NURS20172 *Introduction to Developing Specialty Practice*
Term 1 - 2024

Profile information current as at 19/05/2024 06:13 am

General Information

Overview

This unit builds on the unit NURS20171 Nursing and Professional Practice 1 by extending your nursing knowledge and skills to further develop your professional confidence and competence in managing complex patient care. You will be able to validate your nursing judgements and clinical decisions through critical thinking and professional reflection. You will role model and implement professional attributes in the application of advanced clinical skills including assessment, planning, intervention, and evaluation of nursing and collaborative interventions; and effectively communicate with patients and the multidisciplinary healthcare team, patients and families to improve person-centred care and health outcomes. This unit will be directly applicable to the clinical setting where you are employed.

Details

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

Pre-requisites or Co-requisites

Students must be enrolled in CL22 Master of Clinical Nursing or CL16 Graduate Certificate in Clinical Nursing to undertake this unit. Pre-requisite: NURS20171 Nursing and Professional 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

- 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. **Reflective Practice Assignment**
Weighting: 40%
2. **Written Assessment**
Weighting: 60%

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

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

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

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

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 Unit evaluation.

Feedback
Students requested more meaningful assessment feedback.

Recommendation
Feedback will be provided using both written and oral formats. Teachers will provide instructions for learners on how to access recorded feedback during tutorials.

Feedback from Unit evaluation.

Feedback
Clarity of course resources.

Recommendation
Course resources will be reviewed.

Unit Learning Outcomes

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

1. Identify and demonstrate positive role modelling of professional attributes in your clinical specialty.
2. Demonstrate advanced nursing skills in clinical assessment, planning and implementation of person-centred care, and the evaluation of evidence-informed nursing interventions in clinical settings.
3. Demonstrate effective communication with patients, families, and the multidisciplinary healthcare team to facilitate safe, high-quality patient out.
4. Reflect critically on your personal outputs and professionalism within your clinical setting and develop strategies aligning with professional standards to continue your professional development.

N/A.

— 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 - Reflective Practice Assignment - 40%	●	●	●	●
2 - Written Assessment - 60%	●	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

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

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information
This unit will access ebooks through the CQU library.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Academic Learning Centre services
- Access to MIMS through the university library
- CQ U library search engines for research articles
- CQUniversity library literature search tools
- Microsoft Word
- Wordprocessing, spreadsheeting and powerpoint software
- Zoom account (Free)
- Zoom app on your smart phone or access to Zoom on your laptop
- Endnote bibliographic software. This is optional for formatting references.
- Online access Australian Standards (through CQU Library)
- CQUniversity Library Nursing Resources
- CQUniveristy Library Resources
- Zoom (both microphone and webcam capability)

Referencing Style

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

Teaching Contacts

Hellen Kaneko Unit Coordinator
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Leanne Jack Unit Coordinator
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Schedule

WEEK 1 - MODULE 1- SPECIALTY, PROFESSIONALISM AND THE REGISTERED NURSE - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to the Unit • Self-directed Learning • Moodle site • Student Support • The rise of specialty practice • Evidence based practice	Review the Moodle site and click on all the links. Review the recorded lecture and online Zoom tutorial timetable. Find out what is in Student Support? How do I find the Library? Click on the link and learn what is the Academic Learning Centre? Review the eReadings and activities as outlined in the module.	**Zoom** - Tutorial and Unit content and assessment question and answer. **Activities** - Complete the topic activities • Check out the Moodle site and click on all the links. • Assessment? • What's in the Library? • Visit the Academic Learning Centre. • Access the General Discussion page, introduce yourself and identify where you work. • Identify your nursing specialty. • Access your nursing specialty standards - you will need to join a nursing association to do this. **Assessments 1 and 2** - Review the assessment tasks and make a study plan. **Foundations of Academic Integrity Program** - complete your annual program. **Announcement and Discussion Boards** - Check for posts and updates.

WEEK 2 - MODULE 1 - SPECIALTY, PROFESSIONALISM AND THE REGISTERED NURSE - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
RN Standards in specialty practice. Specialty standards.	Readings as indicated in Module.	**Zoom** - Tutorial and Unit content and assessment question and answer. **Activities** - Complete the topic activities • Complete the self-rating and self-development of skills and communication related to advanced clinical skills. **Student email** - Check your student email at least twice per week for communication.

