



NURS29002 Advanced Practice Generalist Medical Surgical Nursing 2 Term 2 - 2024

Profile information current as at 29/07/2024 03:31 pm

All details in this unit profile for NURS29002 have been officially approved by CQUUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit you will build on the knowledge from the unit Advanced Practice Medical-Surgical Nursing 1. This unit provides you with the opportunity to develop expertise in the nursing care of people with chronic conditions and complex healthcare needs who experience medical and/or surgical interventions. Complexity of clinical presentations may be enhanced by individual genetic make-up and/or life experiences. The biophysical, pathophysiological, emotional and psychosocial capacities of people with chronic conditions indicate they may become more vulnerable to health and safety concerns and require planned nursing care to address these health complexities. You will plan comprehensive health assessments and nursing care, in partnership with people experiencing medical and/or surgical interventions and their families, to address their complex health needs.

Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Students must be enrolled in CL22 Master of Clinical Nursing to undertake this unit. Pre-requisite: NURS28004.

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: 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 SUTE data

Feedback

One student submitted an additional comment. 'You are very exceptional teacher.. I feel lucky to be your student'.

Recommendation

Continue to act as a professional academic and provide excellence and a contemporary approach to my teaching.

Unit Learning Outcomes

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

1. Analyse the impact of chronic health conditions on people experiencing medical or surgical interventions, their well-being, and quality of life.
2. Analyse and apply best practice initiatives to the nursing care of the person experiencing medical and/or surgical interventions in different healthcare settings.
3. Advocate for the person experiencing medical and/or surgical interventions, in consultation with the person and family or substitute decision-maker to facilitate safe, high-quality healthcare.
4. Critically reflect on your professional practice to identify areas to develop your medical and/or surgical practice capabilities.

N/A.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 40%	•	•	•	
2 - Written Assessment - 60%	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

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

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

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

Ainslie Monson Unit Coordinator

a.monson@cqu.edu.au

Leanne Jack Unit Coordinator

l.jack@cqu.edu.au

Schedule

Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Medical-Surgical Demographics.

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.

Recorded presentation: Listen to the presentation.

Activity - Access the General Discussion Page and introduce yourself to your colleagues by providing your:

- Name
- Where you work
- Why you are studying the Master of Clinical Nursing.

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

Announcement and Discussion Boards - Check for posts and updates.
Foundations of Academic Integrity Program - complete your annual program.

Set-up your CQU student emails so you receive current, up-to-date information.

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Communication and Patient Education.	Complete the readings and activities as outlined in the Module.	Zoom - Tutorial, unit content and assessment question and answer. Assessment 1 - Make a plan to research and write your assessment. Start reviewing the CQU library databases for evidence to use to support your assessment. You might wish to seek assessment preparation help from the Academic Learning Centre and/or Studiosity. Assessment 2 - Consider a relevant case study for this assessment. Announcement and Discussion Boards - Check for posts and updates and check your CQU student emails.

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Respiratory assessment and presentations.	Complete the readings and activities as outlined in the Module.	Recorded presentation: Listen to the presentation. Assessment 1 - Continue searching the CQU library databases for evidence to support your assessment. Review the credibility of this evidence. Start writing your first draft of your assessment. Announcement and Discussion Boards - Check for posts and updates and check your CQU student emails.

Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Cardiovascular assessment and presentations.

Complete the readings and activities as outlined in the Module.

Zoom - Tutorial, unit content and assessment question and answer.
Assessment 1 - Continue preparing/writing your assessment. You might wish to seek assessment preparation help from the Academic Learning Centre and/or Studiosity.
Announcement and Discussion Boards - Check for posts and updates, and check your CQU student emails.

Week 5 - 05 Aug 2024

Module/Topic

Chapter

Events and Submissions/Topic

Metabolic syndrome.

Complete the readings and activities as outlined in the Module.

Recorded presentation: Listen to the presentation.
Assessment 1 - Start finalising your assessment. Check the originality of your work through Turnitin.
Assessment 2 - Read the task to start making a research and writing plan.
Announcement and Discussion Boards - Check for posts and updates and check your CQU student emails.

Vacation Week - 12 Aug 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 - 19 Aug 2024

Module/Topic

Chapter

Events and Submissions/Topic

Renal assessment and presentations.

Complete the readings and activities as outlined in the Module.

Zoom - Tutorial, unit content and assessment question and answer.
Assessment 1 - Check the originality of your work through Turnitin and make relevant changes to your assessment.
Announcement and Discussion Boards - Check for posts and updates and check your CQU student emails.
Written Assessment Due: Week 6 Wednesday (21 Aug 2024) 5:00 pm AEST

Week 7 - 26 Aug 2024

Module/Topic

Chapter

Events and Submissions/Topic

Neurological assessment and presentations.

Complete the readings and activities as outlined in the Module.

