



NURS13135 *The Professional Nurse*

Term 2 - 2019

Profile information current as at 27/04/2024 01:38 am

All details in this unit profile for NURS13135 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 consolidate knowledge gained throughout the Bachelor of Nursing course and be introduced to concepts aimed at transitioning you to the registered nurse role. You will build on your critical thinking and clinical reasoning skills through the development of professional, legal and ethical knowledge to facilitate safe delivery of nursing care to individuals, families and communities. This unit will provide you with theoretical knowledge that will complement Clinical Nursing Practice 5.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: *12*

Student Contribution Band: *7*

Fraction of Full-Time Student Load: *0.25*

Pre-requisites or Co-requisites

Pre-requisites Students must have completed 120 credit points and NURS13133 Clinical Nursing Practice 4 or NURS13126 Critical Care Nursing

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 - 2019

- Bundaberg
- Online
- Rockhampton

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

Each 12-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 25 hours of study per week, making a total of 300 hours for the unit.

Class Timetable

[Regional Campuses](#)

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

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Online Quiz(zes)**

Weighting: 20%

2. **Written Assessment**

Weighting: 30%

3. **Written Assessment**

Weighting: 50%

Assessment Grading

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

CQUniversity Policies

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

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Student Survey

Feedback

I found this Unit very relevant to the next step in my nursing career. Unfortunately, I was not able to attend the weekly Zoom Sessions due to work commitments. Thank you to my Lecturers for providing a very informative and interesting Unit.

Recommendation

We have worked to create a unit that assists in preparing students for their impending Graduate year and this feedback supports that this purpose is noticed. Zoom sessions were only during business hours in 2018 - the feedback of evening sessions is noted and will be considered for the 2019 offering. Please note the Zoom sessions were recorded and students had the ability to watch them at their convenience and then post any questions generated to the forum for reply.

Feedback from Student Survey

Feedback

Assignments were interesting. Plenty of learning materials. Assignment feedback was helpful. Good prep for professional nursing.

Recommendation

The assignments were all newly generated for the 2018 and focused explicitly on preparing students for the transition to Graduate RN and professional practice. This feedback has reinforced to the coordinating team that authentic assessment in this area is paramount for the unit.

Feedback from Student Survey

Feedback

While I understand the volume of work that the lecturers have is enormous, I feel a little bit more time between receiving feedback and the due date of the following assessment would be highly beneficial.

Recommendation

Feedback was monitored to ensure it was directive and sufficient to allow the student improvement for the subsequent assessments as per item 4.30 Assessment policy - Feedback related to the assessment criteria may be provided individually or to a group. Feedback must also be sufficiently detailed to identify strengths and deficiencies, and suggest how performance can be improved without discouraging self-reliance in learning and assessment. Turn around time was in accordance with university policy 4.19 - Students must receive feedback on assessment tasks allowing time for students to benefit from the feedback and to receive academic support before the next assessment task must be submitted. Feedback was back to students with 14 days, however we will look at spacing the two written assessments further apart in 2019.

Feedback from Student Survey

Feedback

I have struggled with the workload of having two double-weighted subjects with a six week placement toward the end of the term.

Recommendation

The Moodle weeks were open from week 1 and assessment were advised from week 1 primarily because students were out on large clinical placement all throughout the term. The strategy to open all learning for all weeks, as outlined to the students in the week 1 zoom, was so that student who had a late clinical placement could adjust their workload and time management assessments with a clear picture of all information and all assessment due dates. Quite a few students who had late placements (after week 6) actually had started looking at assessment earlier as evidence through the forum posts in preparation of being organised during their clinical placement obligations. We will consider the assessment breakdowns again in preparation of the 2019 offering.

Unit Learning Outcomes

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

1. Analyse the professional, legal and ethical governance and their application to the leadership role of the registered nurse.
2. Critique conflict and change management strategies within organisational cultures and the impact this may have on nursing and members of the multidisciplinary team.
3. Consider the transitional challenges and coping strategies required by the graduate registered nurse entering the workforce.
4. Define the scope of practice and the delegation roles of the registered nurse and integrate these into nursing practice.

