NURS13139 *Building Professional Resilience in Nursing*
Term 1 - 2022

Profile information current as at 02/05/2024 07:55 pm

General Information

Overview

Challenges in professional practice can contribute to stress, burnout and may even cause nurses to consider leaving the profession. In this unit you will examine the concept of resilience and its place in nursing. You will reflect on what resilience strategies you already use and develop a plan to enhance or harness these strategies to support your well-being. You will examine organisational, societal and structural factors that impact on resilience, burnout and workplace stress. You will explore conflict and change management strategies and analyse their impact on the effectiveness of the interdisciplinary team.

Details

Career Level: *Undergraduate*
Unit Level: *Level 3*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Pre-requisites: NURS11164 Effective Communication in the Health Care Environment OR NURS11163 Recovery Approach to Mental Health NURS11165 The Profession of Nursing OR NURS11159 Introduction to Nursing NURS12165 Evidence to Inform Nursing Practice OR NURS11158 Evidence Informed Nursing Practice NURS12162 Mental Health Nursing with Professional Experience Placement OR NURS12157 Concepts of Mental Health 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 1 - 2022

- 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 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

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

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview
1. **Written Assessment**
Weighting: 15%
2. **Reflective Practice Assignment**
Weighting: 40%
3. **Written Assessment**
Weighting: 45%

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.

Unit Learning Outcomes

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

1. Examine the concept of resilience for nurses
2. Reflect on personal strategies that facilitate resilience
3. Develop a personal plan to enhance or harness a repertoire of strategies to facilitate resilience and well-being
4. Critique organisational, societal, structural factors that impact on nurses' experience of resilience, burnout and workplace stress

Content in this unit incorporates a number of professional nursing requirements

Nursing and Midwifery Board of Australia Registered Nurse Standards for Practice

Thinks critically and analyses nursing practice
Engages in therapeutic and professional relationships
Maintains the capability for practice
Develops a plan for nursing practice
Evaluates outcomes to inform nursing practice

Nursing and Midwifery Board of Australia Nursing Code of Conduct

Legal compliance
Person-centred practice
Cultural practice and respectful relationships
Professional behaviour
Teaching, supervising and assessing
Research in health
Health and wellbeing

International Council of Nursing Code of Ethics for Nursing

Nurses and People
Nurses and Practice
Nurses and the Profession
Nurses and co-workers

National Safety and Quality Health Service Standards

Clinical governance
Communicating for safety

Patient Safety Competency Framework

Person-centred care
Therapeutic communication
Cultural competence
Teamwork and collaborative practice
Clinical reasoning
Evidence-based practice
Preventing, minimising and responding to adverse events

Aged Care Quality Standards

Consumer dignity and choice
Ongoing assessment and planning with consumers
Personal care and clinical care
Services and supports for daily living

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 - Written Assessment - 15%	•	•	•	•
2 - Reflective Practice Assignment - 40%	•	•		
3 - Written Assessment - 45%	•		•	•

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	•	•	•	•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Microsoft Teams
- Zoom (both microphone and webcam capability)

Referencing Style

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

Teaching Contacts

Carmen Barnard Unit Coordinator
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Schedule

Week 1 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 | Self-care	Refer to content in Moodle and e-reading list.	

Week 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 | Self-care	Refer to content in Moodle and e-reading list.	

Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 | Transitioning to a Graduate Nurse	Refer to content in Moodle and e-reading list.	

Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 | Transitioning to a Graduate Nurse	Refer to content in Moodle and e-reading list.	**Assessment One-Written Assessment** Due: Week 4 Wednesday (30 Mar 2022) 5:00 pm AEST

Week 5 - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 | Communicating in a clinical setting	Refer to content in Moodle and e-reading list.	

Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Break week		

Week 6 - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 | Communicating in a clinical setting	Refer to content in Moodle and e-reading list.	

Week 7 - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 | Inter-professional and inter-organisational collaboration	Refer to content in Moodle and e-reading list.	**Assessment Two-Reflective Practice Assignment** Due: Week 7 Wednesday (27 Apr 2022) 5:00 pm AEST

Week 8 - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 | Inter-professional and inter-organisational collaboration	Refer to content in Moodle and e-reading list.	