Recorded presentation: Listen to the presentation.
Assessment 2 - Make a plan to research and write your assessment. Start reviewing the CQU library databases for evidence to use to support your assessment. You might wish to seek assessment preparation help from the Academic Learning Centre and/or Studiosity.
Announcement and Discussion Boards - Check for posts and updates and check your CQU student emails.

Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Mental health presentations.	Complete the readings and activities as outlined in the Module.	<p>Zoom - Tutorial, unit content and assessment question and answer.</p> <p>Assessment 2 - Start writing your assessment draft, explore the CQU library databases for appropriate evidence, start reviewing the evidence.</p> <p>Announcement and Discussion Boards - Check for posts and updates and check your CQU student emails.</p>

Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Chronic health conditions.	Complete the readings and activities as outlined in the Module.	<p>Recorded presentation: Listen to the presentation.</p> <p>Assessment 2 - Write your case study, explore the CQU library databases for appropriate evidence, continue reviewing the evidence, and writing your assessment. Check the originality of your assessment through Turnitin; make relevant changes to your assessment in response to your originality report.</p> <p>Announcement and Discussion Boards - Check for posts and updates and check your CQU student emails.</p>

Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Obesity.	Complete the readings and activities as outlined in the Module.	<p>Zoom - Tutorial, unit content and assessment question and answer.</p> <p>Assessment 2 - Continue progressing your written assessment. Check at least one draft for originality through Turnitin.</p> <p>Announcement and Discussion Boards - Check for posts and updates and check your CQU student emails.</p>

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Trauma and unexpected trauma presentations.	Complete the readings and activities as outlined in the Module.	<p>Recorded presentation: Listen to the presentation.</p> <p>Assessment 2 - Continue preparing your assessment. Check the originality of your assessment through Turnitin; make relevant changes to your assessment in response to your originality report.</p> <p>Announcement and Discussion Boards - Check for posts and updates and check your CQU student emails.</p>

Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Wrap Up.

Complete the readings and activities as outlined in the Module.

Zoom - Tutorial, unit content and assessment question and answer.
Assessment 2 - Finalise your assessment. Check at least one draft for originality through Turnitin and make relevant changes based on your originality report.
Announcement and Discussion Boards - Check for posts and updates and check your CQU student emails.
Last week of term - Finalise your learning as we approach the end of our term this week.

Written Assessment (Case Study)
Due: Week 12 Wednesday (2 Oct 2024) 5:00 pm AEST

Review/Exam Week - 07 Oct 2024

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

Exam Week - 14 Oct 2024

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

Term Specific Information

As this unit is offered online, students are asked to prepare their own individual study plan to undertake self-directed study throughout the term. A key to your success is a strategic self-directed approach to learning and regular contact with your Unit Coordinator/s. Please check the Announcements page and unit content at least twice a week - there will be regular announcements about assessments and unit resources posted throughout the term and reviewing this information is essential to unit knowledge and your success. CQUniversity communicates with students through CQUniversity email. We recommend that you access your CQUniversity email at least twice a week so that you do not miss vital information about your studies.

Assessment Tasks

1 Written Assessment

Assessment Type

Written Assessment

Task Description

Aim

The aim of this assessment is for you to critically analyse the effect of an acute exacerbation or complication of a chronic or complex health condition and its management, and advocate for improved healthcare outcomes for an individual and their family. The person may present for medical or surgical management of an acute exacerbation or complication of their chronic or complex health condition.

Instructions

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

1. Select a medical or surgical patient you have cared for in your clinical practice who has had an acute exacerbation or complication of one chronic or complex health condition. Gain their consent to undertake a nursing health assessment. Verbal consent is acceptable.
2. Provide a brief introduction outlining the aim of your assessment (approximately 100 words).
3. Perform a comprehensive or focused nursing health assessment on the medical or surgical person with an acute exacerbation or complication of one chronic or complex health condition.
 - a. After gaining consent from your patient, provide the person with a de-identified pseudo name, and identify their gender, age, and relevant health conditions.