WEEK 3 - MODULE 1 - SPECIALTY, PROFESSIONALISM AND THE REGISTERED NURSE - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Representing professionalism in specialty. Professional organisations.	Readings as indicated in Module.	**Zoom** - Tutorial and Unit content and assessment question and answer. **Activities** - Complete the topic activities. **Student email** - Check your student email at least twice per week for communication.

WEEK 4 - MODULE 1 - SPECIALTY, PROFESSIONALISM AND THE REGISTERED NURSE - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Issues associated with specialty practice.	Readings as indicated in Module.	**Zoom** - Tutorial and Unit content and assessment question and answer. **Activities** - Complete the topic activities. • Access and download your specialty standards of practice. **Student email** - Check your student email at least twice per week for communication.

WEEK 5 - MODULE 2 - COMMUNICATION IN SPECIALTY - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Overview of communication.	Readings as indicated in Module.	**Zoom** - Tutorial and Unit content and assessment question and answer. **Activities** - Complete the topic activities. **Student email** - Check your student email at least twice per week for communication.

Vacation Week - 08 Apr 2024

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

WEEK 6 - MODULE 2 - COMMUNICATION IN SPECIALTY - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Errors in communication – spoken, patients interprofessional, documentation, acronyms. Consequences of communication errors.	Readings as indicated in Module.	**Zoom** - Tutorial and Unit content and assessment question and answer. **Activities** - Complete the topic activities. • On the General Discussion page identify an error in communication that you have seen and the consequences of these errors. **Student email** - Check your student email at least twice per week for communication. **Reflective Practice Assignment** Due: Week 6 Wednesday (17 Apr 2024) 5:00 pm AEST

WEEK 7 - MODULE 2 - COMMUNICATION IN SPECIALTY - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
The rise of e-communication. Impact of e-communication on health care.	Readings as indicated in Module.	**Zoom** - Tutorial and Unit content and assessment question and answer. **Activities** - Complete the topic activities. • On the General Discussion page describe one positive and one negative experience with e-communication at work. • In your study journal, list the types of e-communication you have used at work. **Student email** - Check your student email at least twice per week for communication.

WEEK 8 - MODULE 3 - ADVANCED SKILLS - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
In the care of the cardiac patient. Interpreting ECGs.	Readings as indicated in Module.	**Zoom** - Tutorial and Unit content and assessment question and answer. **Activities**: Complete the topic activities. • In your journal, identify one advanced assessment skill and one advanced intervention skill you aim to master in cardiac nursing. **Student email** - Check your student email at least twice per week for communication.

WEEK 9 - MODULE 3 - ADVANCED SKILLS - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Care of the neurological patient.	Readings as indicated in Module.	**Zoom** - Tutorial and Unit content and assessment question and answer. **Activities** - Complete the topic activities. • In your journal, identify one advanced assessment skill and one advanced intervention skill you aim to master in neurological nursing. **Student email** - Check your student email at least twice per week for communication.

WEEK 10 - MODULE 3 - ADVANCED SKILLS - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Care of the renal patient.	Readings as indicated in Module.	**Zoom** - Tutorial and Unit content and assessment question and answer. **Activities:** Complete the topic activities. • In your journal, identify one advanced assessment skill and one advanced intervention skill you aim to master in renal nursing. **Student email** - Check your student email at least twice per week for communication.

WEEK 11 - MODULE 3 - ADVANCED SKILLS - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Care of the respiratory patient.	Readings as indicated in Module.	**Zoom** - Tutorial and Unit content and assessment question and answer. **Activities** - Complete the topic activities. • In your journal, identify one advanced assessment skill and one advanced intervention skill you aim to master in respiratory nursing. **Student email** - Check your student email at least twice per week for communication.

WEEK 12 - REVISION - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Revision.	Readings as indicated in Module.	**Zoom** - Tutorial and Unit content and assessment question and answer. **Student email** - Check your student email at least twice per week for communication. **Specialty Standards Assessment** Due: Week 12 Wednesday (29 May 2024) 5:00 pm AEST

Review/Exam Week - 03 Jun 2024

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

Exam Week - 10 Jun 2024

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

Assessment Tasks

1 Reflective Practice Assignment

Assessment Type
Reflective Practice Assignment

Task Description

Aim
The aim of this assessment is for you to demonstrate your knowledge, understanding, and critical thinking, using written reflection to self-assess your clinical practice.