Week 9 - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 5 | Negative workplace behaviour	Refer to content in Moodle and e-reading list.	

Week 10 - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 5 | Negative workplace behaviour	Refer to content in Moodle and e-reading list.	

Week 11 - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 6 | Compassion	Refer to content in Moodle and e-reading list.	**Assessment Three-Written Assessment** Due: Week 11 Wednesday (25 May 2022) 5:00 pm AEST

Week 12 - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 6 | Compassion	Refer to content in Moodle and e-reading list.	

Assessment Tasks

1 Assessment One-Written Assessment

Assessment Type
Written Assessment

Task Description
Weighting: 15%
Length: 800 words (+/- 10%)
Learning Outcomes Assessed

1. Examine the concept of resilience for nurses.

2. Reflect on personal strategies that facilitate resilience.
3. Develop a personal plan to enhance or harness a repertoire of strategies to facilitate resilience and wellbeing.
4. Critique organisational, societal, structural factors that impact on nurses' experience of resilience, burnout, and workplace stress.

Aim

The aim of this assessment is for you to demonstrate your understanding of the concept of resilience for nurses, and how it may assist you to manage organisational, societal, structural, and individual factors that may impact your future nursing practice.

Instructions

Write your responses to the below tasks 1-7 in the Assessment One-Template document (located in Assessments Tile in Moodle).

1. Describe an adverse event you have encountered in clinical practice and explain why the event was adverse.
2. Explain what personal strategies you used to manage the adverse event or what strategies you would have preferred to use to have a more effective outcome.
3. Define resilience and explain why it is an important attribute for nurses to develop.
4. List three strategies you use to cope with adversity and explains how each contributes to your overall sense of resilience.
5. Explain what factor or factors (organisational, societal or structural) contributed to the adverse event you have described.
6. List two recommendations that would relate to the factor or factors that caused the adverse event and explains how each would decrease the potential for the adversity experienced.
7. Construct a plan that would increase your resilience and well-being as a graduate nurse.

Literature and References

In this assessment use at least 6 contemporary references (<5 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Nursing and Midwifery Board of Australia.

Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with double line spacing.
- Write your assessment in the Assessment One-Template document (located in Assessments Tile in Moodle).
- The word count excludes the reference list but includes in-text citations and direct quotations.
- You may write in the first-person perspective.
- You can use headings.
- In-text citations and reference list are required.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
- Within any written, audio, or visual assessment submissions, you must safeguard and protect the confidentiality of patients and others. All identifiable information about people or places must be made anonymous throughout your assignment.

Resources

- You can use unit-provided materials from Weeks 1 to 11 and other credible sources (e.g. journal articles, books) as your references. The quality and credibility of your sources are important.
- We recommend that you access your discipline-specific library guide: the Nursing and Midwifery Guide; Social Work and Community Services Guide.
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.
- For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin similarity score before making a final submission. Instructions are available here.

Submission

Submit your completed Assessment One-Template document in Word format only to the Moodle page for this Unit under the Assessment drop-down menu in the correctly titled assessment heading submission option. For any technical issues please contact TASAC at tasac@cqu.edu.au or phone toll-free 1300 666620.

Marking Criteria

Refer to marking criteria/rubric for guidance.

Extension Request

Should you require an extension please apply through the Assessment Extension Request option on the Moodle site. Please be aware you are required to supply the necessary documentation to support your extension request.

Assessment Due Date

Week 4 Wednesday (30 Mar 2022) 5:00 pm AEST

Return Date to Students

Week 6 Wednesday (20 Apr 2022)

