NURS20160 *The Nurse Professional*
Term 2 - 2024

All details in this unit profile for NURS20160 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student).The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit provides you with advanced knowledge of contemporary nursing practice in the Australian healthcare industry. You will examine current legislation, registration standards and scope of practice documents in order to organise and delegate safe and effective healthcare for individuals, families and groups. Ethical and legal considerations that arise from working in the nursing profession will be critically analysed and you will consider ethical, professional and self-management implications for practice. You will be encouraged to demonstrate sound judgement in applying legal and ethical frameworks in a simulated activity. You will critically evaluate the use of evidence-informed practice in nursing and will examine its significance in clinical leadership. This allows you to design and communicate a quality improvement plan in a simulated health setting.

Details

Career Level: *Postgraduate*
Unit Level: *Level 8*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Students must be enrolled in either: CH79 Graduate Certificate in Nursing (Re-Entry) orCL02 Graduate Certificate in Nursing (International Registered Nurse Entry)
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

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**
Weighting: 50%
2. **Online Quiz(zes)**
Weighting: 50%

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 Survey on teams

Feedback
66% of students strongly agreed the lecturer's teaching methods were effective with another 33% agreed the lecturer's teaching methods were effective.

Recommendation
Continue with current teaching methodology

Feedback from data smart

Feedback
Another excellent unit. Content and teaching were relevant, well organised and effective. The weekly classes prepared us well for the quiz. I appreciate that it was referred to as a quiz and not an exam. It lightened the pressure. Having the time, we did for the quiz was excellent as it gave me the chance to actually think about the questions, refer to notes and references, and then answer. Thinking critically doesn't happen instantly so having that time is important.

Recommendation
Continue to discuss assessment pieces in class and develop strategies for learning.

Feedback from data smart

Feedback
By not being able to attend the scheduled time for the lecture due work commitments I felt this to be a disadvantage to the ability to understand the content fully as the group members that did attend the lectures were able to discuss the content at hand.

Recommendation
Emphasise the relevance of creating groups among students in teams for those who cannot attend workshops.

Unit Learning Outcomes

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

1. Apply legal and ethical frameworks and professional codes and guidelines to nursing practice
2. Delegate nursing care in an appropriate manner, to optimise patient outcomes in simulated scenarios
3. Evaluate sources of evidence in order to design an evidence-informed nursing care plan
4. Apply the principles of clinical leadership to construct a best-practice change concept.

The unit learning outcomes are linked to the Nursing and Midwifery Board of Australia's "Registered Nurses Standards for Practice".

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level	◦ Introductory Level	◦ Intermediate Level	• Graduate Level	◦ Professional Level	◦ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 50%			•	•
2 - Online Quiz(zes) - 50%	•	•		

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge	◦	◦	◦	◦
2 - Communication		◦		◦
3 - Cognitive, technical and creative skills	◦	◦	◦	◦
4 - Research			◦	
5 - Self-management	◦			
6 - Ethical and Professional Responsibility	◦			
7 - Leadership		◦		◦
8 - Aboriginal and Torres Strait Islander Cultures				

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Camera and microphone for attending Zoom tutorials
- Laptop/Computer
- Microsoft Teams (both microphone and webcam capability)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition (APA 7th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Simone Ohlin Unit Coordinator
s.ohlin@cqu.edu.au
Felicity Earl Unit Coordinator
f.earl@cqu.edu.au

Schedule

Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Over the next three weeks, we will comprehensively review and build upon your knowledge of evidence-informed practice and knowledge translation.	1. The person-centred care framework 2. NSQHS Standard 2 3. Essentials of care	Please see a detailed weekly schedule in Moodle

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
This class will delve further into your research question and Person-centred/Inspirational motivation and coaching conceptual framework. There is an ALC class timed for 1200.		Team discussion: Person-centred/Inspirational motivation and coaching conceptual framework.

