NURS13135 *The Professional Nurse*
Term 2 - 2021

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.

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 - 2021

- 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.

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 MyExperience Feedback Pilot

Feedback

I love the layout of the Moodle site, it makes it very easy to navigate between weeks.

Recommendation

Continue to use Tiles format for unit content which clearly structures the unit for students.

Feedback from MyExperience Feedback Pilot

Feedback

Relevant and able to use in assessments and in my workplace to assist with transitioning

Recommendation

Align assessments with clinically relevant content with particular reference to transitioning , reality shock and resilience

Feedback from Forum discussions from students

Feedback

Weekly unit schedule needs to be realigned to allow content to be delivered prior to the due date for assessment two.

Recommendation

Change proposal submitted to realign unit content schedule. Ensure all content relevant to assessment two is delivered prior to due date of assessment.

Feedback from SUTE

Feedback

Engaged teachers, lots of content to view and spark personal research and critical thinking. Biggest positive for me is the new way of thinking - emotional intelligence, coping, resilience. I feel stronger.

Recommendation

Continue to provoke discussion with students around transitioning through the use of guest speakers, story telling, real life experiences and assessment tasks.

Feedback from SUTE

Feedback

Information was heavily QLD based. Though CQU is in QLD, there are a lot of students not in QLD. More information needs to be given about the other states and terriotries in Australia. As the first few weeks were QLD based, made me switch off and hard to engage in the subject going forward.

Recommendation

Undertake a review of all content and ensure a national lens to learning and content. Consider reaching out to guest speakers from different states/territories.

Feedback from SUTE

Feedback

Too much referencing needed for 2000 word assessment. I felt like I needed a reference for every sentence not leaving any room for discussion.

Recommendation

To allow for discussion and critical thinking, rework marking criteria for assessment three and adjust HD reference expectation to 15-20 references.

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

— N/A Level · Introductory Level · Intermediate Level · Graduate Level ∘ Professional Level ∘ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - 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

There are no required textbooks.

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
Donna Lorenze Unit Coordinator
d.lorenze@cqu.edu.au
Natalie Browning Unit Coordinator
n.browning@cqu.edu.au
Pammie Ellem Unit Coordinator
p.ellem@cqu.edu.au

Schedule

Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
The profession of nursing in Australia	Readings as per Moodle and recommended text.	Weekly Lecture - PowerPoint Weekly Tutorial - Zoom online

Week 2 - 19 Jul 2021

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

Week 3 - 26 Jul 2021

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 - 02 Aug 2021

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 Quiz- Due 9th August at 09:00AM Opens Monday 2nd August at 12:01AM and closes Sunday 9th August 09:00AM

Week 5 - 09 Aug 2021

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 **Online Quiz** Due: Week 5 Monday (9 Aug 2021) 9:00 am AEST

Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
N/A	N/A	N/A

Week 6 - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Organisational culture in healthcare	Readings as per Moodle and recommended text.	Weekly Lecture - PowerPoint Weekly Tutorial - Zoom online

Week 7 - 30 Aug 2021

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 Assessment Two Due Monday 30th August 12:00PM **Short Answer Questions** Due: Week 7 Monday (30 Aug 2021) 12:00 pm AEST

Week 8 - 06 Sep 2021

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 - 13 Sep 2021

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 - 20 Sep 2021

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

Week 11 - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Establishing and maintaining a professional profile in nursing	Information for Graduates- AHPRA registration and graduate programs	Weekly Lecture - PowerPoint Weekly Tutorial - Zoom online Assessment three- Essay due Monday 27th September 2021 at 12:00PM **Case Study Essay** Due: Week 11 Monday (27 Sept 2021) 12:00 pm AEST

Week 12 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
Information for Graduates- AHPRA registration and graduate programs	N/A	N/A

Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
N/A	N/A	N/A

Exam Week - 18 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
N/A	N/A	N/A

Term Specific Information

N/A

Assessment Tasks

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 5 Monday (9 Aug 2021) 9:00 am AEST
Quiz Opens Monday 2nd August at 12:01AM and CLOSES 9th August 09:00AM

Return Date to Students
Week 5 Monday (9 Aug 2021)
Assessment results will be available upon submitting

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
Quiz Opens Monday 2nd August at 12:01AM and **CLOSES** 9th August 09:00AM

Referencing Style

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

Submission
No submission method provided.

