



# NURS12160 Acute Alterations in Health

## Term 1 - 2024

Profile information current as at 08/10/2024 09:27 am

All details in this unit profile for NURS12160 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

Australians are living longer. Traditionally health care has been focused on acute illness. The number of people living with chronic disease is growing. This is an important intersection as many chronic illnesses begin as an acute alteration or can cause an acute alteration in health. Australia's National Health Priority Areas (NHPAs) are diseases and conditions given focused attention by government because they significantly contribute to the burden of illness and injury in the Australian community. In this unit, you will identify the NHPAs and explore their link to lifestyle factors such as obesity, insufficient physical activity, tobacco smoking, and alcohol use and their impact on acute health conditions. You will consider the nursing process required to support people with acute conditions or deterioration of people. You will examine factors to assist you in the early recognition of sepsis and determine the nursing role in each phase of the perioperative period. This unit provides the theoretical underpinning for NURS12161 Professional Experience Practice 2 and should be completed with or before NURS12161.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Pre-requisites: NURS11170 Professional Experience Placement 1 or NURS11161 Clinical Nursing Practice 1

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

### Offerings For Term 1 - 2024

- Brisbane
- 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. **Case Study**

Weighting: 40%

#### 2. **Written Assessment**

Weighting: 40%

#### 3. **Online Quiz(zes)**

Weighting: 20%

### 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 SUTE Data

**Feedback**

The outline of the assessments is not at all clear. There should not be three different sources of information for assessments all stating conflicting info (task sheet, rubric & ALC videos).

**Recommendation**

Extra time will be spent explicitly explaining to students the assessment requirements and how the assessment details/instruction/task work together with the rubric and instructional videos to complete the assessment piece. The link between assessment task and unit content will be directly covered and explained to assist students to complete the required learning prior to undertaking the assessment piece.

## Feedback from SUTE Data

**Feedback**

I found the weekly material a little difficult to keep track of. Each time I went out of the weekly content, I would have to start from the beginning, it did not go to where I left off. I was also confused as I had watched the videos in the weekly modules. But I didn't realise there were also weekly zoom sessions that were recorded and uploaded on the Virtual Classes tile that complemented the weekly module content.

**Recommendation**

Learning and Teaching Design Team will be consulted to adjust Moodle formatting to ensure that the screen does not 'reset' to the beginning when accessing a link on the page, and that the screen will return to 'last page accessed'. Links are set to open in a new screen in an attempt to stop any loss of page or place. It will be made clearer to students that weekly guest speaker sessions are designed to build upon the weekly module content. Location of these uploaded recordings will be reassessed as to where to locate on the Moodle page.

## Feedback from SUTE Data

**Feedback**

This was probably one of my most enjoyable units ever. The context was intense but very interesting. Rachel, Tric and Megan are absolutely amazing nurses and coordinators! I can't thank them enough. They work super well together and we all looked forward to the weekly tutorials. I really enjoyed the guest speakers also as it gave such insight to the real world.

**Recommendation**

Continue to provide engaging tutorial sessions and guest speakers to provide real world context and application of knowledge and skills.

## Feedback from SUTE Data

**Feedback**

Trish, Rachel, Belinda & Megan possess a remarkable talent for breaking down difficult concepts into manageable pieces, ensuring that every student grasps the material and feels supported in their learning journey. All the instructors are very knowledgeable and passionate. Lecturers were approachable and their open-mindedness have made it easy for me to seek clarification or ask questions without hesitation.

**Recommendation**

Unit Coordinators will continue to promote an engaging and inclusive environment that encourages students to participate and ask questions. We aim to continue to support and encourage student learning, engagement and development.

## Feedback from SUTE Data

**Feedback**

This unit's content was exceptionally well done and easy to navigate the information provided was very helpful and educational. I enjoyed the learning material and watching the lectures. I wish I didn't have to work and could attend them live. The support for the assessments was incredible. Well done to all involved.

**Recommendation**

Unit layout will remain as is to support and facilitate ease of navigation. Online sessions will continue to be recorded to allow students to revisit and support student learning around life commitments.

## Feedback from SUTE Data

**Feedback**

I just want to say how amazing the teachers were for this subject; I cannot thank them enough. They were so open with topics and really got me motivated to be the best nurse I can be. 100/10 for all three of those lovely ladies (Rachel, Megan and Tric)!!

**Recommendation**

The Unit Coordination team will continue to provide time and build engagement with students through operating an

'open office' approach in face-to-face or virtual via Teams, Zoom or phone. This is to ensure that all students can be and do feel supported with encouragement to contact the Unit Coordination team to ask any questions or seek any support needed.

## Unit Learning Outcomes

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

1. Identify the National Health Priority Areas (NHPA) and discuss their impact on a person's acute health status
2. Discuss socio-cultural and lifestyle issues that may predispose a person to an acute alteration in health
3. Identify factors associated with the early recognition of deteriorating patients in the acute care environment
4. Identify factors associated with the early recognition of sepsis in the acute care environment
5. Determine the nursing role in each phase of the perioperative period.