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
This week we extend your knowledge of person-centered care, practice development, and Inspirational motivation and coaching conceptual framework.	1. Searching for the evidence	Assessment 1 feedback is due

Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
This week concentrate on your knowledge of evidence-informed practice and knowledge translation. There is a combined ALC class in the afternoon	1. Analysing the Evidence	

Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
We continue to extend on your knowledge of evidence-informed practice and knowledge translation.		Week 5 feedback due

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
This is a designated vacation week. Enjoy a well-earned rest.	There is no work this week.	There is no work this week.

Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Over the next two weeks, we will comprehensively review and build upon your knowledge of the nursing scope of practice and delegation. This week will focus on the scope of practice of the healthcare team.	1. Healthcare team Scope of Practice	**Research Assessment** Due: Week 6 Friday (23 Aug 2024) 5:00 pm AEST

Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Over the next weeks, we will build upon your knowledge of nursing law, professional guidelines and ethics. • Code of conduct • scope of practice and focus on delegation.	1. Delegation	

Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
This is a combined ALC class. Please check the schedule.		

Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
No class.		

Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
We finish our review and ethical and legal frameworks by focusing on nursing and the law.	3. Working Legally 4. Consolidation activity	**Quiz** Due: Week 10 Friday (20 Sept 2024) 11:55 pm AEST

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Please fill in the "have your say" email evaluations for this unit.		

Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic

Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Research Assessment

Assessment Type
Written Assessment

Task Description
NURS20160 The Nurse Professional
Assessment 1
Type: Written assessment
Due date:
Week 3: 5 pm (AEST) Friday 26th July 2024, Person-centred care and Inspirational motivation and coaching conceptual framework, and a nursing care topic research question (PICO /PEO)
Week 5: 5 pm (AEST) Friday 9th August 2024 – Submit one article for formative feedback.
Week 6: 5 pm (AEST) Friday 23rd August 2024 – Final submission
Weighting: 50%
Length: 2000 words (this is in addition to the 1065 words of the word template)
Unit Coordinator: Simone Ohlin
Aim
This assessment provides you with an opportunity to demonstrate your understanding of evidence evaluation and apply the principles of clinical leadership to construct a best practice change concept.
Instructions
Please follow the steps below to complete your assessment task:
Step 1: Produce a drawing utilising the concept of transformational leadership, then combine them within the person-centered care framework (conceptual framework).
Step 2: Create a research question and conduct a small literature review to explore "best practice" for a patient in an aspect of ONE of the following topics:

A. Nursing care using a Telehealth approach
B. Intramuscular medication administration practices when caring for an obese patient
C. Hypertension and cardiovascular disease [CVD] in an Indigenous Australian Community.
Step 3: Explain how you would use your conceptual framework to integrate your research findings into a clinical environment.

Using the template provided to you in Moodle, complete a small (5-article) literature review project on nursing care from your choice of topic from above. You will learn how to perform the review during your studies. The lecturer will support you through tutorials and you will submit sections of your assessment periodically. In this process, you will use the template to undertake the following steps:

1. Create a diagram of a person-centered/Transformational conceptual framework.
2. Create a research question from ONE of the topics. Using PEO/PICO.
3. Undertake a database search.
4. Select 5 articles and evaluate the articles.
5. Present a summary of the findings in a 5-8 min video. You must upload a reference list.
Requirements
1. Have a cover page that includes the unit's name and code, student number, intext word count, and the name of the lecturer.
2. Use a conventional and legible size 12 font, such as Times New Roman or Arial, with double line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
3. Include page numbers on each page in a footer.
4. Write in the third-person perspective.
5. Use formal academic language.
6. Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
7. The word count excludes the reference list but includes in-text references and direct quotations, including paraphrasing and direct quotes.

Generative Artificial Intelligence agents (Gen AI)
Within this assessment, the use of Microsoft Copilot, Chat GPT or other generative artificial intelligence agents is permitted for content editing. However, please ensure that this is referenced in accordance with the APA 7th Ed format.