Weighting

15%

Assessment Criteria

Assessment One-Written Assessment Marking Criteria/Rubric

Key Criteria	High Distinction 100-85%	Distinction 84-75%	Credit 74-65%	Pass 64-50%	Fail <49%
STRUCTURE & ORGANISATION Ability to write and present effectively. (5%)	Exemplary writing standard. Correct grammar, spelling, and punctuation. No mistakes are evident. Adheres to prescribed word count. (5-4.23)	Quality of writing is of a high standard with only 1 grammar, spelling, or punctuation mistake evident. Adheres to prescribed word count. (4.22-3.73)	Quality of writing is of a good standard with 2 to 3 grammar, spelling, or punctuation mistakes. Adheres to prescribed word count. (3.72-3.23)	Quality of writing and presentation is of a satisfactory standard with 4 to 5 grammar, spelling, and punctuation mistakes. Does not adhere to prescribed word count. (3.22-2.48)	Quality of writing and presentation is at a poor standard with >5 grammar, spelling, and punctuation mistakes. Does not adhere to prescribed word count. (2.47-0)
TASK 1 Describes an adverse event encountered in clinical practice and explains why the event was adverse. (10%)	Comprehensively describes an adverse event encountered in clinical practice and explains why the event was adverse. (10-8.45)	Clearly describes an adverse event encountered in clinical practice and explains why the event was adverse. (8.44-7.45)	Adequately describes an adverse event encountered in clinical practice and explains why the event was adverse. (7.44-6.45)	Barely describes an adverse event encountered in clinical practice and explains why the event was adverse. (6.44-4.95)	Poor or no description of the adverse event or explanation of why the event was adverse. (4.94-0)
TASK 2 Explains what personal strategies were used to manage the adverse event or what strategies he/she would have preferred to use to have a more effective outcome. (10%)	Comprehensively explains what personal strategies were used to manage the adverse event or what strategies he/she would have preferred to use to have a more effective outcome. (10-8.45)	Clearly explains what personal strategies were used to manage the adverse event or what strategies he/she would have preferred to use to have a more effective outcome. (8.44-7.45)	Adequately explains what personal strategies were used to manage the adverse event or what strategies he/she would have preferred to use to have a more effective outcome. (7.44-6.45)	Barely explains what personal strategies were used to manage the adverse event or what strategies he/she would have preferred to use to have a more effective outcome. (6.44-4.95)	Poor or no explanation of what personal strategies were used to manage the adverse event or what strategies he/she would have preferred to use to have a more effective outcome. (4.94-0)
TASK 3 Defines resilience and explains why it is an important attribute for nurses to develop. (10%)	Comprehensively defines resilience and explains why it is an important attribute for nurses to develop. (10-8.45)	Clearly defines resilience and explains why it is an important attribute for nurses to develop. (8.44-7.45)	Adequately defines resilience and explains why it is an important attribute for nurses to develop. (7.44-6.45)	Barely defines resilience and explains why it is an important attribute for nurses to develop. (6.44-4.95)	Poor or no definition of resilience and why it is an important attribute for nurses to develop. (4.94-0)
TASK 4 Lists three strategies used to cope with adversity and explains how each contributes to an overall sense of resilience. (10%)	Comprehensive list of three strategies used to cope with adversity and explains how each contributes to an overall sense of resilience. (10-8.45)	Clear list of three strategies used to cope with adversity and explains how each contributes to an overall sense of resilience. (8.44-7.45)	Adequate list of three strategies used to cope with adversity and explains how each contributes to an overall sense of resilience. (7.44-6.45)	Lists <three strategies used to cope with adversity and explains how each contributes to an overall sense of resilience. (6.44-4.95)	Lists <two strategies used to cope with adversity and explains how each contributes to an overall sense of resilience. (4.94-0)