Instructions
Reflect on your professional nursing practice and analyse how you demonstrate effective communication and role model professionalism in your clinical work setting. Identify one scenario from your clinical practice to base your reflection on. Your reflection should identify examples of your personal contributions as evidence of your professionalism and positive impact on patient outcomes. Substantiate your reflection using current literature.

Please follow the steps below to complete your assessment task:

1. Review the video explaining reflective writing to guide your reflection.
2. Provide a brief introduction outlining the aim of your assessment and the approach your reflection will take (approximately 150 words).
3. Discuss examples of your professionalism and communication in your clinical setting (approximately 800 words).
4. Using critical self-reflection, discuss how your personal contributions impact patient outcomes (approximately 1,400 words).
5. Substantiate your discussion using current, relevant, peer reviewed literature.
6. Provide a concise conclusion summarising the main concepts from your assessment (approximately 150 words).

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

Assessment Due Date
Week 6 Wednesday (17 Apr 2024) 5:00 pm AEST
Submit your assessment in Microsoft Word format only.

Return Date to Students
Week 9 Wednesday (8 May 2024)
Students will be advised of release of assessment marking via an announcement posted to the Announcement's Board on the Unit Moodle site. Please note, the 'Return to Students Information' is an approximate date.

Weighting
40%

Assessment Criteria

Assessment One Reflective Practice Assignment   Student name:

Key Criteria	High Distinction 84.5–100%	Distinction 74.50–84.49%	Credit 64.50–74.49%	Pass 49.50–64.49%	Fail <49.5%	TOTAL
Introduction and conclusion (10%)	(10–8.5) The case study has a clear and succinct introduction and conclusion conveyed using the student's own words. The introduction provides excellent background information and outlines the direction of the case study, and the conclusion succinctly summarises the key points.	(8.4–7.5) The case study has a clear introduction and conclusion conveyed using the student's own words. The introduction provides good background information and outlines the direction of the case study, and the conclusion summarises most key points.	(7.4–6.5) The case study has an adequate introduction and conclusion conveyed using the student's own words. The introduction provides some background information and outlines the direction of the case study, and the conclusion summarises some key points.	(6.4–5) An introduction and conclusion have been attempted in the case study conveyed using the student's own words. The introduction provides limited background information and an outline of the case study's direction, and the conclusion has a few key points.	(4.9–0) The introduction has significant errors or omissions of aims and direction of content or the introduction is not provided and/or is not conveyed using the student's own words. The logical direction of the case study is unclear. The conclusion does not summarise the assessment or is omitted.	
Reflection (35%)	(35–30) A concise, clear, and comprehensive reflection guided by the DIEP model of each component of the model is addressed with no omitted content. The discussion of role modelling frameworks, and literature comprehensively justifies the action plan. The reflection is comprehensively and clearly articulated. All work is supported by valid and relevant research and is conveyed using the student's own words.	(29.5–26.5) A concise and clear reflection guided by the DIEP model of each component of the mode is addressed well. The discussion of role modelling frameworks and literature consistently justifies the action plan. All work is supported by valid and relevant research and is conveyed using the student's own words.	(26–23) A mostly concise reflection guided by the DIEP model of each component of the model is addressed. The discussion of role modelling framework and literature appropriately justifies the action plan. All work I supported by valid and relevant research and is conveyed using the student's own words.	(22.5–17.5) A reflection guided by the DIEP model of each component of the model is addressed, however requires further detailed content. The discussion of role modelling framework and literature justifies the action plan, however there are some gaps in reflection. All work is supported by valid and relevant research and is conveyed using the student's own words.	(17.4–0) The written reflection was inadequately or not guided by the DIEP model. Each component of the model was not adequately addressed. The discussion of role modelling frameworks and literature to justify the action plan was not satisfactory to consistently address the assessment task or was not provided. The written reflection lacks clarity or was not provided. All work is not supported by valid and relevant research and/or is not conveyed using the student's own words.	