Resources
·   You can use unit-provided materials and other credible sources (e.g., journal articles, and books) to reference your argument. The quality and credibility of your sources are important.
·   We recommend that you access your discipline-specific Nursing Resource Guide.
·   You may like to manage your citations and reference list. Information on how to use academic referencing

software (EndNote) is available at the CQUniversity Library website should you wish to learn how to use it.

·   For academic writing and referencing information, 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.

·   You may wish to submit a draft to Studiosity.

·   Submit at least one draft of your assignment before the due date to review your Turnitin Similarity Score before uploading your final submission. Instructions are available here.

Literature and references
Use at least 7 contemporary references (5 years or less) sourced from the CQUniversity library in this assessment to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature from the internet must be from reputable websites such as government, university, or peak national bodies, such as the Australian College of Nursing. Websites such as Stat Pearls, Life in the Fastlane, and Wikipedia are unsuitable for this assessment task. Lecture notes are not suitable for this assessment task.

Submission
Submit your assessment (as a single document) via the unit Moodle site in Microsoft Word format only. Please submit your video as per instructions on Moodle.

Marking Criteria
To pass this unit, you must achieve a minimum of 50% for each assessment. If students receive a Fail grade for this assessment, the Unit Coordinator may allow them an opportunity to reattempt the assessment. For the Unit Coordinator to allow a re-attempt, they will need to be satisfied that the student has made a reasonable attempt at the assessment item. If a reattempt is offered, students will have only 7 consecutive days to resubmit their assessment and can only receive 50% of the available grades. Only one reattempt per unit will be allowed.

Assessment Due Date
Week 6 Friday (23 Aug 2024) 5:00 pm AEST

Return Date to Students
Week 9 Friday (13 Sept 2024)

Weighting
50%

Assessment Criteria
ASSESSMENT CRITERIA

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail <50%
Organisation 5%				
HD 2.11-2.5	D 1.86-2.10	C 1.61-1.85	P 1.25-1.60	F 0-1.24
An engaging and well-planned submission. It is logical, clear, concise, and persuasive.	A well-planned submission. It is logical and clear. At times it is not concise or persuasive and is mostly clear and comprehensive.	Appropriately planned submission. It mostly proceeds logically and is somewhat clear and comprehensive.	Adequately planned submission. At times, it is repetitive or lacks cohesion. It is not clear or comprehensive.	The submission does not follow a logical sequence.
Presentation (10%)				
HD 4.23-5	D 3.73-4.22	C 3.23-3.72	P 2.49-3.22	F 0-2.48
The written material is very well-presented and free from spelling, grammar, and structural errors. The assessment is within the set word count and the student's work is original.	There are minor errors (in spelling, grammar, and paragraph structure) that do not affect the meaning and flow of the submission. The assessment is within the set word count and the student's work is original.	Some errors (in spelling, grammar, and paragraph structure) do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count and the students' work is mostly original.	There are errors (in spelling, grammar, and paragraph structure) that impede the meaning and flow of the submission. The assessment is within the set word count and the students' work is mostly original.	A poorly presented assessment. There are many spelling, grammar, and paragraph structure errors which significantly reduce the document's readability. The word count has not been adhered to OR a substantial part of the work is not original
Informed argument (10%)				
HD 4.23-5	D 3.73-4.22	C 3.23-3.72	P 2.49-3.22	F 0-2.48

HD	D	C	P	F
Consistent and judicious integration of appropriate references to support and reflect all ideas, information, and quotations. A minimum of 7 references are used. These may be peer-reviewed or grey literature.	Consistent integration of appropriate references to support and reflect ideas, information, and quotations, with 1 exception. A minimum of 7 references are used. These may be peer-reviewed or grey literature.	Integrates appropriate references to support and reflect ideas, information, and quotations, with 2 or 3 exceptions. A minimum of 7 references are used. These may be peer-reviewed or grey literature.	Integrates appropriate references to support and reflect ideas, information, and quotations, with 4 or 5 exceptions. A minimum of 7 references are used. These may be peer-reviewed or grey literature.	Fails to, or infrequently attempts (>5 errors) to integrate appropriate references to support and reflect ideas, information, and quotations. Less than 7 references have been cited.