### **Content in this unit incorporates a number of professional nursing requirements**

#### **Nursing and Midwifery Board of Australia Registered Nurse Standards for Practice**

Thinks critically and analyses nursing practice

Maintains the capability for practice

Develops a plan for nursing practice

Evaluates outcomes to inform nursing practice

#### **Nursing and Midwifery Board of Australia Nursing Code of Conduct**

Legal compliance

Person-centred practice

Cultural practice and respectful relationships

Professional behaviour

Research in health

Health and wellbeing

#### **International Council of Nursing Code of Ethics for Nursing**

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

Preventing and Controlling healthcare-associated infection

Medication safety

Comprehensive care

Communicating for safety

Recognising and responding to acute deterioration

#### **Patient Safety Competency Framework**

Person-centred care

Therapeutic communication

Cultural competence

Teamwork and collaborative practice

Clinical reasoning

Evidence-based practice

Preventing, minimising and responding to adverse events

Infection prevention and control

Medication safety

#### **Aged Care Quality Standards**

Consumer dignity and choice

Ongoing assessment and planning with consumers

Personal care and clinical care

Services and supports for daily living

Organisation's service environment

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 40%	•				•
2 - Case Study - 40%	•	•	•	•	
3 - Online Quiz(zes) - 20%	•	•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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

NURS12160

#### Prescribed

##### **Skills in Clinical Nursing**

2nd Australian Edition (2021)

Authors: A. Berman, S. Snyder, T. Levett-Jones, T. Burton, and N. Harvey.

Pearson Education

Melbourne , Victoria , Australia

ISBN: 9781488620690

Binding: Spiral

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#### Supplementary

##### **Lemone and Burke's Medical-Surgical Nursing (Volume 1-3)**

Edition: 4th (2020)

Authors: P. LeMone, G. Bauldoff, P. Gubrud-Howe, M. Carno, T. Levett-Jones, T. Dwyer, L. Moxham, K. Reid-Searl, K. Berry, K. Carville, M. Hales, N. Knox, and D. Stanley.

Pearson Education

Melbourne , Victoria , Australia

ISBN: 9781488623295

Binding: Paperback

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Computer with webcam, microphone, speakers
- Zoom, for access to Online Tutorials
- Microsoft CoPilot, ChatGPT, or similar Generative Artificial Intelligence tool.

## 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 - 04 Mar 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to National Health Priority Areas (NHPAs), Lifestyle Factors, and Perioperative Nursing.	Learning activities and readings within the Module Tile on Moodle.	Topic 1A: Introduction to NHPAs, Lifestyle Factors, and Nursing Care of People Impacted by Acute Alterations in Health Online Tutorial via Zoom. The Tutorials will cover the unit content, module activities, provide a Q&A and will discuss assessments. Tutorials will be recorded for those students who cannot attend.

**Week 2 - 11 Mar 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to National Health Priority Areas (NHPAs), Lifestyle Factors, and Perioperative Nursing.	Learning activities and readings within the Module Tile on Moodle.	Topic 1B: Introduction to Perioperative Nursing Roles and Care of the Patient Undergoing Surgery Online Tutorial via Zoom. The Tutorials will cover the unit content, module activities, provide a Q&A and will discuss assessments. Tutorials will be recorded for those students who cannot attend. Assessment 1 Zoom Session.

**Week 3 - 18 Mar 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Nursing Care of People Experiencing Acute Alterations in Musculoskeletal Health.	Learning activities and readings within the Module Tile on Moodle.	Online Tutorial via Zoom. The Tutorials will cover the unit content, module activities, provide a Q&A and will discuss assessments. Tutorials will be recorded for those students who cannot attend.

**Week 4 - 25 Mar 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Nursing Care of People Experiencing Acute Alterations in Endocrine Health.	Learning activities and readings within the Module Tile on Moodle.	Online Tutorial via Zoom. The Tutorials will cover the unit content, module activities, provide a Q&A and will discuss assessments. Tutorials will be recorded for those students who cannot attend.  <b>Assessment One - Case Study</b> Due: Week 4 Friday (29 Mar 2024) 11:00 pm AEST

**Week 5 - 01 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Nursing Care of People Experiencing Acute Alterations in Reproductive Health.	Learning activities and readings within the Module Tile on Moodle.	Online Tutorial via Zoom. The Tutorials will cover the unit content, module activities, provide a Q&A and will discuss assessments. Tutorials will be recorded for those students who cannot attend. Use of Generative Artificial Intelligence Zoom. This Zoom will be beneficial in assisting you with completing Assessment 2.

**Vacation Week - 08 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 15 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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Nursing Care of People Experiencing Acute Alterations in Ear, Eye and Integumentary Health.

Learning activities and readings within the Module Tile on Moodle.

Online Tutorial via Zoom. The Tutorials will cover the unit content, module activities, provide a Q&A and will discuss assessments. Tutorials will be recorded for those students who cannot attend.  
Assessment 2 Zoom Session.

**Week 7 - 22 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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Nursing Care of People Experiencing Sepsis.

Learning activities and readings within the Module Tile on Moodle.

Online Tutorial via Zoom. The Tutorials will cover the unit content, module activities, provide a Q&A and will discuss assessments. Tutorials will be recorded for those students who cannot attend.

**Week 8 - 29 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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Nursing Care of People Experiencing Acute Alterations in Neurological Health.

Learning activities and readings within the Module Tile on Moodle.

Online Tutorial via Zoom. The Tutorials will cover the unit content, module activities, provide a Q&A and will discuss assessments. Tutorials will be recorded for those students who cannot attend.

**Week 9 - 06 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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Nursing Care of People Experiencing Acute Alterations in Gastrointestinal Health.

Learning activities and readings within the Module Tile on Moodle.

Online Tutorial via Zoom. The Tutorials will cover the unit content, module activities, provide a Q&A and will discuss assessments. Tutorials will be recorded for those students who cannot attend.

**Week 10 - 13 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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Nursing Care of People Experiencing Acute Alterations in Renal/Kidney Health.