- b. Summarise your assessment data that indicates a medical or surgical acute exacerbation or complication of the person's chronic or complex health condition. Your assessment data might include clinical investigations, such as blood tests or diagnostic investigations (approximately 250 words).
4. Critically appraise one significant effect of the medical or surgical acute exacerbation or complication of the chronic or complex health condition on the person and family including:
 - a. The person and their family's understanding of the clinical manifestations indicating a medical or surgical acute exacerbation or complication of the chronic or complex health condition.
 - b. The concerns/impact of the effect of the acute exacerbation or complication associated with the chronic or complex health condition on the person's and family's quality of life.
 - c. Two coping mechanisms used by the person and/or family to partner with the collaborative medical or surgical treatment of the acute exacerbation or complication associated with the chronic or complex health condition (approximately 750 words).
5. Discuss nurse-led, person-centred advocacy required to facilitate improved healthcare outcomes for the acute exacerbation or complication of the chronic or complex health condition for the medical or surgical person and their family:
 - a. Identify member/s of the multidisciplinary healthcare team who you are working with to advocate for improved healthcare outcomes.
 - b. Discuss one nurse-led and one collaborative intervention you are advocating for, for improved medical or surgical health outcomes for the person and their family.
 - c. Justify why the person and their family require you, the registered nurse to advocate for nurse-led and collaborative and interventions to facilitate improved medical or surgical healthcare outcomes (approximately 800 words).
6. Use current evidence to support all aspects of this assessment task.
7. Use the following headings to structure your written essay:
 - a. Introduction
 - b. Case study and assessment data
 - c. Effect of chronic health condition exacerbation
 - d. Nurse-led advocacy
 - e. Conclusion
8. Conclusion.
9. Provide a concise conclusion summarising the main concepts from your assessment (approximately 100 words).

Literature and references

In this assessment use at least 15 contemporary references (5 years or less) sourced from the CQUniversity library 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 government, university, or peak national bodies: for example, the Australian College of Nursing. Note, that websites such as StatPearls, Life in the Fastlane, and Wikipedia are not suitable for this assessment task. Lecture notes are not primary sources of evidence and should not be used in this assessment.

Requirements

- Use a cover page for your assignment that includes your name, student number, unit code, and in-text word count.
- Use conventional and legible size 12 font, either Times New Roman or Arial font, with 2.0 spacing and 2.54cm margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- Start your reference list on a separate page to the body of your assessment.
- Write in the third-person perspective.
- Use formal academic and discipline-specific language and essay structure.
- All work submitted must be your own work.
- The use of generative artificial intelligence is permitted in this assessment and only as indicated in the GenAI Permissions Checklist specific to Assessment One in this unit.
- Start your reference list on a separate page to the body of your assessment.
- Use the seventh edition 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 but includes in-text references and direct quotations, including paraphrasing and direct quotes. Please note, that direct quotes should be avoided in Post Graduate assessments.

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. Please note, that lecture notes are not peer-reviewed primary sources of evidence.
- 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 information on academic writing and referencing 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 before the due date to review your Turnitin Similarity Score before uploading your final submission. Instructions are available here.

Submit

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

Marking Criteria

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

Learning Outcomes Assessed

1. Analyse the impact of chronic health conditions on people experiencing medical or surgical interventions, their well-being, and quality of life.
2. Analyse and apply best practice initiatives to the nursing care of the person experiencing medical and/or surgical interventions in different healthcare settings.
3. Advocate for the person experiencing medical and/or surgical interventions, in consultation with the person and family or substitute decision-maker to facilitate safe, high-quality healthcare.

Assessment Due Date

Week 6 Wednesday (21 Aug 2024) 5:00 pm AEST

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

Return Date to Students

Week 8 Wednesday (4 Sept 2024)

Students will be notified of assessment 1 results release via an Announcement posted on the Announcement's page on the Unit Moodle site.

Weighting

40%

Assessment Criteria

NURS29002 Advanced Practice Generalist Medical Surgical Nursing 2

Assessment One - Written Assessment

Student name:

Key Criteria	High Distinction 84.5-100% (10-8.5)	Distinction 74.50-84.49% (8.4-7.5)	Credit 64.50-74.49% (7.4-6.5)	Pass 49.50-64.49% (6.4-5)	Fail <49.5% (4.9-0)	TOTAL
Introduction and conclusion (10%)	The essay has a clear and succinct introduction and conclusion. The introduction provides excellent background information and outlines the direction of the essay, and the conclusion succinctly summarises the key points and is written in the student's own words.	The essay has a clear introduction and conclusion. The introduction provides good background information and outlines the direction of the essay, and the conclusion summarises most key points and is written in the student's own words.	The essay has an adequate introduction and conclusion. The introduction provides some background information and outlines the direction of the essay, and the conclusion summarises some key points and is written in the student's own words.	An essay and conclusion have been attempted. The introduction provides limited background information and an outline of the essay's direction, and the conclusion has a few key points and is written in the student's own words.	The introduction has significant errors and/or omissions of aims and direction of content or the introduction is not provided. The logical direction of the essay is unclear. The conclusion does not summarise the assessment or is omitted and/or is not written in the student's own words.	