Referencing (5%)

HD 2.11-2.5	D 1.86-2.10	C 1.61-1.85	P 1.25-1.60	F 0-1.24
Accurate APA referencing. No errors.	1-2 consistent punctuation/formatting errors (may be made multiple times)	Somewhat accurate APA referencing. 3 consistent punctuation/formatting errors (may be made multiple times) OR 1-2 content errors.	Occasionally accurate APA referencing. 4 consistent punctuation/formatting errors (may be made multiple times) or 3-4 content errors.	APA referencing not used, or more than 4 inconsistent inaccuracies in content or punctuation/formatting

Process (10%)

HD 4.23-5	D 3.73-4.22	C 3.23-3.72	P 2.49-3.22	F 0-2.48
Mastery of the literature review process is demonstrated. Well-substantiated literature review methods are employed.	A thorough understanding of the literature review process is demonstrated.	An understanding of the literature review process is demonstrated.	An understanding of the literature review process is somewhat demonstrated	Minimal/no understanding of the literature review process is demonstrated.

Question (10%)

HD 4.23-5	D 3.73-4.22	C 3.23-3.72	P 2.49-3.22	F 0-2.48
Insightful research question that is relevant to patient care, and clearly articulated (using PICO/PEO).	The research question is relevant to patient care, and appropriately articulated (using PICO/PEO).	The research question is mostly relevant to patient care and well-articulated (using PICO/PEO).	The research question is somewhat relevant to patient care but lacks cohesion (using PICO/PEO).	The research question is not relevant to patient care, OR non-cohesive (using PICO/PEO).

Analysis (10%)

HD 4.23-5	D 3.73-4.22	C 3.23-3.72	P 2.49-3.22	F 0-2.48
Thorough and analytical understanding of the 5 journal articles. The critical analysis extends beyond the individual journal articles to incorporate the context of the review.	Thorough and analytical understanding of the 5 journal articles. Critical analysis sometimes extends beyond the individual journal article to incorporate the context of the review.	Thorough understanding of the 5 journal articles. The critical analysis does not extend beyond the journal articles.	An understanding of the 5 journal articles with limited critical analysis.	Minimal/no understanding of the 5 journal articles or critical analysis

Findings (10%)

HD 4.23-5	D 3.73-4.22	C 3.23-3.72	P 2.49-3.22	F 0-2.48
Research findings clearly address the research question. The direction regarding best practices related to a patient is relevant and well-articulated.	Research findings clearly address the research question. Direction regarding best practices related to a patient is relevant.	Research findings address the research question. Direction regarding best practice related to a patient is mostly relevant.	Research findings somewhat address the research question. Direction regarding best Practice related to a patient is somewhat relevant.	Research findings do not address the research question. The direction regarding best practices does not relate to a patient and is not relevant.

Synthesis (30%)

HD 12.67-15	D 11.18-12.66	C 9.68-11.17	P 7.49-9.67	F 0-7.48

Unique, and well-reasoned alignment of research findings related to patient care best practices, Person-centred Care, and transformational leadership (conceptual framework).	Well-reasoned alignment of research findings related to patient care best practices, Person-Centred Care, and transformational leadership (conceptual framework).	The alignment of research findings related to patient care best practice, Person-Centred Care, and transformational leadership (conceptual framework).is present and consistently correct	Alignment of research findings related to patient care best practice, Person-Centred Care, and transformational leadership (conceptual framework).is mostly present.	Minimal/no alignment of research findings related to patient care best practice, Person-Centred Care, and transformational leadership (conceptual framework).