Learning activities and readings within the Module Tile on Moodle.

Online Tutorial via Zoom. The Tutorials will cover the unit content, module activities, provide a Q&A and will discuss assessments. Tutorials will be recorded for those students who cannot attend.

**Assessment Two - Educational Infographic & Rationale Document**  
Due: Week 10 Friday (17 May 2024)  
11:00 pm AEST

**Week 11 - 20 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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Nursing Care of People Experiencing Acute Alterations in Respiratory Health.

Learning activities and readings within the Module Tile on Moodle.

Online Tutorial via Zoom. The Tutorials will cover the unit content, module activities, provide a Q&A and will discuss assessments. Tutorials will be recorded for those students who cannot attend.



## Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Nursing Care of People Experiencing Acute Alterations in Cardiovascular Health.	Learning activities and readings within the Module Tile on Moodle.	Online Tutorial via Zoom. The Tutorials will cover the unit content, module activities, provide a Q&A and will discuss assessments. Tutorials will be recorded for those students who cannot attend. Assessment 3 Zoom Session.

## Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
Assessment Three (Online Quiz) is open and due this week.	Review learning activities and knowledge by way of workbook in preparation for the online quiz.	Online Quiz - Opens: Monday 3rd of June 2024 at 0001hrs (AEST). Online Quiz - Closes: Sunday 9th of June 2024 @ 2359hrs (AEST).

## Exam Week - 10 Jun 2024

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

### 1 Assessment One – Case Study

#### Assessment Type

Case Study

#### Task Description

##### Aim

The aim of this assessment is to demonstrate your understanding of the nursing roles within perioperative and postoperative care of a patient. You will apply your understanding of the perioperative nursing roles in the care of a patient and demonstrate your understanding of the early recognition of deterioration and sepsis in the treatment and care of a person in an acute care environment.

##### Case Study

You are a second-year nursing student on clinical placement. You have been given the opportunity to follow Emily from the emergency department (ED) to theatre and then provide care for her on the surgical ward. Emily is a 45-year-old female who sustained abdominal trauma during a workplace incident. Emily was transferred from her hometown in regional QLD to a large acute hospital (tertiary). Emily has a history of Type 2 Diabetes and Obesity. Emily is a First Nations person and lives at home with her two children. A CT scan indicates internal injuries requiring emergency surgery.

This assessment contains five questions. It is suggested you utilise approximately 200 words for each response.

- Question 1 - Identify and discuss the acute National Health Priority Area which this scenario represents.
- Question 2 - Identify three risks and challenges, based on Emily's medical and socio-cultural history, that may impact her care.

Emily's immediate post-operative phase and recovery is uneventful, and she is transferred to the surgical ward. Upon transfer to the unit, Emily is to commence on prophylactic cefazolin. You administer 2 grams of IV cefazolin (under the supervision of the RN) through a peripheral IV cannula. Twenty minutes later, Emily calls you complaining of an itch at the intravenous site travelling across her whole upper body. There is slight redness at the intravenous site but nowhere else on her body.

- Question 3 - Prioritise three nursing actions that you will implement. Provide a rationale for each action using evidence-based literature (order the actions from most important to least important).

It is now day two of Emily's recovery on the surgical ward. The surgeon has ordered the abdominal dressing to be taken down for a suture line review. When you remove the dressing, you note it is damp, there is purulent ooze, redness & slight sloughing of the peri-wound skin. Emily now tells you she is experiencing 7/10 pain around the wound site. A wound culture is taken and sent for microscopy, culture and sensitivity (MSC) testing. The results indicate a gram-positive bacterium - staphylococcus is present.

- Question 4 - Discuss the role and actions you would expect a registered nurse to implement to rule out the possibility of sepsis.

Emily is now day seven and is ready to be transferred/discharged back to the regional hospital in her local town for further care.

- Question 5 – Discuss three considerations that should be made when organising Emily’s discharge to the regional facility.

### **Instructions**

- To prepare yourself for this assessment, it is recommended that you review and complete modules 1, 2 and 7 within the NURS12160 Moodle.
- An introduction and conclusion are not required for this assessment.
- Answer all five questions presented within the scenario. You must link your answers back to the scenario and integrate valid and relevant references to support your statements.
- All information must be cited appropriately, with credible, up-to-date, peer-reviewed citations, as per the below referencing style.

### **Literature and references**

In this assessment use at least 10 contemporary references (<5 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing or the Australian Association of Social Workers.

### **Requirements**

- Computer access with internet connection.
- Use a conventional and legible size 12 font (such as Times New Roman, Arial, or Calibri), with 2.0 line spacing and 2.54cm page margins.
- Include page numbers on the top right side of each page in a header.
- Use formal academic language.
- Write in the third-person perspective. That is do not use “I will”, “we will”, “they did”. Use instead “the registered nurse will” or “the second year student nurse would”.
- Use the seventh edition (7th) American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
- The word count excludes the reference list and the questions but includes in-text citations, paraphrasing and direct quotations. Please note that paraphrasing is preferred as it demonstrates your understanding of the content.

### **Resources**

- You will be provided with an Assessment Zoom Session to ask any relevant assessment questions.
- You have access to working directly with the ALC on a one-on-one basis. Please visit the Academic Learning Centre and make a face-to-face or online appointment. Should you require a referral, please email the Unit Coordination Team and a referral will be issued on your behalf.
- You may utilise resources from within the Moodle content for NURS12160. Please ensure that you search for credible sources, including evidence-based and peer-reviewed journal articles, credible websites, and textbooks to support your work. The quality and credibility of your citation sources are important and give your writing strength and credibility.
- You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific library guide: the Nursing and Midwifery Guide; Social Work and Community Services Guide.
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.
- For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

### **Assessment Due Date**

Week 4 Friday (29 Mar 2024) 11:00 pm AEST

Late penalties will be applied for students who do not submit their assessment by the due date and do not have an approved extension.