	(35–30)	(29.5–26.5)	(26–23)	(22.5–17.5)	(17.4–0)	
Professionalism and communication (35%)	Concise and comprehensive analysis of examples of professionalism and communication supported with role model effectiveness using the selected frameworks, theories/models was presented. All work is supported by valid and relevant research and is conveyed using the student's own words.	A concise analysis of examples of professionalism and communication supported with role model effectiveness using the selected frameworks, theories/models was presented. All work is supported by valid and relevant research and is conveyed using the student's own words.	A mostly concise analysis of examples of professionalism and communication supported with role model effectiveness using the selected frameworks, theories/models was presented. All work is supported by valid and relevant research and is conveyed using the student's own words.	An analysis of examples of professionalism and communication supported with role model effectiveness using the selected frameworks, theories/models was presented with some gaps in content. All work is supported by valid and relevant research and is conveyed using the student's own words.	Analysis of examples of professionalism and communication lacks clarity or was not provided. The analysis is insufficiently or not supported with role model evaluation. All work is not supported by valid and relevant research and/or is not conveyed using the student's own words.	
Professional writing and presentation (10%)	(10–8.5) Content is students own work, clear, accurate, and presented in a logical, succinct order demonstrating a comprehensive understanding of the topic. There are no errors in English grammar, spelling, and punctuation. The language of the discipline is comprehensively used. The assessment is substantiated with a minimum of 15, appropriate contemporary peer-reviewed journal articles. Formatting requirements applied without error. Adheres to the word count.	(8.4–7.5) Content is students own work, frequently clear, correct and presented in a logical order demonstrating a good understanding of the topic. English grammar, spelling, and punctuation conventions have 1 error. The language of the discipline is frequently used. The assessment is substantiated with a minimum of 13 or 14 appropriate contemporary peer-reviewed journal articles. Formatting requirements applied with 1 error. Adheres to the word count.	(7.4–6.5) Content is students own work, mostly clear, correct and presented in a logical order demonstrating a sound understanding of the topic. English grammar, spelling, and punctuation conventions have 2 errors. The language of the discipline is mostly used. The assessment is substantiated with at least 11 or 12 appropriate contemporary peer-reviewed journal articles. Formatting requirements applied with 2 errors. Adheres to the word count.	(6.4–5) Content is students own work, frequently clear, correct and presented in a logical order demonstrating a reasonable understanding of the topic. English grammar, spelling, and punctuation conventions have 3 errors. The language of the discipline is used. The assessment is substantiated with 10 or 11 contemporary mostly appropriate journal articles. Formatting requirements applied with 3 errors. Adheres to the word count.	(4.9–0) Content is not students own work, consistently unclear or incorrect and is disorganised demonstrating insufficient understanding of the topic. English grammar, spelling and punctuation conventions have ≥4 errors. The language of the discipline is infrequently or incorrectly used. The assessment is substantiated with ≤10 contemporary peer-reviewed, appropriate journal articles. Formatting requirements applied with ≥4 errors. Deviates +/- 10% of the word count.	
Referencing (10%)	(10–8.5) Acknowledges all sources and meets APA (7th Edition) referencing standards with no errors. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	(8.4–7.5) Acknowledges majority of sources and/or meets APA (7th Edition) referencing standards with 1 error. The majority of literature cited is published in the last 5 years and sourced from the CQUniversity library.	(7.4–6.5) Acknowledges most sources and/or meets APA (7th Edition) referencing standards with 2 errors. Most literature cited has been published in the last 5 years and sourced from the CQUniversity library.	(6.4–5.0) Acknowledges sources and/or meets APA (7th Edition) referencing standards with 3 errors. Some literature cited is published in the last 5 years and sourced from the CQUniversity library.	(4.9–0) Multiple sources not acknowledged and/or ≥4 APA (7th Edition) referencing errors or references not provided. Some literature cited is published ≥5 years and/or not sourced from the CQUniversity library.	
TOTAL:				MARKER:		
Marker's feedback:						

Referencing Style

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

Submission
Online

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

Learning Outcomes Assessed

- Identify and demonstrate positive role modelling of professional attributes in your clinical specialty.
- Demonstrate advanced nursing skills in clinical assessment, planning and implementation of person-centred care, and the evaluation of evidence-informed nursing interventions in clinical settings.
- Demonstrate effective communication with patients, families, and the multidisciplinary healthcare team to facilitate safe, high-quality patient out.
- Reflect critically on your personal outputs and professionalism within your clinical setting and develop strategies aligning with professional standards to continue your professional development.

2 Specialty Standards Assessment

Assessment Type
Written Assessment

Task Description
Aim
The aim of this assessment is for you to demonstrate how your professional practice meets the nursing standards of your chosen speciality.