Nursing assessment (25%)	(25-21.25) An appropriate acute exacerbation or complication of a medical or surgical chronic or complex health condition was assessed. Comprehensive health assessment data was presented. Comprehensive review of credible literature using relevant, seminal and/or current evidence was accessed to inform the nursing assessment and impact of the medical or surgical case study's acute exacerbation or complication of the chronic or complex health condition and is written in the student's own words.	(21.24-18.75) An appropriate acute exacerbation or complication of a medical or surgical chronic or complex health condition was assessed. Appropriate health assessment data was presented. Detailed review of predominantly credible literature using relevant, seminal and/or current evidence was accessed to inform the nursing assessment and impact of the medical or surgical case study's acute exacerbation or complication of the chronic or complex health condition and is written in the student's own words.	(18.74-16.25) An appropriate acute exacerbation or complication of a medical or surgical chronic or complex health condition was assessed. Mostly appropriate health assessment data was presented. A review of the literature using mostly relevant, seminal and/or current evidence was accessed to inform the nursing assessment demonstrating the impact of the medical or surgical case study's acute exacerbation or complication of the chronic or complex health condition and is written in the student's own words.	(16.24-12.5) An appropriate acute exacerbation or complication of a medical or surgical chronic or complex health condition was assessed. Some appropriate health assessment data was presented. Some health assessment data was omitted. An incomplete review of the literature using some relevant and/or current sources of evidence was accessed to inform the nursing assessment and impact of the medical or surgical case study's acute exacerbation or complication of the chronic or complex health condition. Some content was omitted and is written in the student's own words.	(12.4-0) An inappropriate acute exacerbation or complication of a medical or surgical chronic or complex health condition was assessed. Minimal health assessment data was presented. Significant health relevant health assessment data was omitted. Minimal or no relevant evidence was accessed to inform the assessment and impact of the medical or surgical case study's acute exacerbation or complication of the chronic or complex health condition. Significant content was omitted and/or is not written in the student's own words.
Critical appraisal of effect of the medical or surgical acute exacerbation or complication of a chronic illness on individual and family (25%)	(25-21.25) Comprehensive discussion of the person's and family's understanding of the clinical manifestations of the acute exacerbation or complication of the medical or surgical chronic or complex health condition. Thorough and concise discussion of the feelings and concerns of the individual's acute exacerbation or complication of the chronic or complex medical or surgical health condition on their quality of life presented. Person-centred and family coping mechanisms for self-management of the acute exacerbation or complication of the chronic or complex medical or surgical health condition meticulously discussed. Evidence was meticulously incorporated and is written in the student's own words.	(21.24-18.75) Concise discussion of the person's and family's understanding of the clinical manifestations of the acute exacerbation or complication of the medical or surgical chronic or complex health condition. Concise discussion of the feelings and concerns of the individual's acute exacerbation or complication of the chronic or complex medical or surgical health condition on their quality of life presented. Person-centred and family coping mechanisms for self-management of the acute exacerbation or complication of the chronic or complex medical or surgical health condition concisely discussed. Evidence was challenged and is written in the student's own words.	(18.74-16.25) Mostly concise discussion of the person's and family's understanding of the clinical manifestations of the acute exacerbation or complication of the medical or surgical chronic or complex health condition. Mostly concise discussion of the feelings and concerns of the individual's acute exacerbation or complication of the chronic or complex medical or surgical health condition on their quality of life presented. Person-centred and family coping mechanisms for self-management of the acute exacerbation or complication of the chronic or complex medical or surgical health condition was discussed with some detail. Evidence was accepted with some challenge and is written in the student's own words.	(16.24-12.5) A discussion of the person's and family's understanding of the clinical manifestations of the acute exacerbation or complication of the medical or surgical chronic or complex health condition. A discussion of the feelings and concerns of the individual's acute exacerbation or complication of the chronic or complex medical or surgical health condition on their quality of life presented. Person-centred and family coping mechanisms for self-management of the acute exacerbation or complication of the chronic or complex medical or surgical health condition discussed. Evidence was accepted with minimal challenge and is written in the student's own words.	(12.4-0) Discussion of the person's and family's understanding of the clinical manifestations of the acute exacerbation or complication of the medical or surgical chronic or complex health condition was inaccurate or omitted. A discussion of the feelings and concerns of the individual's acute exacerbation or complication of the chronic or complex medical or surgical health condition on their quality of life presented was omitted. Person-centred and family coping mechanisms for self-management of the acute exacerbation or complication of the chronic or complex medical or surgical health condition comprehensively discussed. Evidence was incorrect or not challenged and/or and is not written in the student's own words.
Justification of nursing advocacy (25%)	(25-21.25) Appropriate members of the multidisciplinary healthcare team thoroughly consulted with nurse-led advocacy for the person with a medical or surgical acute exacerbation or complication of the chronic or complex health condition. One appropriate nurse-led and one appropriate collaborative intervention related to the medical or surgical management of the person's acute exacerbation or complication of the chronic or complex health condition discussed. Advocacy for one nurse-led and one collaborative intervention for improved healthcare outcomes comprehensively justified. Evidence was meticulously incorporated and is written in the student's own words.	(21.24-18.75) Appropriate members of the multidisciplinary healthcare team consistently consulted with nurse-led advocacy for the person with a medical or surgical acute exacerbation or complication of the chronic or complex health condition. One appropriate nurse-led and one collaborative intervention related to the medical or surgical management of the person's acute exacerbation or complication of the chronic or complex health condition discussed. Advocacy for one nurse-led and one collaborative intervention for improved healthcare outcomes is concisely justified. Evidence was challenged and is written in the student's own words.	(18.74-16.25) Appropriate members of the multidisciplinary healthcare team were mostly consulted with nurse-led advocacy for the person with a medical or surgical acute exacerbation or complication of the chronic or complex health condition. One appropriate nurse-led and one collaborative intervention related to the medical or surgical management of the person's acute exacerbation or complication of the chronic or complex health condition discussed. Advocacy for one nurse-led and one collaborative intervention for improved healthcare outcomes mostly justified. Evidence was accepted with some challenge and is written in the student's own words.	(16.24-12.5) Appropriate members of the multidisciplinary healthcare team occasionally consulted with nurse-led advocacy for the person with a medical or surgical acute exacerbation or complication of the chronic or complex health condition. One appropriate nurse-led and one collaborative intervention related to the medical or surgical management of the person's acute exacerbation or complication of the chronic or complex health condition discussed. Justification for advocacy for one nurse-led and one collaborative intervention for improved healthcare outcomes attempted. Evidence was accepted with minimal challenge and is written in the student's own words.	(12.4-0) Appropriate members of the multidisciplinary healthcare team not consulted with nurse-led advocacy for the person with a medical or surgical acute exacerbation or complication of the chronic or complex health condition. One appropriate nurse-led and one collaborative intervention related to the medical or surgical management of the person's acute exacerbation or complication of the chronic or complex health condition inaccurately discussed or omitted. Justification for advocacy for one nurse-led and one collaborative intervention for improved healthcare outcomes inaccurately attempted or omitted. Evidence was incorrect or not challenged and/or is not written in the student's own words.

