

Submission Instructions

- Submit your written assessment via the unit Moodle site.
- Task one can be any format.
- Task 2 and 3 must be submitted in Microsoft Word format only.
- If submitting a video over 100MB as part of your creative work, include a YouTube link, as Moodle will not accept videos over 100MB.
- If you are planning to submit a multi-media file as part of your creative work, please ensure that you check with TaSAC (Technology and Services Assistance Centre) that the file type can be uploaded into Moodle and accessed in that form by markers.

Learning Outcomes Assessed

- Analyse historical and contemporary factors that continue to influence the image, status and nature of nursing practice.
- Assess the four major bioethical principles and how they are applied in health care.

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