Instructions

For this assessment, you are asked to use the nursing specialty standards of your chosen specialty to demonstrate professionalism in your practice. You need to provide an example for each of the standards to demonstrate how your

professional practice meets the standard. Your discussion will include two changes or strategies that you can apply to improve your professional practice to align with your specialty nursing standards.

Please follow the steps below to complete of your assessment task:

1. Access your specialty standards document and Portfolio (on Moodle) in Week 1 of term. The standards documents are available on Moodle or via your specialty professional organisation. If your specialty does not have standards of practice, please contact your Unit Coordinator in Week 1.
2. Provide a brief introduction outlining the aim of your assessment (approximately 100 words).
3. Your speciality standards assessment should include the following:
   a. Demonstration of your professionalism as a registered nurse in specialty. Provide at least two examples of professionalism and two examples of communication in relation to your specialty standards assessment.
   b. A discussion on how you have met the standards of specialty including examples and supporting evidence including current literature. Your discussion should include two examples explaining strategies or changes that you can implement in your practice to further align your practice to the specialty standards.
4. Provide a concise conclusion summarising the main concepts from your assessment (approximately 100 words).

Marking Criteria

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

Once your assessment has been marked, please make corrections, and submit to your e-Portfolio (also called Portfolium) within two weeks of assignment feedback. You will need to add new pages titled Professional Standards to your e-Portfolio so that you can upload your documents.

Assessment Due Date

Week 12 Wednesday (29 May 2024) 5:00 pm AEST
Submit your assessment in Microsoft Word format only.

Return Date to Students

Exam Week Wednesday (12 June 2024)
Students will be advised of release of assessment marking via an announcement posted to the Announcement's Board on the Unit Moodle site. Please note, the 'Return to Students Information" is an approximate date.

Weighting

60%

Assessment Criteria

Assessment Two Written Assessment   Student name:

Key Criteria	High Distinction 84.5–100%	Distinction 74.50–84.49%	Credit 64.50–74.49%	Pass 49.50–64.49%	Fail <49.5%	TOTAL
Introduction and conclusion (10%)	(10–8.5) The assessment has a clear and succinct introduction and conclusion and conveyed using the student's own words. The introduction provides excellent background information and outlines the direction of the case study, and the conclusion succinctly summarises the key points.	(8.4–7.5) The assessment has a clear introduction and conclusion and conveyed using the student's own words. The introduction provides good background information and outlines the direction of the case study, and the conclusion summarises most key points.	(7.4–6.5) The assessment has an adequate introduction and conclusion and conveyed using the student's own words. The introduction provides some background information and outlines the direction of the case study, and the conclusion summarises some key points.	(6.4–5) An introduction and conclusion have been attempted in the assessment and conveyed using the student's own words. The introduction provides limited background information and an outline of the case study's direction, and the conclusion has a few key points.	(4.9–0) The introduction has significant errors or omissions of aims and direction of content or the introduction is not provided and/or is not and conveyed using the student's own words. The logical direction of the assessment is unclear. The conclusion does not summarise the assessment or is omitted.	
Specialty Nursing Standards – Professionalism and communication (35%)	(35–30) Exceptional examples of professionalism and communication in relation to speciality nursing standards. All standards for the selected speciality addressed. Comprehensively and clearly articulated reflection supported by valid and relevant research and is conveyed using the student's own words.	(29.5–26.5) Competent examples of professionalism and communication in relation to speciality nursing standards. All standards for the selected speciality addressed supported by valid and relevant research and is conveyed using the student's own words.	(26–23) Adequate examples of professionalism and communication in relation to speciality nursing standards. All standards for the selected speciality addressed supported by valid and relevant research and is conveyed using the student's own words.	(22.5–17.5) Satisfactory examples of professionalism and communication in relation to speciality nursing standards. All standards for the selected speciality addressed supported by valid and relevant research and is conveyed using the student's own words.	(17.4–0) Examples of professionalism and communication in relation to speciality nursing standards lacks clarity or is not provided and/or is not supported by valid and relevant research and/or is not conveyed using the student's own words.	
Speciality Nursing Standards - changes and strategies to improve own practice (35%)	(35–30) Two exceptional strategies or changes are identified and discussed for improving own professional practice and aligned to identified speciality standards. Comprehensively and clearly articulated supported by valid and relevant research and is conveyed using the student's own words.	(29.5–26.5) Two competent strategies or changes are identified and discussed for improving own professional practice and are aligned to identified speciality standards. Clearly articulated supported by valid and relevant research and is conveyed using the student's own words.	(26–23) Two adequate strategies or changes are identified and discussed for improving own professional practice and are aligned to identified speciality standards. Adequately articulated supported by valid and relevant research and is conveyed using the student's own words.	(22.5–17.5) Two satisfactory strategies or changes are identified and discussed for improving own professional practice and are aligned to identified speciality standards. Satisfactorily articulated supported by valid and relevant research and is conveyed using the student's own words.	(17.4-0) Strategies or changes for improving own nursing speciality practice lacks clarity or is not provided. Inadequate articulation and/or is not supported by valid and relevant research and/or is not conveyed using the student's own words.	