TASK 5 Explains what factor or factors (organisational, societal or structural) contributed to the adverse event described. (15%)	Comprehensively explains what factor or factors (organisational, societal or structural) contributed to the adverse event described. (15-12.68)	Clearly explains what factor or factors (organisational, societal or structural) contributed to the adverse event described. (12.67-11.18)	Adequately explains what factor or factors (organisational, societal or structural) contributed to the adverse event described. (7.44-6.45)	Barely explains what factor or factors (organisational, societal or structural) contributed to the adverse event described. (6.44-4.95)	Poor or no explanation of what factor or factors (organisational, societal or structural) contributed to the adverse event described. (4.94-0)
TASK 6 Lists two recommendations that would relate to the factor or factors that caused the adverse event and explains how each would decrease the potential for the adversity experienced. (15%)	Lists two recommendations that would relate to the factor or factors that caused the adverse event, and comprehensively explains how each would decrease the potential for the adversity experienced. (15-12.68)	Lists two recommendations that would relate to the factor or factors that caused the adverse event, and clearly explains how each would decrease the potential for the adversity experienced. (12.67-11.18)	Lists two recommendations that would relate to the factor or factors that caused the adverse event, and adequately explains how each would decrease the potential for the adversity experienced. (11.17-9.68)	List <two recommendations that would relate to the factor or factors that caused the adverse event, and barely explains how each would decrease the potential for the adversity experienced. (9.67-7.43)	List <two recommendations that would relate to the factor or factors that caused the adverse event, with poor or no explanation of how each would decrease the potential for the adversity experienced. (7.42-0)
TASK 7 Constructs a plan that aims to increase personal resilience and well-being as a graduate nurse. (15%)	Comprehensive plan for increasing personal resilience and well-being as a graduate nurse. (15-12.68)	Clear plan for increasing personal resilience and well-being as a graduate nurse. (12.67-11.18)	Adequate plan for increasing personal resilience and well-being as a graduate nurse. (11.17-9.68)	Poor plan for increasing personal resilience and well-being as a graduate nurse. (9.67-7.43)	No plan for increasing personal resilience and well-being as a graduate nurse. (7.42-0)
CITATIONS APA 7th edition referencing style Accurate in-text citation to support all ideas and information, and quotations (5%)	In-text citations fully support all ideas, information, and quotations. No in-text citation errors. (5-4.23)	In-text citations frequently support all ideas and information, and quotations. 1 in-text citation error. (4.22-3.73)	In-text citations occasionally support all ideas and information, and quotations. 2 or 3 in-text citation errors. (3.7-3.23)	In-text citations barely support all ideas and information, and quotations. 4 or 5 in-text citation errors. (3.22-2.48)	Poor or no in-text citations to support all ideas and information, and quotations. >5 in-text citation errors. (2.47-0)
REFERENCE LIST Reference list adheres to APA 7th edition referencing style (minimum of 6). (5%)	Reference list fully adheres to APA 7th edition referencing style. 6 references used. (5-4.23)	Reference frequently adheres to APA 7th edition referencing style. 5 references used. (4.22-3.73)	Reference list occasionally adheres to APA 7th edition referencing style. 4 references used. (3.72-3.23)	Reference list barely adheres to APA 7th edition referencing style. 3 references used. (3.22-2.48)	Reference list does not adhere to APA 7th edition referencing style. <3 references used. (2.47-0)

Referencing Style

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

Submission
Online

Submission Instructions
Online submission in a word document

Learning Outcomes Assessed

- Examine the concept of resilience for nurses
- Reflect on personal strategies that facilitate resilience
- Develop a personal plan to enhance or harness a repertoire of strategies to facilitate resilience and well-being
- Critique organisational, societal, structural factors that impact on nurses' experience of resilience, burnout and workplace stress

2 Assessment Two-Reflective Practice Assignment

Assessment Type
Reflective Practice Assignment

Task Description
Weighting: 40%
Length: 1500 words (+/- 10%)
Learning Outcomes Assessed

1. Examine the concept of resilience for nurses.
2. Reflect on personal strategies that facilitate resilience.

Aim
The aim of this assessment is for you to use reflection to better:

- Understand a clinical experience where you applied personal resilience strategies to manage a challenging experience that impacted your nursing practice.
- Evaluate the effectiveness of the resilience strategies you applied to manage the challenging experience.
- Identify personal or additional resilience strategies you need to develop and/or acquire to manage a similar challenging experience in the future and make plans to acquire these.

Instructions

1. Draw upon your clinical experience.
2. Write a reflective account of a time when you needed to manage a challenging situation (E.g. when the shift did not go as planned or staff shortages etc.) and the personal strategies you used to manage the challenging situation.
3. Use the 6-Step Gibbs Reflective Cycle Guide PDF document (located in Assessments Tile in Moodle) and marking criteria/rubric to structure your written reflective account.

Literature and References
In this assessment, use at least 8 contemporary references (<5 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Nursing and Midwifery Board of Australia.

Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with double line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- The word count excludes the reference list but includes in-text citations and direct quotations.
- You may write in the first-person perspective.
- Include headings for each stage of the 6-step Gibbs Reflective Cycle. Do not include bullet points or numbered lists.
- In-text citations and a reference list are required.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
- Within any written, audio, or visual assessment submissions, you must safeguard and protect the confidentiality of patients and others. All identifiable information about people or places must be made anonymous throughout your assignment.