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 Short Answer Questions

Assessment Type
Written Assessment

Task Description
All tasks are related to the following scenario
Scenario
You are a graduate registered nurse and are asked to cover the patient load for Registered Nurse Bobby whilst she is on a meal break. You observe the patient, Matthew Higgs, has medications sitting on his tray table. He asks you if these are meant for him. You recognise immediately that the medication should have been given to Matthew and not left on the table. You go to check this with Bobby and advise that an incident report is required - but she states, 'that isn't necessary, I know exactly what I gave.' Bobby then proceeds to chastise Matthew in front of you and other patients, stating he should have taken the meds when given to him. She later says to you that the nursing staff on the ward have been administering medications this way for the last 20 years and there is hardly ever a problem with it. You feel uncomfortable and believe this behaviour should be addressed, however Bobby is very intimidating and much more senior than you.
Please follow the steps below to complete your assessment task:
Task 1
· **Explain how relevant medication safety standards apply to this scenario.**
Your responses should be based upon the Australian Commission on NSQHS Standards and the Quality Use of Medicines (QUM).
Task 2
· **Consider Bobby's comment that the ward has been administering medication this way for 20 years. Discuss the organisational culture within this organisation and explore factors that would contribute to a positive organisational culture.**

Task 3

· **Discuss relevant conflict management processes and techniques and explain how you, as the graduate nurse, would appropriately manage this situation.**

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 (30 Aug 2021) 12:00 pm AEST

Return Date to Students
Week 9 Monday (13 Sept 2021)