Professional writing and presentation (10%)	(10–8.5) Content is students own work, clear, accurate, and presented in a logical, succinct order demonstrating a comprehensive understanding of the topic. There are no errors in English grammar, spelling, and punctuation. The language of the discipline is comprehensively used. The assessment is substantiated with a minimum of 15, appropriate contemporary peer-reviewed journal articles. Formatting requirements applied without error. Adheres to the word count.	(8.4–7.5) Content is students own work, frequently clear, correct and presented in a logical order demonstrating a good understanding of the topic. English grammar, spelling, and punctuation conventions have 1 error. The language of the discipline is frequently used. The assessment is substantiated with a minimum of 13 or 14 appropriate contemporary peer-reviewed journal articles. Formatting requirements applied with 1 error. Adheres to the word count.	(7.4–6.5) Content is students own work, mostly clear, correct and presented in a logical order demonstrating a sound understanding of the topic. English grammar, spelling, and punctuation conventions have 2 errors. The language of the discipline is mostly used. The assessment is substantiated with at least 11 or 12 appropriate contemporary peer-reviewed journal articles. Formatting requirements applied with 2 errors. Adheres to the word count.	(6.4–5) Content is students own work, frequently clear, correct and presented in a logical order demonstrating a reasonable understanding of the topic. English grammar, spelling, and punctuation conventions have 3 errors. The language of the discipline is used. The assessment is substantiated with 10 or 11 contemporary peer-reviewed mostly appropriate journal articles. Formatting requirements applied with 3 errors. Adheres to the word count.	(4.9–0) Content is not students own work, consistently unclear or incorrect and is disorganised demonstrating insufficient understanding of the topic. English grammar, spelling and punctuation conventions have ≥4 errors. The language of the discipline is infrequently or incorrectly used. The assessment is substantiated with ≤10 contemporary peer-reviewed, appropriate journal articles. Formatting requirements applied with ≥4 errors. Deviates +/- 10% of the word count.
Referencing (10%)	(10–8.5) Acknowledges all sources and meets APA (7th Edition) referencing standards with no errors. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	(8.4–7.5) Acknowledges majority of sources and/or meets APA (7th Edition) referencing standards with 1 error. The majority of literature cited is published in the last 5 years and sourced from the CQUniversity library.	(7.4–6.5) Acknowledges most sources and/or meets APA (7th Edition) referencing standards with 2 errors. Most literature cited has been published in the last 5 years and sourced from the CQUniversity library.	(6.4–5.0) Acknowledges sources and/or meets APA (7th Edition) referencing standards with 3 errors. Some literature cited is published in the last 5 years and sourced from the CQUniversity library.	(4.9–0) Multiple sources not acknowledged and/or ≥4 APA (7th Edition) referencing errors or references not provided. Some literature cited is published ≥5 years and/or not sourced from the CQUniversity library.

TOTAL: **MARKER:**

Marker's feedback:

Referencing Style

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

Submission
Online

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

Learning Outcomes Assessed

- Identify and demonstrate positive role modelling of professional attributes in your clinical specialty.
- Demonstrate advanced nursing skills in clinical assessment, planning and implementation of person-centred care, and the evaluation of evidence-informed nursing interventions in clinical settings.
- Demonstrate effective communication with patients, families, and the multidisciplinary healthcare team to facilitate safe, high-quality patient out.
- Reflect critically on your personal outputs and professionalism within your clinical setting and develop strategies aligning with professional standards to continue your professional development.

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