The learning outcomes are linked to the Australian Nursing and Midwifery Accreditation Standards for registered nurses and the Nursing and Midwifery Board of Australia competencies.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Online Quiz(zes) - 20%	•			
2 - Written Assessment - 30%		•	•	•
3 - Written Assessment - 50%		•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving	•	•	•	•
3 - Critical Thinking	•	•	•	•
4 - Information Literacy	•	•	•	•
5 - Team Work	•	•	•	•
6 - Information Technology Competence	•	•	•	•
7 - Cross Cultural Competence	•	•	•	•
8 - Ethical practice	•	•	•	•

Graduate Attributes	Learning Outcomes			
	1	2	3	4
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Online Quiz(zes) - 20%	•	•	•	•	•	•	•	•		
2 - Written Assessment - 30%	•	•	•	•	•	•	•	•		
3 - Written Assessment - 50%	•	•	•	•	•	•	•	•		

Textbooks and Resources

Textbooks

NURS13135

Supplementary

Portfolios for Health Professionals

Edition: 3rd Ed (2017)

Authors: Kate Andre, Marie Heartfield and Lynette Cusack

Elsevier

Chatswood , NSW , Australia

ISBN: 9708729542029

Binding: Paperback

NURS13135

Supplementary

Transitions in Nursing: Preparing for Professional Practice

Edition: 4th Ed (2016)

Authors: Esther Chang and John Daly

Elsevier

Chatswood , NSW , Australia

ISBN: 9780729542111

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Justine Connor Unit Coordinator

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Elsbeth Wood Unit Coordinator

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Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
The Profession of Australian Nursing		Rockhampton workshop, 3 x 8 hours sessions Campuses with International students offer workshops for their online units (such as NURS13135). Rockhampton has international students and therefore invite you to a 3 day workshop to support your learning in NURS13135. The workshops will replicate in most parts the online ZOOM sessions offered to all students.

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Transitioning from a student to graduate nurse		

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Inter-professional collaboration		

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Communication for effective nursing

Bundaberg workshop, 3 x 8 hours sessions
Campuses with International students offer workshops for their online units (such as NURS13135). Bundaberg has international students and therefore invite you to a 3 day workshop to support your learning in NURS13135. The workshops will replicate in most parts the online ZOOM sessions offered to all students.

Assessment 1 - Online Quiz Due: Week 4 Friday (9 Aug 2019) 11:59 pm AEST

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Safety and quality in nursing		

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Legal and ethical considerations in nursing practice		

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Organisational culture in health care		Assessment 2 - Short Answer Questions Due: Week 7 Monday (2 Sept 2019) 4:00 pm AEST

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Nursing leadership		

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Reflective practice		

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Entering the clinical setting		

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Establishing and maintaining a professional profile in nursing		Assessment 3 - Case Study Essay Due: Week 11 Friday (4 Oct 2019) 4:00 pm AEST

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Information for graduates, AHPRA registration and graduate programs		

Review/Exam Week - 14 Oct 2019

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

Exam Week - 21 Oct 2019

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

Term Specific Information

It is preferred that students use the unit email address NURS13135@cqu.edu.au, rather than email specific unit coordinators. This promotes improved communication.

Assessment Tasks

1 Assessment 1 - Online Quiz

Assessment Type

Online Quiz(zes)

Task Description

The multiple-choice online quiz will test your understanding of fundamental concepts, perspectives, and facts covered over the first 3 weeks of term. There will be 20 multiple-choice questions to be answered in 60 minutes. There is only one correct or best answer to each question, and you need to select the option corresponding to this answer.

While you can refer to the textbook or other resources while you are taking the quiz, it is not possible to do this for every question because of the time limit. Therefore, you need to have a good understanding of the unit content, including the core readings, before taking the quiz. Each student will receive a customized quiz, where questions are randomly generated from a large test bank so that collusion will not be possible.

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Week 4 Friday (9 Aug 2019) 11:59 pm AEST

The quiz will be open for attempts from Monday 5th August 2019 (at 0001 hrs) until Friday 10th August 2019 (at 2359 hrs)

Return Date to Students

Week 4 Friday (9 Aug 2019)

Preview of result will be available on completion of the quiz.

Weighting

20%

Assessment Criteria

Each question is worth one (1) mark. There are 20 questions in total.

You only have one (1) attempt at the quiz.

You have one (1) hour to complete the quiz.

The quiz will be open for attempts from Monday 5th August 2019 (at 0001 hrs) until Friday 10th August 2019 (at 2359 hrs).