Weighting
30%

Assessment Criteria

HD 84.50 – 100%	D 74.50 – 84.49%	C 64.50 – 74.49%	P 49.50 - 64.49%	F <49.49%	Marks
Structure (15%)					
Clear and succinct task sections that address the topic as indicated by the task. 4.25-5	Clear and appropriate task sections that address the topic as indicated by the task. 3.75-4.24	Appropriate task sections that address the topic as indicated by the task. 3.25-3.74	Apparent task sections that address the topic as indicated by the task. 2.5-3.24	No recognisable task sections that address the topic as indicated by the task. >2.5	/5
Consistently accurate with spelling, grammar, use of punctuation. Excellent presentation of assignment, double spaced with 12-point Arial, Calibri or similar font. 4.25-5	Generally accurate (1-3 inaccuracies) with spelling, grammar, use of punctuation. Well-presented assignment, double spaced with 12-point Arial, Calibri or similar font. 3.75-4.24	Occasional inaccuracies (4-6) with spelling, grammar, use of punctuation. Well-presented assignment, double spaced with 12-point Arial, Calibri or similar font. 3.25-3.74	Frequent inaccuracies (6-8) with spelling, grammar, use of punctuation. Well-presented assignment, double spaced with 12-point Arial, Calibri or similar font. 2.5-3.24	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. >2.5	/5
Approach and Argument (75%)					
Comprehensive explanation and analysis of Australian standards in relation to medication safety and quality use of medicines 25.5-30	Detailed explanation and analysis of Australian standards in relation to medication safety and quality use of medicines 22.5-25.49	Adequate explanation and discussion of Australian standards in relation to medication safety and quality use of medicines 19.5-22.49	Basic explanation of Australian standards in relation to medication safety and quality use of medicines 15-19.49	Minimal explanation of Australian standards of medication safety and quality use of medicines >15	/30
Comprehensive explanation and analysis of organisational culture in health care and factors that may contribute to a positive culture 21.25-25	Detailed explanation and analysis of organisational culture in health care and factors that may contribute to a positive culture 18.75-21.24	Adequate explanation and analysis of organisational culture in health care and factors that may contribute to a positive culture 16.25-18.74	Explanation of organisational culture in health care and factors that may contribute to a positive culture 12.5-16.24	Minimal explanation of organisational culture in health care and factors that may contribute to a positive culture >12.5	/25
Comprehensive explanation and analysis of guidelines for conflict resolution and escalation 21.25-25	Detailed explanation and analysis of guidelines for conflict resolution and escalation 18.75-21.24	Adequate explanation and discussion of guidelines for conflict resolution and escalation 16.25-18.74	Basic explanation of of guidelines for conflict resolution and escalation 12.5-16.24	Minimal explanation of guidelines for conflict resolution and escalation >12.5	/25
Referencing (10%)					
Consistently integrates up to date references to support and reflect all ideas, factual information and quotations. 4.25-5	Generally integrates up to date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions. 3.75-4.24	Frequently integrates up to date references to support and reflect ideas, factual information and quotations, with 3 to 5 exceptions. 3.25-3.74	Occasionally integrates up to date references to support and reflect ideas, factual information and quotations with 6-10 exceptions. 2.5-3.24	Fails to or infrequently attempts to integrate up to date references to support and reflect ideas, factual information and quotations (>10 exceptions). >2.5	/5
Consistently accurate with referencing. Reference list always adheres to APA 7th edition 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. (>/= 10 relevant sources) 4.25-5	Mostly accurate with referencing. Reference list generally adheres to APA 7th edition presentation guidelines. Evidence of reading widely on the topic through a ample number of refernences included on the reference list, all of which are used in the body of the text. (>/= 8 relevant sources) 3.75-4.24	Frequently accurate with referencing. Reference list frequently adheres to APA 7th edition 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. (>/= 7 relevant sources) 3.25-3.74	Some inaccuracies with referencing. Reference list sometimes adheres to APA 7th edition 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. (>/= 5 relevant sources) 2.5-3.24	Many inaccuracies with referencing. Reference list does not adhere to APA 7th edition presentation guidelines. No evidence of reading widely on the topic through a brevity of references in the reference list, not all of which used in the body of the text. (< 5 relevant sources) >2.5	/5

Mark/100

Alpha Grade

Marker Name Marker Comments

Referencing Style

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

Submission
No submission method provided.

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 Case Study Essay

Assessment Type
Written Assessment

Task Description
Aim
The aim of this assessment is to arm students with the knowledge, and practical skills needed to successfully transition to a graduate registered nurse. Despite the years applied to completing their degree and gaining registration, newly graduated registered nurses often have feelings of being unprepared for their new role. 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, Susan, when she begins her new job in a busy medical ward.

Journal Entry 22nd March 2021: *Today was another bad day. Every day it is getting harder and harder to enjoy the work I am doing. I feel like a failure because I am not keeping up the same way the other grads are.*
When we all started, we were all so excited and happy, we were catching up and laughing a lot. Now, it seems like they are still moving forward while I am stuck. The nurses I work with have really high expectations of me and just feel like nothing I do is good enough.
I am starting to realise that the ward has a very toxic culture with popular cliques and groups. Some nurses don't seem to adhere to the proper policies and don't seem to be held to account for poor practice and behaviour. I feel nervous on shift like they are watching my every move. I feel so overwhelmed and like nursing is not for me. I have a lot to think about.

Instructions
This assessment should be written in essay format with a clear introduction, body and conclusion. The body should be made up of three main parts:
1. Examine the transitional challenges that Susan is experiencing on entering the workforce and use current literature to explore the concept of reality shock.
2. Identify positive coping strategies that Susan could use to address the issues she is experiencing. Consider resilience and resiliency development strategies in the workplace in your response.
3. What can the workplace do to embed positive organizational culture and to ensure the safe transition of graduate staff?