Professional writing and presentation (10%)	(10-8.5) Content is students own work, consistently clear, accurate, and presented in a logical, succinct order demonstrating a comprehensive understanding of the topic. There are no errors in English grammar, spelling, and punctuation. The language of the discipline is comprehensively used. The assessment is substantiated with a minimum of 15, appropriate contemporary peer-reviewed journal articles. Formatting requirements applied without error. Adheres to the word count.	(8.4-7.5) Content is students own work, frequently clear, correct, and presented in a logical order demonstrating a good understanding of the topic. English grammar, spelling, and punctuation conventions have 1 error. The language of the discipline is frequently used. The assessment is substantiated with a minimum of 13 or 14 appropriate contemporary peer-reviewed journal articles. Formatting requirements applied with 1 error. Adheres to the word count.	(7.4-6.5) Content is students own work, mostly clear, correct, and presented in a logical order demonstrating a sound understanding of the topic. English grammar, spelling, and punctuation conventions have 2 errors. The language of the discipline is mostly used. The assessment is substantiated with a minimum of 11 or 12 appropriate contemporary peer-reviewed journal articles. Formatting requirements applied with 2 errors. Adheres to the word count.	(6.4-5) Content is students own work, sometimes clear, correct, and presented in a logical order demonstrating a reasonable understanding of the topic. English grammar, spelling, and punctuation conventions have 3 errors. The language of the discipline is used. The assessment is substantiated with a minimum of 10 or 11 contemporary peer-reviewed 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 ≤ 9 contemporary peer-reviewed, appropriate journal articles. Formatting requirements applied with ≥ 4 errors. Deviates +/- 10% of the word count.
Referencing (5%)	(5-4.25) Acknowledges all sources and meets APA (7 th Edition) referencing standards with no errors. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	(4.2-3.8) Acknowledges majority of sources and/or meets APA (7 th Edition) referencing standards with 1 error. The majority of literature cited is published in the last 5 years and sourced from the CQUniversity library.	(3.75-3.55) Acknowledges most sources and/or meets APA (7 th Edition) referencing standards with 2 errors. Most literature cited has been published in the last 5 years and sourced from the CQUniversity library.	(3.50-2.5) Acknowledges some sources and/or meets APA (7 th Edition) referencing standards with 3 errors. Some literature cited is published in the last 5 years and sourced from the CQUniversity library.	(2.4-0) Multiple sources not acknowledged and/or ≥ 4 APA (7 th Edition) referencing errors and/or references not provided. Some literature cited is published ≥ 5 years and/or not sourced from the CQUniversity library.