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Online quiz

Learning Outcomes Assessed

- Analyse the professional, legal and ethical governance and their application to the leadership role of the registered nurse.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Assessment 2 - Short Answer Questions

Assessment Type

Written Assessment

Task Description

Unit Name	The Professional Nurse
Course No.	NURS13135
Coordinators	Elspeth Wood, Colleen McGoldrick, Katrina Lane-Krebs and Jeanne Gillespie
Due Date	Monday 2 nd September 2019 at 4pm (Week 7)
Learning Objectives	<ol style="list-style-type: none">1 Analyse the professional, legal and ethical governance and their application to the leadership role of the registered nurse2 Critique conflict and change management strategies within organisational cultures and the impact this may have on nursing and members of the multidisciplinary team3 Consider the transitional challenges and coping strategies required by the graduate registered nurse entering the workforce
Word Limit	1750 +/-10% The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference list and appendices. It includes in-text references and direct quotations.
Total Percentage	30%

Details

All tasks relate to the following scenario. The scenario is to be used as the stimulus for your short answer responses.

Scenario

A graduate registered nurse (GRN) is working in specialist clinics at the hospital. A renal failure patient presents to the clinic for a follow-up appointment after having a urinary tract infection. The GRN places a blood pressure cuff on the patient's arm, and at that moment detects the 'thrill' from a dialysis fistula. As the GRN is removing the cuff to measure the blood pressure on the other arm, a colleague abruptly states "The patient has a fistula in that arm. Don't use it!" This happens in front of the patient and their family. The GRN is embarrassed and does not respond. Later in the shift the GRN avoids sharing information with the colleague about a patient's vital signs as they are worried the colleague will be rude to them again.

Reflection plays an important role in analysing events in the workplace and can be useful when you are faced with difficult working conditions or environments.

Consider the situation outlined above:

- discuss the involvement and feelings of the GRN;
- discuss the involvement and role of others;
- identify key issues;
- discuss the implications for practice and
- outline the potential personal learning for the GRN.

Task 1 (500 words)

The National Safety and Quality Health Service Standards (2017) state that "communication is inherent to patient care" (p 49) and the above scenario could be considered as a situation where critical information about the patient is being communicated.

- Describe how feelings of insecurity could affect communication with this colleague?
- Discuss how being in a difficult situation like this scenario could be managed to avoid conflict?

Task 2 (500 words)

The culture of a health care organisation can powerfully influence its ability to manage human resources and serve patients, and ultimately has a strong impact on its economic performance (Day, 2016, p. 58).

- Describe the features of organisational culture in health care.
- Discuss the culture in the scenario above and the practical actions you could take to improve that culture.

Task 3 (500 words)

Notes to Students

- Include a title page-student name, student number, unit code, term/year, name of unit coordinators, name of assignment and due date for submission
- Write in third person (refer to the Graduate Registered Nurse)
- Use the scenario provided to provide context for your responses
- Refer to the marking criteria.
- Essay format includes introduction, body paragraphs and conclusion. Use double line spacing, Times New Roman, size 12 font
- Include header with student name and number and page numbers
- Use headings to indicate the task you are responding to.
- Include an introduction and conclusion
- Use normal paragraph structure in your response to each task (2 or 3 paragraphs per task)
- It is expected that you use academic, peer reviewed articles/journals. NB: Journal articles used must be less than 5 years old and textbooks less than 10 years old. Credible websites are acceptable (not .com sites)
- A reference list that adheres to APA presentation guidelines and indicates that you have read widely must be included

Assessment Due Date

Week 7 Monday (2 Sept 2019) 4:00 pm AEST

Online submission - Monday 2nd September 2018 at 1600 hrs, through the assessment link within NURS13135 Moodle

Return Date to Students

Week 10 Monday (23 Sept 2019)

Feedback will be available in grademark

Weighting

30%

Assessment Criteria

Structure (15%)

Clear and succinct introduction that introduces the topic and outlines the direction of the paper.	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper.	Appropriate introduction that introduces the topic and outlines the direction of the paper	Introduction is apparent and the topic is introduced but there is no clear direction to the paper.	No recognisable - introduction of the topic is not apparent and/or there is no direction offered in respect of the paper	/5
Clear and succinct conclusion that outlines the main points and brings the argument to a logical close	Clear and appropriate conclusion that outlines the main points and brings the argument to a close.	Conclusion outlines most of the main points and brings some sense of closure.	Conclusion apparent - outlines most of the main points and endeavours to bring the argument to a close -some incongruity	No recognisable conclusion - little reference to the main points, does not offer a clear conclusion to the paper	/5
Consistently accurate with spelling, grammar, use of punctuation. Excellent presentation of assignment, double spaced with 12 point Arial font.	Generally accurate (1-3 inaccuracies) with spelling, grammar, use of punctuation. Well-presented assignment, double spaced with 12 point Arial font.	Occasional inaccuracies (4-6) with spelling, grammar, use of punctuation. Well-presented assignment, double spaced with 12 point Arial font.	Frequent inaccuracies (6-8) with spelling, grammar, use of punctuation. Well-presented assignment, double spaced with 12 point Arial font.	Many inaccuracies (>8) with spelling, grammar, use of punctuation. Poorly presented assignment, double spacing not used, 12 point Arial font not used	/5