Assessment Due Date
Week 11 Monday (27 Sept 2021) 12:00 pm AEST

Return Date to Students
Review/Exam Week Monday (11 Oct 2021)

Weighting
50%

Assessment Criteria

HD 84.50-100%	D 74.50-84.49%	C 64.50-74.49%	P 49.50-64.49%	F <49.50%	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. 4.25 - 5	Well-presented assignment, double line spaced, 12-point font, page numbers, 1 or 2 consistent errors in spelling, grammar, or paragraph structure. 3.75 – 4.24	Well-presented assignment, double line spaced, 12-point font, page numbers, 3 or 4 consistent errors with spelling, grammar, or paragraph structure. 3.25 – 3.74	Adequate assignment presentation, double line spaced with 12-point font. No page numbers, 4 to 7 consistent errors with spelling, grammar, or paragraph structure. 2.5 – 3.24	Poorly presented assignment. Double spacing not used, 12-point font not used. No page numbers included. Many inaccuracies in spelling, grammar, or paragraph structure. <2.5	/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. 4.25 - 5	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. 3.75 – 4.24	Appropriate introduction that introduces the topic and outlines the direction of the paper. The conclusion provides some outline of the major elements identified and brings some sense of closure to the paper 3.25 – 3.74	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. 2.5 – 3.24	No recognisable introduction—the topic is not introduced and/or there is no direction offered in respect to 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. <2.5	/5
Organisation/structure is clear and easy to follow. Content is clearly relevant to the topic and the approach clearly and comprehensively addresses the topic and the argument proceeds logically. Well linked to supporting literature. 4.25 - 5	Organisation/structure is clear. Content is relevant to the topic and the approach clearly addresses the topic and the argument proceeds logically. Supporting literature is used appropriately. 3.75 – 4.24	Organisation/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. 3.25 – 3.74	Organisation/structure allows misinterpretation of the meaning of the content. Content addressing the topic the argument is at times repetitive or lacks cohesion. Frequent omissions in links to supporting literature. 2.5 – 3.24	Organisation/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. <2.5	/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. 29.75 - 35	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. 26.25 – 29.74	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. 22.75 – 26.24	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. 17.5 - 22.74	Content does not address all aspects of the assessment task. There is 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. <17.5	/35

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. 34 - 40	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. 30 – 33.99	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. 26 – 29.99	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. 20 - 25.99	No or minimal discussion or examination of positive coping strategies and resiliency development strategies in the workplace to overcome reality shock with minimal or no critical thought evident. <20	/40

Referencing (10%)

Consistently accurate with in-text referencing which supports all ideas, factual information, and quotations. 4.25 - 5	1 or 2 consistent in-text referencing errors identified. Generally supports all ideas, factual information, and quotations. 3.75 – 4.24	3 or 4 consistent in-text referencing errors identified. Frequently supports all ideas, factual information, and quotations. 3.25 – 3.74	5 or 6 inconsistent in-text referencing errors identified. Occasionally supports all ideas, factual information, and quotations. 2.5 – 3.24	Referencing is not consistent with APA style. Many inaccuracies with in-text referencing. Does not support all ideas, factual information, and quotations. <2.5	/5
A minimum of 20 up-to-date references used including at least 10 up-to-date journal articles as well as relevant books and web sites. Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines (APA 7th edition style). 4.25 - 5	A minimum of 15 references used including at least 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 7th edition style). 3.75 – 4.24	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 7th edition style). 3.25 – 3.74	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 7th edition style). 2.5 – 3.24	Fails to or infrequently attempts to integrate up-to-date references. Less than 4 journal articles used. Relevant web sites and books not used. Reference list appears in no alphabetical order and does not adhere to reference list presentation guidelines (APA 7th edition style). <2.5	/5

Mark/100

Alpha Grade

Marker Name Markers Comments

Referencing Style

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

Submission
No submission method provided.

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