**Return Date to Students**

Week 6 Friday (19 Apr 2024)

Results will be returned to students three weeks from the submission date.

**Weighting**

40%

**Assessment Criteria**

<b>NURS12160 - Marking Rubric - Assessment One - Case Study</b>					
High Distinction (>84.50%)	Distinction (74.50-84.49%)	Credit (65.50-74.49%)	Pass (49.50-64.49%)	Fail (0<49.49%)	Marks
<b>Structure, Grammar &amp; Presentation</b>					
Consistently accurate with spelling, grammar, and use of punctuation (0-1 errors). Excellent assignment presentation, 2.0 line spacing and 2.54cm margins. Font is 12-point Times New Roman, Arial, or Calibri. Page numbers on bottom right-hand footer. Within 10% of the allocated word count. <b>10-8.46</b>	Mostly accurate with spelling, grammar, and use of punctuation (2-3 errors) but they do not impede understanding. Excellent assignment presentation, 2.0 line spacing and 2.54cm margins. Font is 12-point Times New Roman, Arial, or Calibri. Page numbers on bottom right-hand footer. Within 10% of the allocated word count. <b>8.45-7.46</b>	Frequently accurate with spelling, grammar, and use of punctuation (4-5 errors). Well-presented assignment, 2.0 line spacing and 2.54cm margins. Font is 12-point Times New Roman, Arial, or Calibri. Page numbers on bottom right-hand footer. Within 10% of the allocated word count. <b>7.45-6.46</b>	Some inaccuracies in spelling, grammar, and/or use of punctuation (6-8 errors). Assignment is mostly easy to read but does not always make sense. Satisfactory assignment presentation, 2.0 line spacing and 2.54cm margins. Font is 12-point Times New Roman, Arial, or Calibri. Page numbers on bottom right-hand footer. Within 10% of the allocated word count. <b>6.45-4.96</b>	Many errors (9-15) with spelling, grammar, and/or use of punctuation. Assignment is difficult to read and does not make sense. Incomplete or inadequately presented assignment, 2.0 line spacing not used, 12-point Times New Roman, Arial, or Calibri font not used. Not within 10% of the allocated word count. <b>0.00-4.95</b>	/10
<b>Question 1</b>					
Comprehensive and insightful identification and discussion of the correct acute National Health Priority Area related to this case study. Analysis and discussion related to the case study and appropriately supported by valid and relevant references and is written using the student's own words. <b>16-14.96</b>	Well-developed identification and discussion of the correct acute National Health Priority Area related to this case study. One error in the actions identified or the description. Analysis and discussion related to the case study and appropriately supported by valid and relevant references and is written using the student's own words. <b>14.95-12.96</b>	Correct acute National Health Priority Area related to this case study identified. Discussion is adequate, however, missing minor information. Discussion related to the case study and appropriately supported by valid and relevant references and is written using the student's own words. <b>12.95-10.96</b>	Correct acute National Health Priority Area related to this case study identified. Discussion is basic, with key information missing. Discussion related to the case study and appropriately supported by valid and relevant references and is written using the student's own words. <b>10.95-7.96</b>	Incorrect identification of the acute National Health Priority Area related to this case study. Discussion not related to the case study or supported by valid and relevant references and/or is not written using the student's own words. <b>7.95-0.00</b>	/16
<b>Question 2</b>					
Insightful and comprehensive understanding of three risks and challenges is demonstrated. Analysis and discussion related to the case study and appropriately supported by valid and relevant references and is written using the student's own words. <b>16-14.96</b>	Well-developed understanding of three risks and challenges is demonstrated. One error in the identified risks was noted. Analysis and discussion related to the case study and appropriately supported by valid and relevant references and is written using the student's own words. <b>14.95-12.96</b>	Adequate understanding of three risks is demonstrated but may lack depth or overlook some relevant points. Two errors in the identified risks was noted. Discussion related to the case study and appropriately supported by valid and relevant references and is written using the student's own words. <b>12.95-10.96</b>	Basic and limited understanding of three risks and challenges is demonstrated. Three errors in the identified risks were noted. Discussion related to the case study and appropriately supported by valid and relevant references and is written using the student's own words. <b>10.95-7.96</b>	Inadequate or incorrect understanding of risks and challenges is demonstrated. More than three errors noted. Discussion not related to the case study or supported by valid and/or relevant references and/or is not written using the student's own words. <b>7.95-0.00</b>	/16
<b>Question 3</b>					
A scholarly, comprehensive and clear understanding and correct prioritisation of three nursing actions in the recognition and management of deterioration. Analysis and discussion related to the case study and appropriately supported by valid and relevant references and is written using the student's own words. <b>16-14.96</b>	A well-developed understanding and correct prioritisation of three nursing actions in the recognition and management of deterioration. Analysis and discussion related to the case study and appropriately supported by valid and relevant references and is written using the student's own words. <b>14.95-12.96</b>	Adequate understanding and correct prioritisation of three nursing actions in the recognition and management of deterioration. Analysis and discussion related to the case study and appropriately supported by valid and relevant references and is written using the student's own words. <b>12.95-10.96</b>	Basic understanding and prioritisation of three nursing actions in the recognition and management of deterioration. Two of the three nursing actions are prioritised correctly. Analysis and discussion related to the case study and appropriately supported by valid and relevant references and is written using the student's own words. <b>10.95-7.96</b>	Inadequate understanding and/or incorrect prioritisation of three nursing actions in the recognition and management of deterioration. Analysis and discussion related to the case study and appropriately supported by valid and relevant references and/or is not written using the student's own words. <b>7.95-0.00</b>	/16