Approach and Argument (75%)

Comprehensive reflection on the scenario focusing on involvement of self and colleague. Key issues identified, implications for practice and own learning discussed extensively	Detailed reflection on the scenario focusing on involvement of self and colleague. Key issues identified, implications for practice and own learning discussed thoroughly	Adequate reflection on the scenario focusing on involvement of self and colleague. Key issues identified, implications for practice and own learning discussed	Basic reflection on the scenario focusing on involvement of self and colleague. Key issues identified, limited implications for practice and own learning discussed	Minimal reflection on the scenario focusing on involvement of self and colleague. Key issues identified, implications for practice and own learning discussed poorly	/25
Comprehensive explanation and analysis of communication with colleagues and management to avoid conflict arising from scenario	Detailed explanation and analysis of communication with colleagues and management to avoid conflict arising from scenario	Adequate explanation and analysis of communication with colleagues and management to avoid conflict arising from scenario	Basic explanation of communication with colleagues and management to avoid conflict arising from scenario	Minimal explanation of communication with colleagues and management to avoid conflict arising from scenario	/25



Comprehensive explanation and analysis of organisational culture in health care and practical actions to improve organisational culture.	Detailed explanation and analysis of organisational culture in health care and practical actions to improve organisational culture	Adequate explanation and discussion of organisational culture in health care and practical actions to improve organisational culture	Basic explanation of organisational culture in health care and practical actions to improve organisational culture	Minimal explanation of organisational culture in health care and practical actions to improve organisational culture	/25
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Referencing (10%)

Consistently integrates up to date references to support and reflect all ideas, factual information and quotations.	Generally integrates up to date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions	Frequently integrates up to date references to support and reflect ideas, factual information and quotations, with 3 to 5 exceptions.	Occasionally integrates up to date references to support and reflect ideas, factual information and quotations with 6-10 exceptions	Fails to or infrequent attempts to integrate up to date references to support and reflect ideas, factual information and quotations (>10).	/5
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Consistently accurate with referencing. Reference list adheres to APA presentation guidelines. Evidence of reading widely on the topic through an extensive reference list. All of which are used in the body of the text. (>= 15 relevant sources)	Frequently accurate with referencing. Reference list adheres to APA presentation guidelines. Evidence of reading widely on the topic through an ample number of references included on the reference list. All of which are used in the body of the text. (>= 12 relevant sources)	Mostly accurate with referencing. Reference list adheres to APA presentation guidelines. Evidence of reading widely on the topic through an adequate number of references included on the reference list. All of which are used in the body of the text. (>= 9 relevant sources)	Occasional inaccuracies with referencing. Reference list adheres to APA presentation guidelines. Evidence of reading widely on the topic through a passable number of references included in the reference list. All of which are used in the body of the text. (>= 7 relevant sources)	Many inaccuracies with referencing. Reference list does not adhere to APA presentation guidelines. No evidence of reading widely on the topic through brevity of references on the reference list. Not all of which are used in the body of the text. (< 7 relevant sources)	/5
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Mark/100

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Online submission via Turnitin

Learning Outcomes Assessed

- Critique conflict and change management strategies within organisational cultures and the impact this may have on nursing and members of the multidisciplinary team.
- Consider the transitional challenges and coping strategies required by the graduate registered nurse entering the workforce.
- Define the scope of practice and the delegation roles of the registered nurse and integrate these into nursing practice.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 Assessment 3 - Case Study Essay

Assessment Type

Written Assessment

Task Description

Unit Name	The Professional Nurse
Course No.	NURS13135
Coordinators	Elspeth Wood, Colleen McGoldrick, Katrina Lane-Krebs and Jeanne Gillespie
Due Date	Friday 4 th October 2019 at 4pm (Week 11)

