



NURS13135 *The Professional Nurse*

Term 2 - 2020

Profile information current as at 25/04/2024 02:27 pm

All details in this unit profile for NURS13135 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

Corrections

Unit Profile Correction added on 15-07-20

The online quiz is currently open from the 3rd August 2020 to the 7th August 2020. This date has now been extended until the 9th August 2020.

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 - 2020

- 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 Feedback Survey

Feedback

Having two very different assignments would be beneficial. One being a case study and then maybe one that answers interview questions. Or an assignment that would help us with graduate interviews. The quiz supports learning.

Recommendation

Review assessments and submission/return timelines. This feedback will be taken into consideration for the written assessments in 2020. Continue to include the quiz.

Feedback from Student Feedback Survey

Feedback

Graduate interviews start in September so it would be useful to have the tips and information on graduate programs in a different place on Moodle.

Recommendation

Review the order of presentation of the modules on Moodle and move the relevant recruitment and graduate program information to appear at the top of the page.

Feedback from Student Feedback Survey

Feedback

Unit coordinators were supportive and provided quick responses to forums and via email.

Recommendation

Continue to provide responsive support to the students via Moodle, email and phone calls.

Feedback from Student Feedback Survey

Feedback

This is very important unit for developing awareness in nursing students to prepare them for graduation. The resources were helpful.

Recommendation

Continue to provide up-to-date, relevant and interesting content and resources to support student learning.

Feedback from Student Feedback Survey

Feedback

Zoom sessions were hard to attend because they were during the day and the time was set.

Recommendation

Continue to record zoom sessions and place on Moodle for students to view at their convenience. An early evening zoom to be included in the schedule.

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 (2017)

Authors: Kate Andre, Marie Heartfield and Lynette Cusack

Elsevier

Chatswood , NSW , Australia

ISBN: 9708729542029

Binding: Paperback

NURS13135

Supplementary

Transitions in Nursing

Edition: 5th (2019)

Authors: Esther Change & John Daly

Elsevier

Chatswood , NSW , Australia

ISBN: 9780729543040

Binding: Paperback

Additional Textbook Information

If you prefer to study with a paper copy, they are available at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code). eBooks are available at the publisher's website.

[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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Amy-Louise Byrne Unit Coordinator

a.byrne@cqu.edu.au

Jeanne Gillespie Unit Coordinator

j.gillespie@cqu.edu.au

Sherrie Lee Unit Coordinator

s.lee6@cqu.edu.au

Schedule

Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
The Profession of Australian Nursing	Readings as per Moodle and recommended text.	Weekly Lecture - PowerPoint Weekly Tutorial - Zoom online

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Transitioning from a student to graduate nurse	Readings as per Moodle and recommended text.	Weekly Lecture - PowerPoint Weekly Tutorial - Zoom online

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Inter-professional collaboration	Readings as per Moodle and recommended text.	Weekly Lecture - PowerPoint Weekly Tutorial - Zoom online

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Communication for effective nursing	Readings as per Moodle and recommended text.	Weekly Lecture - PowerPoint Weekly Tutorial - Zoom online Assessment One - Online Quiz Due: Week 4 Friday (7 Aug 2020) 11:59 pm AEST

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Safety and quality in nursing	Readings as per Moodle and recommended text.	Weekly Lecture - PowerPoint Weekly Tutorial - Zoom online

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Legal and ethical considerations in nursing practice	Readings as per Moodle and recommended text.	Weekly Lecture - PowerPoint Weekly Tutorial - Zoom online

Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Organisational culture in health care	Readings as per Moodle and recommended text.	Weekly Lecture - PowerPoint Weekly Tutorial - Zoom online Assessment Two - Short Answer Questions Due: Week 7 Monday (31 Aug 2020) 12:00 pm AEST
---------------------------------------	--	---

Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Nursing leadership	Readings as per Moodle and recommended text.	Weekly Lecture - PowerPoint Weekly Tutorial - Zoom online

Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Reflective practice	Readings as per Moodle and recommended text.	Weekly Lecture - PowerPoint Weekly Tutorial - Zoom online

Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Entering the clinical setting	Readings as per Moodle and recommended text.	Weekly Lecture - Zoom online Weekly Tutorial - Zoom online

Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Establishing and maintaining a professional profile in nursing	Readings as per Moodle and recommended text.	Weekly Tutorial - Zoom online Assessment Three - Case Study Due: Week 11 Monday (28 Sept 2020) 12:00 pm AEST

Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Revision of the Units key subjects. Information for graduates, AHPRA registration and graduate programs	Readings as per Moodle and recommended text.	Weekly Tutorial - Zoom online

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
There is not exam for this unit		

Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
There is not exam for this unit		

Term Specific Information

This term, CQUniversity is transitioning over the the 7th edition of the APA referencing guide. Students will be provided an updated guide on the changes within the 7th edition. We will be using this term as a transition period between the 6th and 7th editions where we encourage students to become familiar, with and confident using, the 7th edition. Students will not be penalised for using the 6th edition

Assessment Tasks

1 Assessment One - 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 (7 Aug 2020) 11:59 pm AEST

The quiz will be open from Monday 3rd August 2020 (at 0001 hrs) until Friday 7th August 2020 (at 2359 hrs)

Return Date to Students

Week 4 Friday (7 Aug 2020)

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 from Monday 3rd August 2020 (at 0001 hrs) until Friday 7th August 2020 (at 2359 hrs)

Referencing Style

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

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 Two - Short Answer Questions

Assessment Type

Written Assessment

Task Description

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

Scenario

You are a graduate registered nurse and are asked to cover the patient load for Registered Nurse X whilst she is on a meal break. You observe Patient B has intravenous fluids ordered and running at 125ml/hr with Dextrose Saline. You recognise immediately that the intravenous fluid order is for Normal Saline 125ml/hr. You cease the fluids and immediately advise Registered Nurse X what has happened and an incident report is required - but she states 'that isn't necessary, the fluid was only running for 10 minutes.' You believe an incident report should be completed in response to this error but are not confident to escalate the issue to the supervising nurse as you don't want to cause trouble with the more experienced and senior Registered Nurse X.

Task 1

· **Explain how NSQHS Standard 4 Medication Safety applies to this scenario.**

Your responses should be based upon the Australian Commission on NSQSH Standards.

Task 2

· **Discuss organisational culture in a health care organisation and explore factors that would contribute to a positive organisational culture.**

Task 3

The Australian Health Practitioner Regulation Agency (AHPRA) declares 'all registered health practitioners have a professional and ethical obligation to protect and promote public health and safe healthcare.' As such, it is the responsibility of practitioners to make notification of any competency concerns. As a graduate registered nurse, your responsibility is to familiarise yourself with mandatory reporting responsibilities.

· **Should Registered Nurse X need to have a notification made to AHPRA in regards to this incident?**

Your response should explore what is meant by mandatory reporting, notifiable conduct and reasonable belief in relation to the registered nurse.

Your responses should be based upon guidelines and legislative requirements as well as current journals for Australian health care practitioners.

Assessment Due Date

Week 7 Monday (31 Aug 2020) 12:00 pm AEST

Online submission through NURS13135 Moodle

Return Date to Students

Week 10 Monday (21 Sept 2020)