<b>Question 4</b>					
Thorough and insightful discussion of the role and actions of the registered nurse in identifying sepsis. No relevant sepsis signs and symptoms have been overlooked. Analysis and discussion related to the case study and appropriately supported by valid and relevant references and is written using the student's own words. <b>16-14.96</b>	A well-developed discussion of the role and actions of the registered nurse in identifying sepsis. One relevant sepsis sign and symptom has been overlooked. Analysis and discussion related to the case study and appropriately supported by valid and relevant references and is written using the student's own words. <b>14.95-12.96</b>	Adequate discussion of the role and actions of the registered nurse in identifying sepsis but may lack depth or overlooks two relevant sepsis signs and symptoms. Discussion related to the case study and appropriately supported by valid and relevant references and is written using the student's own words. <b>12.95-10.96</b>	Basic discussion of the role and actions of the registered nurse in identifying sepsis. Lacks or overlooks three relevant sepsis signs and symptoms. Discussion related to the case study and appropriately supported by valid and relevant references and is written using the student's own words. <b>10.95-7.96</b>	Inadequate or incorrect discussion of the role and actions of the registered nurse in identifying sepsis. More than three relevant sepsis signs and symptoms overlooked. Not related to the case study or supported by valid and/or relevant references and/or is not written using the student's own words. <b>7.95-0.00</b>	/16
<b>Question 5</b>					
Exceptional discussion and comprehensive understanding of three nursing considerations for Emily's transfer/discharge to the regional facility. Analysis and discussion related to the case study and appropriately supported by valid and relevant references and is written using the student's own words. <b>16-14.96</b>	Well-developed discussion and clear understanding of three nursing considerations for transfer and discharge. One consideration may contain an error. Analysis and discussion related to the case study and appropriately supported by references. <b>14.95-12.96</b>	Adequate discussion covering three considerations for transfer and discharge. One consideration may contain an error, or not be related to Emily's situation. Discussion related to the case study and appropriately supported by valid and relevant references and is written using the student's own words. <b>12.95-10.96</b>	Basic discussion and understanding of three considerations for transfer and discharge. Considerations may contain minor errors. Discussion related to the case study and appropriately supported by valid and relevant references and is written using the student's own words. <b>10.95-7.96</b>	Inadequate or incorrect discussion of considerations for transfer and discharge. No considerations appropriately discussed and/or all three considerations contain significant errors. Considerations not related to the case study or supported by valid and/or relevant references and/or is not written using the student's own words. <b>7.95-0.00</b>	/16
<b>In-text Citations &amp; Referencing</b>					
Consistently integrates contemporary, scholarly citations with no more than 1 exception. Consistently accurate in-text citation referencing style (0 or 1 inaccuracies). <b>4.23-5.00</b>	Mostly integrates current, reliable citations with 2 or 3 exceptions. Mostly accurate with in-text referencing (2 or 3 inaccuracies). <b>3.73-4.22</b>	Frequently integrates current reliable citations with 4 or 5 exceptions. Frequently accurate with in-text referencing (4 or 5 inaccuracies). <b>3.23-3.72</b>	Sometimes integrates reliable citations with 6 to 8 exceptions. Some inaccuracies with in-text referencing style (6-8 inaccuracies). <b>2.48-3.22</b>	Infrequent or no attempt to integrate citations (>8 exceptions). Many inaccuracies with in-text referencing style (>8 inaccuracies). <b>0.00-2.47</b>	/5
Evidence of reading widely on the topic (10 or more references from valid, relevant, contemporary, and high-quality journal articles). Reference list consistently adheres to APA 7th edition presentation guidelines (0 or 1 inaccuracies). <b>4.23-5.00</b>	Evidence of reading widely on the topic (8 references from valid, relevant, contemporary, and high-quality journal articles). Reference list mostly adheres to APA 7th edition presentation guidelines (2 or 3 inaccuracies). <b>3.73-4.22</b>	Evidence of reading widely on the topic. (6 references from valid, relevant, contemporary, and high-quality journal articles). Reference list frequently adheres to APA 7th edition presentation guidelines (4 or 5 inaccuracies). <b>3.23-3.72</b>	Evidence of satisfactory reading on the topic. (5 references from valid, relevant, contemporary, and high-quality journal articles). Reference list sometimes adheres to APA 7th edition presentation guidelines (6 or 7 inaccuracies). <b>2.48-3.22</b>	Limited or no evidence of adequate reading on the topic (< 5 references from valid, relevant, contemporary, and high-quality journal articles). Reference list does not adhere to APA 7th edition presentation guidelines (>7 inaccuracies). <b>0.00-2.47</b>	/5
<b>Total Mark - /100</b>					

## Referencing Style

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

## Submission

Online

## Submission Instructions

Submit your assessment via the unit Moodle site in Microsoft Word format only.