Learning Objectives	<p>2 Critique conflict and change management strategies within organisational cultures and the impact this may have on nursing and members of the multidisciplinary team</p> <p>3 Consider the transitional challenges and coping strategies required by the graduate registered nurse entering the workforce</p> <p>4 Define the scope of practice and the delegation roles of the registered nurse and integrate these into nursing practice.</p>
Word Limit	2000 +/-10% The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference list and appendices. It includes in-text references and direct quotations
Total Percentage	50%
Details	<p>Despite completing their degree and gaining registration, newly graduated registered nurses often describe a feeling of being unprepared for their new profession. This feeling can range from somewhat uncomfortable to highly shocking and it can have a significant impact on staff retention in the workplace. The following case study shows the reaction of one graduate when she begins her new job in a busy medical ward.</p> <p>Journal Entry 8th May 2018: <i>Today during my shift I had to use the hoist to lift Mr B from his bed to a chair. I thought I should be able to do this by myself. Mr B has had major abdominal surgery and now he has intravenous therapy, an indwelling catheter, a wound drain and a large wound from his incision site. While I was trying to get Mr B up in the hoist, I ended up getting all his drips and drains in quite a tangle. Mr B seemed to find it quite painful and he struggled against being lifted in the hoist. I found that the reality of lifting a patient in a clinical setting compared to what we practiced in the learning space at university is quite different. I should have asked for help, but I didn't want my buddy to think that I could not do my job.</i></p>
Task	Consider the transitional challenges that Karen is experiencing on entering the workforce. Identify and discuss the occupational health and safety issues involved in this example for both Mr B and Karen. Identify why Karen may have reacted to completing a task in this way. Use current literature to discuss how you think this situation could have been prevented.
Notes to Students	<ul style="list-style-type: none"> · Include a title page-student name, student number, unit code, term/year, name of unit coordinators, name of assignment and due date for submission · You may refer to Karen and Mr B in your essay, otherwise write in third person · Refer to the marking criteria. · Essay format includes introduction, body paragraphs and conclusion. Use double line spacing, Times New Roman, size 12 font · Include header with student name and number and page numbers · Do not use headings. The essay must flow with good paragraph structure · It is expected that you use academic, peer reviewed articles/journals. <p>NB: Journal articles used must be less than 5 years old and textbooks less than 10 years old. Credible websites are acceptable (not .com sites)</p> <ul style="list-style-type: none"> · A Reference list that adheres to APA presentation guidelines and indicates that you have read widely must be included

Assessment Due Date

Week 11 Friday (4 Oct 2019) 4:00 pm AEST

Online submission - Friday 4th October 2019 at 1600 hrs, through the assessment link within NURS13135 Moodle

Return Date to Students


Exam Week Friday (25 Oct 2019)