Feedback available via Grademark

Weighting

30%

Assessment Criteria

HD 85 - 100%	D 75 - 84%	C 65 - 74%	P 50 - 64%	F <50%	Marks
Structure (15%)					
Clear and succinct task sections that address the topic as indicated by the task.	Clear and appropriate task sections that address the topic as indicated by the task.	Appropriate task sections that address the topic as indicated by the task.	Apparent task sections that address the topic as indicated by the task.	No recognisable task sections that address the topic as indicated by the task.	/5
Consistently accurate with spelling, grammar, use of punctuation. Excellent presentation of assignment, double spaced with 12-point Arial, Calibri or similar font.	Generally accurate (1-3 inaccuracies) with spelling, grammar, use of punctuation. Well-presented assignment, double spaced with 12-point Arial, Calibri or similar font.	Occasional inaccuracies (4-6) with spelling, grammar, use of punctuation. Well-presented assignment, double spaced with 12-point Arial, Calibri or similar font.	Frequent inaccuracies (6-8) with spelling, grammar, use of punctuation. Well-presented assignment, double spaced with 12-point Arial, Calibri or similar font.	Many inaccuracies (>8) with spelling, grammar, use of punctuation. Poorly presented assignment, double spacing not used, 12-point Arial, Calibri or similar font not used.	/5
Approach and Argument (75%)					
Comprehensive explanation and analysis of Australian standards in relation to medication safety and quality use of medicines	Detailed explanation and analysis of Australian standards in relation to medication safety and quality use of medicines	Adequate explanation and discussion of Australian standards in relation to medication safety and quality use of medicines	Basic explanation of Australian standards in relation to medication safety and quality use of medicines	Minimal explanation of Australian standards of medication safety and quality use of medicines	/30
Comprehensive explanation and analysis of organisational culture in health care and factors that may contribute to a positive culture	Detailed explanation and analysis of organisational culture in health care and factors that may contribute to a positive culture	Adequate explanation and analysis of organisational culture in health care and factors that may contribute to a positive culture	Explanation of organisational culture in health care and factors that may contribute to a positive culture	Minimal explanation of organisational culture in health care and factors that may contribute to a positive culture	/25
Comprehensive explanation and analysis of registered nursing guidelines for mandatory notifications including notifiable conduct and reasonable belief.	Detailed explanation and analysis of registered nursing guidelines for mandatory notifications including notifiable conduct and reasonable belief	Adequate explanation and discussion of registered nursing guidelines for mandatory notifications including notifiable conduct and reasonable belief	Basic explanation of registered nursing practice guidelines for mandatory notifications including notifiable conduct and reasonable belief	Minimal explanation of registered nursing guidelines for mandatory notifications including notifiable conduct and reasonable belief	/25
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

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 a 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 a brevity of references on the reference list. Not all of which are used in the body of the text. (< 7 relevant sources)

/5

Mark/100

Alpha Grade

Marker Name Marker Comments

Referencing Style

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

Submission

Online

Submission Instructions

Please submit through Moodle

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 Three - Case Study

Assessment Type

Written Assessment

Task Description

Details

Despite the years applied to 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.

Journal Entry 8th May 2020: *I don't understand what is happening. I was so happy when I started work in Medical One in February. There was so much to learn and coming to work was fun - even on night duty. Now I feel like I don't even know what I need to know to get through the shift and I'm not sure my preceptor knows half the time. Sometimes she is so rude to me and doesn't tell me what she wants and then I get in trouble for not doing it. I'm not a mind-reader. I notice that broken equipment is not attended to and other staff only follow the policies they agree with. This isn't how nursing is supposed to be. I'm not sure I even want to be a nurse anymore.*

Task

Examine the transitional challenges that Jane is experiencing on entering the workforce and using current literature explore the concept of reality shock. Identify positive coping strategies that Jane could use to address the issues she is experiencing. Consider resilience and resiliency development strategies in the workplace in your response.

Assessment Due Date

Week 11 Monday (28 Sept 2020) 12:00 pm AEST
Online submission through NURS13135 Moodle

Return Date to Students

Exam Week Monday (19 Oct 2020)
Feedback via Grademark

Weighting

50%

Assessment Criteria

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
Structure -15%					
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.	Well-presented assignment, double line spaced, 12-point font, page numbers, 1 or 2 errors in spelling, grammar or paragraph structure.	Well-presented assignment, double line spaced, 12-point font, page numbers, 3 or 4 consistent errors with spelling, grammar or paragraph structure.	Adequate assignment presentation, double line spaced with 12-point font. No page numbers, 4 to 7 consistent errors with spelling, grammar or paragraph structure.	Poorly presented assignment. Double spacing not used, 12-point font not used. No page numbers included. Many inaccuracies in spelling, grammar or paragraph structure.	/5
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.	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.	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.	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.	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.	/5
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.	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.	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.	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.	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.	/5
Approach and Argument (75%)					
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.	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.	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.	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.	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.	/35

Referencing Style

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

Submission

Online

Submission Instructions

Online submission through NURS13135 Moodle

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