## Learning Outcomes Assessed

- Identify the National Health Priority Areas (NHPA) and discuss their impact on a person's acute health status
- Discuss socio-cultural and lifestyle issues that may predispose a person to an acute alteration in health
- Identify factors associated with the early recognition of deteriorating patients in the acute care environment
- Identify factors associated with the early recognition of sepsis in the acute care environment

## 2 Assessment Two – Educational Infographic & Rationale Document

### Assessment Type

Written Assessment

### Task Description

#### Aim

In this written assessment, you will integrate and apply your understanding of the National Health Priority Areas (NHPAs) and perioperative nursing care to develop an educational infographic for individuals experiencing an acute alteration in health in the perioperative environment. Providing care through identification, recognition, and proactive management and education is part of a registered nurse's multifaceted and varied role. Completing this assessment will strengthen your understanding and allow you to integrate and apply acute NHPA concepts to perioperative care.

#### Instructions

- We recommend reviewing and completing modules 1, 11, & 12 within the NURS12160 Moodle to prepare for this assessment.
- You will use generative Artificial Intelligence (AI) (such as Microsoft CoPilot) to assist you with the content and design of an educational infographic.
- An introduction and conclusion are not required for this assessment.
- All information must be cited appropriately, with credible, up-to-date, peer-reviewed citations, per the referencing style below.
- Instructions for the Infographic:
  - - You are to design an educational infographic in the form of a poster (no larger than A3).
  - - Individuals who experience illness are at a higher risk of acute perioperative deterioration. This educational infographic needs to address an acute perioperative risk factor, related to a NHPA.
  - - Choose an acute risk factor based on one of the following NHPAs; Cardiovascular, Injury Prevention & Control or Respiratory of the NHPAs to base your infographic on.
  - - Based on your chosen NHPA, you are to choose a demographic that your infographic will apply to. The chosen demographic could include: gender/sex, age group, cultural/ethnic heritage, lifestyle, geographic location, etc.
  - - Once you have chosen your acute NHPA risk factor and demographic, input the following prompt into the AI, so it knows what to do. We have provided example wording in red font :  
"You are a registered nurse. You will design an educational infographic on [insert chosen Risk/NHPA/Acute Asthma Exacerbation Pre-Operatively] for [insert demographic/15-year-old male living in regional Victoria]. You are to provide educational information on; three signs and symptoms, three preventative measures, three interventions, three lifestyle management interventions, and include links to three credible websites and/or support services."
  - - Use the AI response to design and develop your educational infographic. Remember to keep your NHPA and demographic in mind – be aware of images, font size, amount/volume of language/words, the target audience's reading level, cultural safety, etc.
  - - The infographic is to provide education to your target audience aimed at addressing, recognising, preventing, treating OR managing the perioperative risk factor (based on an NHPA) of choice.
  - - You may use any available program to create the infographic (Word, PowerPoint, Canva, Adobe, Publisher, KeyNote, etc), but your submitted assessment piece must be uploaded to TurnItIn in .pdf format.
- Instructions for Rationale Document:
  - - You are to address the following points:
  - - Write a 50-100 word plan for how you will check the information provided by the AI is correct.
  - - Give two examples of information that does not answer the task you were given. Provide a rationale for each example using reputable academic information (200 words).

- - Give two examples of information that is very helpful for the task you were given. Provide a rationale for each example using reputable academic information (200 words).
- - Give examples of key information that is not included in the AI response. Using reputable academic information, provide a rationale for each example (200 words).
- - Provide a reflection on your experiences using AI for this task. For example, was this helpful/not helpful, time-consuming/time-saving, and what did you learn (300 words).
- - All information must be cited appropriately, with credible, up-to-date, peer-reviewed citations, per the referencing style below.
- - You must submit your assessment piece through the Assessment Tile on the Moodle page via TurnItIn.

### **Literature and references**

In this assessment use at least 10 contemporary references (<5 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing or the Australian Association of Social Workers.

### **Requirements**

- Computer access with internet connection.
- Use a conventional and legible size 12 font (such as Times New Roman, Arial, or Calibri), with 2.0 line spacing and 2.54cm page margins.
- Include page numbers on the top right side of each page in a header.
- Use formal academic language.
- Write in the third-person perspective. That is do not use “I will”, “we will”, “they did”. Use instead “the registered nurse will” or “the 2nd year student nurse would”.
- Use the seventh edition (7th) American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
- The word count excludes the reference list and the questions but includes in-text citations, paraphrasing and direct quotations. Please note that paraphrasing is preferred as it demonstrates your understanding of the content.

### **Resources**

- You will be provided with an Assessment Zoom Session to ask any relevant assessment questions.
- You have access to working directly with the ALC on a one-on-one basis. Please visit the Academic Learning Centre and make a face-to-face or online appointment. Should you require a referral, please email the Unit Coordination Team and a referral will be issued on your behalf.
- You may utilise resources from within the Moodle content for NURS12160. Please ensure that you search for credible sources, including evidence-based and peer-reviewed journal articles, credible websites, and textbooks to support your work. The quality and credibility of your citation sources are important and give your writing strength and credibility.
- You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific library guide: the Nursing and Midwifery Guide; Social Work and Community Services Guide.
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.
- For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

### **Assessment Due Date**

Week 10 Friday (17 May 2024) 11:00 pm AEST

Late penalties will be applied for students who do not submit their assessment by the due date and do not have an approved extension.

### **Return Date to Students**

Review/Exam Week Friday (7 June 2024)

Results will be returned to students three weeks from the submission date.