Feedback will be given in grademark

Weighting

50%

Assessment Criteria

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
<p>Structure -15%</p> <p>Excellent presentation of assignment with inclusion of all correct components, double line spaced, 12 point font, page numbers. Consistently accurate with spelling, grammar and paragraph structure.</p>	<p>Well-presented assignment, double line spaced, 12 point font, page numbers, 1 or 2 errors in spelling, grammar or paragraph structure.</p>	<p>Well-presented assignment, double line spaced, 12 point font, page numbers, 3 or 4 consistent errors with spelling, grammar or paragraph structure.</p>	<p>Adequate assignment presentation, double line spaced with 12 point font. No page numbers, 4 to 7 consistent errors with spelling, grammar or paragraph structure.</p>	<p>Poorly presented assignment. Double spacing not used, 12 point font not used. No page numbers included. Many inaccuracies in spelling, grammar or paragraph structure.</p>	/5
<p>Clear and succinct introduction that introduces the topic and outlines the direction of the paper. Clear and succinct conclusion that outlines the major elements identified to bring the paper to a close.</p>	<p>Clear and appropriate introduction that introduces the topic and outlines the direction of the paper. Appropriate conclusion that outlines the major elements identified to bring the paper to a close.</p>	<p>Appropriate introduction that introduces the topic and outlines the direction of the paper. The conclusion provides some outlines of the major elements identified and brings some sense of closure to the paper.</p>	<p>Introduction is apparent although consists only of a list of the contents of the paper. Topic not clearly introduced. Conclusion provides cursory outline of the major elements identified and endeavours to bring the paper to a close - there may be some incongruity.</p>	<p>No recognisable introduction—the topic is not introduced and/or there is no direction offered in respect of the paper. No recognisable conclusion or summary - little reference to the main elements identified and does not offer a clear sense of closure to the paper.</p>	/5
<p>Organisation and structure is clear and easy to follow. Content is clearly relevant to the topic, the approach clearly and comprehensively addresses the topic and the argument proceeds logically. Well linked to supporting literature.</p>	<p>Organisation and structure is clear. Content is relevant to the topic, the approach clearly addresses the topic and the argument proceeds logically. Supporting literature is used appropriately.</p>	<p>Organisation and structure is appropriate. Content is appropriate and addresses the topic and the argument for the most part proceeds logically. Minimal omissions in links to supporting literature.</p>	<p>Organisation and structure allows misinterpretation of the meaning of the content. Content addresses the topic the argument is at times repetitive or lacks cohesion. Frequent omissions in links to supporting literature.</p>	<p>Organisation and structure detract from the meaning of the content. Content is irrelevant and or does not address the topic. There is a lack of cohesion. Little to no links to supporting literature.</p>	/5
<p>Approach and Argument (75%)</p> <p>Content is clearly relevant to the topic. The approach comprehensively answers the question and the argument proceeds logically. Content provides comprehensive and clear definition and discussion of reality shock, including exploration of its impact in response to entering the workforce.</p>	<p>Content is relevant to the topic, the approach clearly answers the question and the argument proceeds logically. Content provides strong definition and discussion of reality shock including exploration of its impact in response to entering the workforce.</p>	<p>Content is appropriate and answers the question and the argument for the most part proceeds logically. Content provides adequate definition and discussion of reality shock including exploration of its impact in response to entering the workforce.</p>	<p>Content answers the question although the argument is at times repetitive or lacks cohesion. Content provides some definition and discussion of reality shock including exploration of its impact in response to entering the workforce.</p>	<p>Content does not address all aspects of the assessment task. Inadequate description of required content. Little or no discernible critical thought. No or minimal definition and discussion of reality shock including exploration of its impact in response to entering the workforce.</p>	/35
					
<p>Comprehensively includes a detailed discussion and examination of positive coping strategies and resiliency development strategies in the workplace to overcome reality shock with succinct, coherent and convincing critical thought displayed.</p>	<p>Extensively includes a sound discussion and examination of positive coping strategies and resiliency development strategies in the workplace to overcome reality shock with well-developed critical thought evident</p>	<p>Generally includes a reasonable discussion and examination of positive coping strategies and resiliency development strategies in the workplace to overcome reality shock with critical thought developed and presented.</p>	<p>Demonstrates a limited discussion and examination of positive coping strategies and resiliency development strategies in the workplace to overcome reality shock with some critical thought presented.</p>	<p>No or minimal discussion or examination of positive coping strategies and resiliency development strategies in the workplace to overcome reality shock with no critical thought evident.</p>	/40
<p>Referencing - 10%</p> <p>Consistently accurate with in-text referencing to support and reflect all ideas, factual information and quotations.</p>	<p>1 or 2 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations.</p>	<p>3 or 4 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations.</p>	<p>5 or 6 inconsistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations.</p>	<p>Referencing is not consistent with APA style. Many inaccuracies with in-text referencing to support and reflect all ideas, factual information and quotations.</p>	/5
<p>A minimum of 20 up-to-date references used including 10 up-to-date journal articles as well as relevant books and web sites. Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA style.</p>	<p>A minimum of 15 references used including 10 up-to-date journal articles as well as relevant books and web sites. Reference list appears in alphabetical order and consistently adheres to reference list presentation Guidelines APA style.</p>	<p>A minimum of 10 references used including 5 journal articles as well as relevant books and web sites. Reference list appears in alphabetical order and mostly adheres to reference list presentation guidelines APA style.</p>	<p>A minimum of 7 references used including 4 journal articles as well as relevant books and web sites. Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA style.</p>	<p>Fails to or infrequent attempts to integrate up-to-date references to support and reflect ideas, factual information and quotations. Less than 10 journal articles not sourced. Relevant web sites not used. Reference list appears in no alphabetical order and does not adhere to reference list presentation guidelines APA style.</p>	/5
<p>Mark/100</p>					

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Online submission via Turnitin

Learning Outcomes Assessed

- Critique conflict and change management strategies within organisational cultures and the impact this may have on nursing and members of the multidisciplinary team.
- Consider the transitional challenges and coping strategies required by the graduate registered nurse entering the workforce.
- Define the scope of practice and the delegation roles of the registered nurse and integrate these into nursing practice.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

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