Referencing Style

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

Submission
Online

Submission Instructions
Submit your assessment (as a single document) via the unit Moodle site in Microsoft Word format only. Please submit your video as per instructions on Moodle.

Learning Outcomes Assessed

- Evaluate sources of evidence in order to design an evidence-informed nursing care plan
- Apply the principles of clinical leadership to construct a best-practice change concept.

2 Quiz

Assessment Type
Online Quiz(zes)

Task Description
NURS20160

The Nurse Professional

 Assessment 2

 Type: Online quiz

Quiz opens: 0900 am (AEST) Friday 20 September 2024 (Week 10)

Quiz closes: 1155pm (AEST) Friday 20 September 2024 (Week 10)

Completion time: 60 mins

Weighting: 50%

Length: 25 multiple choice questions

Unit Coordinator/s: Simone Ohlin

Aim

The quiz will test your knowledge, application of knowledge to practice and critical thinking concerning:

- · The Code of Conduct for Nurses
- · The ICN Code of Ethics
- · The Registered Nurse Standards for Practice
- · The NMBA Decision-making Framework for Nursing and Midwifery
- · Mandatory reporting

 Instructions

The quiz contains 5 scenarios. Each scenario has 5 multiple-choice quiz questions. Therefore, there are 25 multiple choice quiz questions. Each question is worth 1 point. Marks are not deducted for incorrect answers.

The 25 questions are broken down as follows:
Knowledge = 5 quiz questions
Application = 12 quiz questions
Critical Thinking = 8 quiz questions
The 25 quiz questions are randomly drawn from a bank of 200 questions.

This is an open book quiz. You can refer to your learning materials at any time during your attempt.

You have a maximum of 60 minutes to complete the quiz. You must complete the quiz in one sitting. Once you start the quiz, you must complete it in 60 minutes. The quiz will automatically close at the end of 60 minutes and will submit your result even if you have not finished.

Once you have started the quiz, you cannot log out. Please do not refresh or reload your screen as this may close the quiz and record your result.

If you have any technical issues, you must let the unit coordinators know immediately. Take a screenshot or photo of the issue and email it to the unit coordinators. We will assist you with resolving it or refer you to TaSAC for further assistance (toll-free phone number 1300 666 620).

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

Submission
· You will complete this assessment online. Click submit at the end of the quiz and your answers will be automatically submitted.
· Results for the quiz will be available after the attempt is complete.

Marking Criteria
To pass this unit, you must achieve a minimum of 50% for each assessment. You must pass this assessment to pass the unit. If students receive a Fail grade for this assessment, the Unit Coordinator may allow them an opportunity to reattempt the assessment. For the Unit Coordinator to allow a re-attempt, they will need to be satisfied that the student has made a reasonable attempt at the assessment item. If a reattempt is offered, students will have only 7 consecutive days to resubmit their assessment and can only receive 50% of the available grades. Only one reattempt per unit will be allowed.

Number of Quizzes
1
Frequency of Quizzes
Other
Assessment Due Date
Week 10 Friday (20 Sept 2024) 11:55 pm AEST

Quiz opens at 0900 and closes at 1155pm

Return Date to Students
Week 11 Monday (23 Sept 2024)

Weighting
50%

Assessment Criteria
Marking Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail <50%
The student achieves between 22-25, demonstrating excellent understanding, application and critical reasoning.	The student achieves 19-21, demonstrating a strong understanding, application and clinical reasoning.	The student achieves 17-18, demonstrating sound understanding, application and clinical reasoning	The student achieves between 13-16, demonstrating adequate understanding, application and clinical reasoning.	The student achieves 12 or below, demonstrated insufficient understanding, application or clinical reasoning.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Once you have started the quiz, you cannot log out. Please do not refresh or reload your screen as this may close the quiz and record your result.

Learning Outcomes Assessed

- Apply legal and ethical frameworks and professional codes and guidelines to nursing practice
- Delegate nursing care in an appropriate manner, to optimise patient outcomes in simulated scenarios

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