TOTAL:
Marker's feedback:

MARKER:

Referencing Style

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

Submission

Online

Submission Instructions

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

Learning Outcomes Assessed

- Analyse the impact of chronic health conditions on people experiencing medical or surgical interventions, their well-being, and quality of life.
- Analyse and apply best practice initiatives to the nursing care of the person experiencing medical and/or surgical interventions in different healthcare settings.
- Advocate for the person experiencing medical and/or surgical interventions, in consultation with the person and family or substitute decision-maker to facilitate safe, high-quality healthcare.

2 Written Assessment (Case Study)

Assessment Type

Written Assessment

Task Description

Aim

The aim of this assessment is to analyse the role of the advanced practice registered nurse in advocating for the application of best-practice initiatives in the provision of person-centred care, and to critically reflect your own practice in advocating for optimal health outcomes for your patient.

Instructions

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

1. Select a medical or surgical patient you have cared for (ideally within the last six months) in your clinical practice who has experienced an acute exacerbation or complication of one chronic or complex medical or surgical health condition and who perceives their concerns about their health condition have not been heard by healthcare professionals. Ensure you de-identify the person using a pseudonym and state in your introduction that a pseudonym is used.
2. Provide a brief introduction outlining the aim of your assessment (approximately 100 words).
3. Case study – Provide a succinct overview of the person you cared for with an acute exacerbation or complication associated with a medical or surgical chronic or complex health condition. Your overview should include:

- a. Their demographic information (de-identified).
 - b. The primary reason for seeking healthcare.
 - c. The clinical care setting that the episode of care occurred in.
 - d. The person's relevant past medical, surgical, and psychosocial history.
 - e. A narrative explaining how the patient perceived their current acute exacerbation or complication of their medical or surgical chronic or complex health condition was not heard by healthcare professionals and how that impacted on the person's quality of life.
 - f. Clearly identify the acute exacerbation or complication of the medical or surgical chronic or complex health condition your case study presented with during this episode of care (300 words).
4. Analyse the role of the advanced practice registered nurse in advocating for optimal outcomes for person-centred care (1,500 words). Your analysis should include:
- a. Being the patient representative.
 - b. Legal and ethical protection of the patient's rights.
 - c. Defending the patient's rights.
 - d. Contributing to and supporting the patient's evidence-informed healthcare decisions.
5. Reflect on your own practice and critically analyse two strategies you can implement to develop your medical or surgical nursing patient advocacy capabilities. Your reflection may include patient education, assessment and management of the person, advocacy, care coordination, collaborative care practices, or other medical or surgical nursing advanced practice elements. Your reflection should follow Driscoll's What Model (What? So what? Now what?) to explain what you did, why you did it and how effective it was, and what you will do differently in the future (1,000 words).
6. Use the following headings to structure your written essay:
- o Introduction
 - o Case study
 - o Role of advanced practice nurse
 - o Reflection on practice
 - o Conclusion
7. Use current evidence to support all aspects of this assessment task.
8. Provide a concise conclusion summarising the main concepts from your assessment (approximately 100 words).

Literature and references

In this assessment use at least 25 contemporary references (5 years or less) sourced from the CQUniversity library 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 government, university, or peak national bodies: for example, the Australian College of Nursing. Note, that websites such as StatPearls, Life in the Fastlane, and Wikipedia are not suitable for this assessment task. Lecture notes are not primary sources of evidence and should not be used in this assessment.

Requirements

- Use a cover page for your assignment that includes your name, student number, unit code, and in-text word count.
- Use conventional and legible size 12 font, either Times New Roman or Arial font, with 2.0 spacing and 2.54cm margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- Write in the third-person perspective.
- Use formal academic and discipline specific language and essay structure.
- All work submitted must be your own work.
- The use of generative artificial intelligence is permitted in this assessment and only as indicated in the GenAI Permissions Checklist specific to Assessment Two in this unit.
- Start your reference list on a separate page to the body of your assessment.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
- Start your reference list on a separate page to the body of your assignment.
- The word count excludes the reference list but includes in-text references and direct quotations, including paraphrasing and direct quotes. Please note, that direct quotes should be avoided in Post Graduate assessments.

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. Please note, that lecture notes are not peer-reviewed primary sources of evidence.
- 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 information on academic writing and referencing 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 before the due date to review your Turnitin Similarity Score before uploading your final submission. Instructions are available here.

Submission

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

Marking Criteria

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

Learning Outcomes Assessed

1. Analyse the impact of chronic health conditions on people experiencing medical or surgical interventions, their well-being, and quality of life.
2. Analyse and apply best practice initiatives to the nursing care of the person experiencing medical and/or surgical interventions in different healthcare settings.
3. Advocate for the person experiencing medical and/or surgical interventions, in consultation with the person and family or substitute decision-maker to facilitate safe, high-quality healthcare.
4. Critically reflect on your professional practice to identify areas to develop your medical and/or surgical practice capabilities.