**Weighting**

40%

**Assessment Criteria**

## NURS12160 - Marking Rubric - Assessment Two - Educational Infographic & Rationale Document

High Distinction (>84.50%)	Distinction (74.50-84.49%)	Credit (65.50-74.49%)	Pass (49.50-64.49%)	Fail (0<49.49%)	Marks
<b>Structure, Grammar &amp; Presentation</b>					
Consistently accurate with spelling, grammar, and use of punctuation (0-1 errors). Excellent assignment presentation, 2.0 line spacing and 2.54cm margins. Font is 12-point Times New Roman, Arial, or Calibri. Page numbers on bottom right-hand footer. Within 10% of the allocated word count. <b>10-8.46</b>	Mostly accurate with spelling, grammar, and use of punctuation (2-3 errors) but they do not impede understanding. Excellent assignment presentation, 2.0 line spacing and 2.54cm margins. Font is 12-point Times New Roman, Arial, or Calibri. Page numbers on bottom right-hand footer. Within 10% of the allocated word count. <b>8.45-7.46</b>	Frequently accurate with spelling, grammar, and use of punctuation (4-5 errors). Well-presented assignment, 2.0 line spacing and 2.54cm margins. Font is 12-point Times New Roman, Arial, or Calibri. Page numbers on bottom right-hand footer. Within 10% of the allocated word count. <b>7.45-6.46</b>	Some inaccuracies in spelling, grammar, and/or use of punctuation (6-8 errors). Assignment is mostly easy to read but does not always make sense. Satisfactory assignment presentation, 2.0 line spacing and 2.54cm margins. Font is 12-point Times New Roman, Arial, or Calibri. Page numbers on bottom right-hand footer. Within 10% of the allocated word count. <b>6.45-4.96</b>	Many errors (9-15) with spelling, grammar, and/or use of punctuation. Assignment is difficult to read and does not make sense. Incomplete or inadequately presented assignment, 2.0 line spacing not used, 12-point Times New Roman, Arial, or Calibri font not used. Not within 10% of the allocated word count. <b>0.00-4.95</b>	/10
<b>Educational Infographic</b>					
An exceptionally presented infographic, with great use of visual material. NHPA and target demographic are easily identifiable. The purpose of the infographic is comprehensively identified. Consistently accurate with spelling, grammar, and paragraph structure. The infographic contains clearly identifiable, credible, valid, and reliable resources for the target audience. Within the wordcount. <b>30-25.46</b>	A remarkable presented infographic, with good use of visual material. NHPA choice is clear but requires further explanation. Target demographic is clear. The purpose of the infographic is identified. However, missing some key ideas. One-two errors with spelling, grammar, and paragraph structure. The infographic contains clearly identifiable, credible, valid, and reliable resources for the target audience. Within the wordcount. <b>25.45-22.46</b>	A well-presented infographic, with some use of visual material. NHPA choice is present but requires further definition. Target demographic is present, but not clear. The purpose of the infographic is identified. However, missing key ideas. Three - four errors with spelling, grammar, and paragraph structure. The infographic contains some credible, valid, and reliable resources for the target audience. Within the wordcount. <b>22.45-19.46</b>	Good presentation of infographic, with some use of visual material. NHPA choice and target demographic is discernible but vague. The purpose of the infographic is difficult to identify. Five-six errors with spelling, grammar, and paragraph structure. The infographic contains some credible, and reliable resources for the target audience. Within the wordcount. <b>19.45-14.96</b>	Poorly presented infographic. Did not utilise appropriate materials to support. NHPA choice is not identifiable. The target demographic of choice is not identified. The purpose of the infographic cannot be determined. More than 6 inaccuracies in spelling, grammar, and paragraph structure. The infographic contains no resources for the target audience. The assessment does not meet the word count. <b>14.95-0.00</b>	/30
<b>Rationale/Critique Document</b>					
A comprehensive critique and rationale are presented, that is well supported by valid and relevant references and is related to the infographic. Comprehensive discussion of how students will check the accuracy of the AI response. Two appropriate examples of information given by the AI that do not answer the task. Two examples of helpful information given by the AI. Comprehensive examples and rationale of information that was missed by the AI. A comprehensive thoughtful reflection on the use of AI for the task that demonstrates application and critical thinking and is in the student's own words. <b>50.00-42.46</b>	A well-developed critique and rationale are presented, that is well supported by valid and relevant references and is related to the infographic. Well-developed discussion of how students will check the accuracy of the AI response. Two appropriate examples of information given by the AI that do not answer the task. Two examples of helpful information given by the AI. Well-developed examples and rationale of information that was missed by the AI. A well-developed reflection on the use of AI for the task that demonstrates application and critical thinking and is in the student's own words. Missing minor information throughout two questions. <b>42.45-37.46</b>	An adequate critique and rationale are presented, that is mostly supported by valid and relevant references and is related to the infographic. Adequate discussion of how students will check the accuracy of the AI response. Two appropriate examples of information given by the AI that do not answer the task. Two examples of helpful information given by the AI. Adequate examples and rationale of information that was missed by the AI. An adequate reflection on the use of AI for the task that demonstrates application and critical thinking and is in the student's own words. Missing minor information throughout four questions. <b>37.45-32.46</b>	A basic critique and rationale are presented, that is mostly supported by valid and relevant references and is somewhat related to the infographic. Basic discussion of how students will check the accuracy of the AI response. Two appropriate examples of information given by the AI that do not answer the task. Two examples of helpful information given by the AI. Basic examples and rationale of information that was missed by the AI. A basic reflection on the use of AI for the task that demonstrates application and critical thinking and is in the student's own words. Missing key information throughout the questions. Lack of analysis and reflection in responses. <b>32.45-24.96</b>	Inadequate or incomplete critique and rationale presented. Analysis and discussion are not related to the infographic and is not appropriately supported by valid and relevant references. All five questions are missing significant information, making it difficult to establish if the answer addresses the task and/or is not in the student's own words. Multiple errors noted. Answers demonstrates little understanding of the NHPAs, and the use of AI for the task. <b>24.95-0.00</b>	/50
<b>In-text Citations &amp; Referencing</b>					
Consistently integrates contemporary, scholarly citations with no more than 1 exception. Consistently accurate in-text citation referencing style (0 or 1 inaccuracies). <b>4.23-5.00</b>	Mostly integrates current, reliable citations with 2 or 3 exceptions. Mostly accurate with in-text referencing (2 or 3 inaccuracies). <b>3.73-4.22</b>	Frequently integrates current reliable citations with 4 or 5 exceptions. Frequently accurate with in-text referencing (4 or 5 inaccuracies). <b>3.23-3.72</b>	Sometimes integrates reliable citations with 6 to 8 exceptions. Some inaccuracies with in-text referencing style (6-8 inaccuracies). <b>2.48-3.22</b>	Infrequent or no attempt to integrate citations (>8 exceptions). Many inaccuracies with in-text referencing style (>8 inaccuracies). <b>0.00-2.47</b>	/5
Evidence of reading widely on the topic (10 or more references from valid, relevant, contemporary, and high-quality journal articles). Reference list consistently adheres to APA 7th edition presentation guidelines (0 or 1 inaccuracies). <b>4.23-5.00</b>	Evidence of reading widely on the topic (8 references from valid, relevant, contemporary, and high-quality journal articles). Reference list mostly adheres to APA 7th edition presentation guidelines (2 or 3 inaccuracies). <b>3.73-4.22</b>	Evidence of reading widely on the topic. (6 references from valid, relevant, contemporary, and high-quality journal articles). Reference list frequently adheres to APA 7th edition presentation guidelines (4 or 5 inaccuracies). <b>3.23-3.72</b>	Evidence of satisfactory reading on the topic. (5 references from valid, relevant, contemporary, and high-quality journal articles). Reference list sometimes adheres to APA 7th edition presentation guidelines (6 or 7 inaccuracies). <b>2.48-3.22</b>	Limited or no evidence of adequate reading on the topic (< 5 references from valid, relevant, contemporary, and high-quality journal articles). Reference list does not adhere to APA 7th edition presentation guidelines (>7 inaccuracies). <b>0.00-2.47</b>	/5
<b>Total Mark - /100</b>					

### Referencing Style



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

**Submission**

Online

**Submission Instructions**

Submit your assessment via the unit Moodle site in Microsoft Word format only.

**Learning Outcomes Assessed**

- Identify the National Health Priority Areas (NHPA) and discuss their impact on a person's acute health status
- Determine the nursing role in each phase of the perioperative period.

### 3 Assessment Three – Online Quiz

**Assessment Type**

Online Quiz(zes)

**Task Description****Aim**

The aim of this assessment is to enhance your knowledge and application of critical thinking in caring for a person experiencing acute alterations in health related to the Australian National Health Priority Areas. There are 40 randomly assigned multiple-choice questions, each worth half (0.5) a mark. All questions relate to the learning content in the weekly lessons, learning activities, readings, and virtual classes from across the term in this unit.

**Instructions**

- You are to access the online quiz via the Assessment Tile on the Moodle site.
- Please ensure that you undertake the quiz at a time when you will have the best chance for completion, without interruption. This is to give yourself the best opportunity.
- The quiz is an open-book assessment. You can refer to your learning materials at any time during your attempt.
- Only one attempt of the quiz will be allowed, you must complete the quiz in one sitting.
- Do not refresh, reload, or log out as this may close the quiz. This will lead to your unfinished attempt being scored.
- The quiz will automatically close after 60 minutes, and your unfinished attempt will be scored.
- Ensure you have engaged with the unit learning material, readings, activities and lessons.
- Under no circumstances are photos or information of the Online Quiz to be shared with anyone aside from your Unit Coordinators, the Head of Course, the Deputy Dean of Learning & Teaching or Student Support Services. Sharing photos or information can warrant a breach of academic integrity.
- If you experience technical difficulties during the quiz:
  - - Take a screenshot of the issue.
  - - Contact TaSAC (toll-free phone number 1300 666 620).
  - - Email your Unit Coordinators (nurs12160@cqu.edu.au) within two hours and include your screenshot and TaSAC ID Number. We will assist in resolving the issue.

**Requirements**

- Computer access with internet connection for access to the NURS12160 Moodle.
- Your CQUniversity student ID/Username and Password.
- Access to the learning materials.

**Number of Quizzes**

1

**Frequency of Quizzes**

Other

**Assessment Due Date**

Opens at 0001hrs AEST on the 3rd of June, 2024 and closes at 2359hrs (AEST) on the 9th of June, 2024. You will complete this assessment online. Click submit at the end of the quiz and your answers will be automatically submitted.

**Return Date to Students**

Results will be available via Moodle on Monday the 10th of June, 2023.

**Weighting**

20%

**Assessment Criteria**

No Assessment Criteria

**Referencing Style**

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

**Submission**

Online

**Learning Outcomes Assessed**

- Identify the National Health Priority Areas (NHPA) and discuss their impact on a person's acute health status
- Discuss socio-cultural and lifestyle issues that may predispose a person to an acute alteration in health
- Identify factors associated with the early recognition of deteriorating patients in the acute care environment
- Identify factors associated with the early recognition of sepsis in the acute care environment
- Determine the nursing role in each phase of the perioperative period.

## 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