Assessment Due Date

Week 12 Wednesday (2 Oct 2024) 5:00 pm AEST

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

Return Date to Students

Exam Week Wednesday (16 Oct 2024)

Students will be notified of assessment 2 results release via an Announcement posted on the Announcement's page on the Unit Moodle site.

Weighting

60%

Assessment Criteria

NURS29002 Advanced Practice Generalist Medical Surgical Nursing 2

Assessment Two - Written Assessment

Student Name:

Key Criteria	High Distinction	Distinction	Credit	Pass	Fail	TOTAL
Introduction and conclusion (10%)	84.5 - 100% (10-8.5) The written assessment has a clear and succinct introduction and conclusion and is the student's own work. The introduction provides excellent background information and outlines the direction of the assessment, and the conclusion succinctly summarises the key points.	74.50 - 84.49% (8.4-7.5) The written assessment has a clear introduction and conclusion and is the student's own work. The introduction provides good background information and outlines the direction of the assessment, and the conclusion summarises most key points.	64.50 - 74.49% (7.4-6.5) The written assessment has an adequate introduction and conclusion and is the student's own work. The introduction provides some background information and outlines the direction of the assessment, and the conclusion summarises some key points.	49.50 - 64.49% (6.4-5) An introduction and conclusion have been attempted and are the student's own work. The introduction provides limited background information and an outline of the assessment's direction, and the conclusion has a few key points.	<49.5% (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 the student's own work. The logical direction of the assessment is unclear. The conclusion does not summarise the assessment or is omitted.	

Case study (5%)	(5-4.25) A comprehensive and concise overview of the case study is presented and includes demographic information, primary reason for seeking healthcare, clinical setting for episode of care, relevant past medical / surgical / psychosocial history, narrative explaining patient's perception of not being heard by healthcare professionals, clearly identified acute exacerbation or complication of one medical or surgical chronic or complex health condition. Is written in the student's own words.	(4.2-3.8) A concise overview of the case study is presented and includes demographic information, primary reason for seeking healthcare, clinical setting for episode of care, relevant past medical / surgical / psychosocial history, narrative explaining patient's perception of not being heard by healthcare professionals, clearly identified acute exacerbation or complication of one medical or surgical chronic or complex health condition. Is written in the student's own words.	(3.75-3.55) A mostly concise overview of the case study is presented including demographic information, primary reason for seeking healthcare, clinical setting for episode of care, relevant past medical / surgical / psychosocial history, narrative explaining patient's perception of not being heard by healthcare professionals, clearly identified acute exacerbation or complication of one medical or surgical chronic or complex health condition. Is written in the student's own words.	(3.50-2.5) An overview of the case study is presented however there are some gaps in demographic information, primary reason for seeking healthcare, clinical setting for episode of care, relevant past medical / surgical / psychosocial history, narrative explaining patient's perception of not being heard by healthcare professionals, clearly identified acute exacerbation or complication of one medical or surgical chronic or complex health condition. Is written in the student's own words.	(2.4-0) An overview of the case study is inadequately presented or is omitted. There are significant gaps or omissions of demographic information, primary reason for seeking healthcare, clinical setting for episode of care, relevant past medical / surgical / psychosocial history, narrative explaining patient's perception of not being heard by healthcare professionals, clearly identified acute exacerbation or complication of one medical or surgical chronic or complex health condition. Case study is not written in the student's own words.
Analysis of the role of the advanced practice RN in advocating for patients (40%)	(40-34) The written assessment provides a comprehensive, concise analysis of the role of the advanced practice RN in advocating for optimal outcomes for person-centred care. Analysis includes discussion of the RN acting as the patient's representative, legal and ethical protection of the patient's rights, defending the patient's rights, and contributing to and supporting the patient's evidence-informed healthcare decisions. Analysis is supported by valid and relevant research conveyed in the student's own words.	(33.5-30) The written assessment provides a concise analysis of the role of the advanced practice RN in advocating for optimal outcomes for person-centred care. Analysis includes discussion of the RN acting as the patient's representative, legal and ethical protection of the patient's rights, defending the patient's rights, and contributing to and supporting the patient's evidence-informed healthcare decisions. Analysis is supported by valid and relevant research conveyed in the student's own words.	(29.5-26) The written assessment provides a mostly concise analysis of the role of the advanced practice RN in advocating for optimal outcomes for person-centred care. Analysis includes discussion of the RN acting as the patient's representative, legal and ethical protection of the patient's rights, defending the patient's rights, and contributing to and supporting the patient's evidence-informed healthcare decisions. Analysis is supported by valid and relevant research conveyed in the student's own words.	(22.5-20) The written assessment provides a discussion of the role of the advanced practice RN in advocating for optimal outcomes for person-centred care, however, lacks content of the RN acting as the patient's representative, legal and ethical protection of the patient's rights, defending the patient's rights, and contributing to and supporting the patient's evidence-informed healthcare decisions. Discussion is supported by some valid and relevant research conveyed in the student's own words.	(19.5-0) There is minimal, incorrect, or omitted analysis of the role of the advanced practice RN in advocating for optimal outcomes for person-centred care. There are significant gaps or omissions of content of the RN acting as the patient's representative, legal and ethical protection of the patient's rights, defending the patient's rights, and contributing to and supporting the patient's evidence-informed healthcare decisions. Analysis is not supported by valid and relevant research and/or is not conveyed in the student's own work.
Reflection on role of advanced practice RN patient advocacy (30%)	(30-25.5) Comprehensively and concisely critically reflects on own practice using Driscoll's What Model of Reflection and identified two appropriate strategies to develop own medical or surgical nursing patient advocacy capabilities to embed into future practice. Valid and relevant research is appropriately used, and the reflection is written in the student's own words.	(30-25.5) Concisely critically reflects on own practice using Driscoll's What Model of Reflection and identifies two appropriate strategies to develop own medical or surgical nursing patient advocacy capabilities to embed into future practice. Valid and relevant research is appropriately used, and the reflection is written in the student's own words.	(22.3-19.4) Clearly critically reflects on own practice using Driscoll's What Model of Reflection and identifies two appropriate strategies to develop own medical or surgical nursing patient advocacy capabilities to embed into future practice. Valid and relevant research is appropriately used, and the reflection is written in the student's own words.	(19.3-15) Discusses a reflection on own practice using Driscoll's What Model of Reflection and identifies two strategies to develop own medical or surgical nursing patient advocacy capabilities to embed into future practice. Depth of critical reflection is omitted, and a discussion is presented. Some valid and relevant research is appropriately used, and the reflection is written in the student's own words.	(14.9-0) Critical reflection on own practice using Driscoll's What Model of Reflection is inadequately presented or omitted, and/or two appropriate strategies to develop own medical or surgical nursing patient advocacy capabilities to embed into future practice has significant gaps in content or is omitted. Minimal or no valid, relevant research is appropriately used, and/or the reflection is not written in 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. Language of the discipline is comprehensively used. The assessment is substantiated with a minimum of 25 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 logically, demonstrating a good understanding of the topic. English grammar, spelling, and punctuation conventions have 1 error. Language of the discipline is frequently used. The assessment is substantiated with 23-24 contemporary peer-reviewed journal articles. Formatting requirements applied with minimal error. Adheres to the word count.	(7.4-6.5) Content is students own work, mostly clear, correct, and presented logically, demonstrating a sound understanding of the topic. English grammar, spelling, and punctuation conventions have 2 errors. Language of the discipline is mostly used. The assessment is substantiated with 21-22 contemporary peer-reviewed journal articles. Formatting requirements applied with some error. Adheres to the word count.	(6.4-5) Content is students own work, frequently clear, correct, and presented logically, demonstrating a good understanding of the topic. English grammar, spelling, and punctuation conventions have 3 errors. Language of the discipline is frequently used. The assessment is substantiated with 19-20 contemporary peer-reviewed journal articles. Formatting requirements applied with moderate error. Adheres to the word count.	(4.9-0) Content is not students own work, consistently unclear or incorrect and disorganised demonstrating insufficient understanding of the topic. English grammar, spelling, and punctuation conventions have ≥ 4 errors. Language of the discipline is infrequently or incorrectly used. The assessment is substantiated with 18 or less contemporary peer-reviewed journal articles. Formatting requirements are inaccurate or not applied. Deviates +/- 10% of the word count.

Referencing (5%)	(5-4.25) Acknowledges all sources and meets APA (7 th Edition) referencing standards with no errors. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	(4.2-3.8) Acknowledges majority of sources and/or meets APA (7 th Edition) referencing standards with 1 error. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	(3.75-3.55) Acknowledges most sources and/or meets APA (7 th Edition) referencing standards with 2 errors. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	(3.50-2.5) Acknowledges sources and/or meets APA (7 th Edition) referencing standards with 3 errors. Some literature cited is published in the last 5 years and sourced from the CQUniversity library.	(2.4-0) Multiple sources not acknowledged and/or ≥ 4 APA (7 th Edition) referencing errors or references not provided and some references are 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 unit Moodle site in Microsoft Word format only.

Learning Outcomes Assessed

- Analyse the impact of chronic health conditions on people experiencing medical or surgical interventions, their well-being, and quality of life.
- Analyse and apply best practice initiatives to the nursing care of the person experiencing medical and/or surgical interventions in different healthcare settings.
- Advocate for the person experiencing medical and/or surgical interventions, in consultation with the person and family or substitute decision-maker to facilitate safe, high-quality healthcare.
- Critically reflect on your professional practice to identify areas to develop your medical and/or surgical practice capabilities.

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