Resources

- You can use unit-provided materials from Weeks 1 to 11 and other credible sources (e.g. journal articles, books) as your references. The quality and credibility of your sources are important.
- We recommend that you access your discipline-specific library guide: the Nursing and Midwifery Guide; Social Work and Community Services Guide.
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.
- For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin similarity score before making a final submission. Instructions are available here.

Submission

Submit your completed Assessment Two in Word format only to the Moodle page for this Unit under the Assessment drop-down menu in the correctly titled assessment heading submission option. For any technical issues please contact TASAC at tasac@cqu.edu.au or phone toll-free 1300 666620.

Marking Criteria

Refer to marking criteria/rubric for guidance.

Extension Request

Should you require an extension please apply through the Assessment Extension Request option on the Moodle site. Please be aware you are required to supply the necessary documentation to support your extension request.

Assessment Due Date

Week 7 Wednesday (27 Apr 2022) 5:00 pm AEST

Return Date to Students

Week 10 Wednesday (18 May 2022)

Weighting

40%

Assessment Criteria

Assessment Two-Reflective Practice Assignment Marking Criteria/Rubric

Key Criteria	High Distinction 100-85%	Distinction 84-75%	Credit 74-65%	Pass 64-50%	Fail <49%
STRUCTURE & ORGANISATION Ability to write and present effectively. (5%)	Exemplary writing standard. Correct grammar, spelling, and punctuation. No mistakes are evident. Adheres to prescribed word count. (5-4.23)	Quality of writing is of a high standard with only 1 grammar, spelling, or punctuation mistake evident. Adheres to prescribed word count. (4.22-3.73)	Quality of writing is of a good standard with 2 to 3 grammar, spelling, or punctuation mistakes. Adequate introduction. Adheres to prescribed word count. (3.72-3.23)	Quality of writing and presentation is of a basic standard with 4 to 5 grammar, spelling, and punctuation mistakes. Does not adhere to prescribed word count. (3.22-2.48)	Quality of writing and presentation is at a poor standard with >5 grammar, spelling, and punctuation mistakes. Does not adhere to prescribed word count. (2.47-0)
STEP 1-DESCRIPTION (FACTS) Describes a challenging situation encountered in clinical practice, and what personal strategies were used to manage the challenging situation. (15%)	Comprehensively describes a challenging situation and what personal strategies were used to manage the challenging situation. (15-12.68)	Clearly describes a challenging situation and what personal strategies were used to manage the challenging situation. (12.67-11.18)	Adequately describes a challenging situation and what personal strategies were used to manage the challenging situation. (11.17-9.68)	Barely describes a challenging situation and what personal strategies were used to manage the challenging situation. (9.67-7.43)	Poor or no description of a challenging situation and what personal strategies were used to manage the challenging situation. (7.42-0)
STEP 2-FEELINGS & THOUGHTS Explains feelings and thoughts during and after the challenging situation. (10%)	Comprehensively explains feelings and thoughts during and after the challenging situation. (10-8.45)	Clearly explains feelings and thoughts during and after the challenging situation. (8.44-7.45)	Adequately explains feelings and thoughts during and after the challenging situation. (7.44-6.45)	Barely explains feelings and thoughts during and after the challenging situation. (6.44-4.95)	Poor or no explanation of feelings and thoughts during and after the challenging situation. (4.94-0)
STEP 3-EVALUATION Objectively evaluates what personal strategies worked or did not work to manage the challenging situation. (15%)	Comprehensively evaluates what personal strategies worked or did not work to manage the challenging situation. (15-12.68)	Clearly evaluates what personal strategies worked or did not work to manage the challenging situation. (12.67-11.18)	Adequately evaluates what personal strategies worked or did not work to manage the challenging situation. (11.17-9.68)	Barely evaluates what personal strategies worked or did not work to manage the challenging situation. (9.67-7.43)	Poor or no evaluation of what personal strategies worked or did not work to manage the challenging situation. (7.42-0)

STEP 4-ANALYSIS Makes sense of what happened during the challenging situation, by reflecting on the personal strategies that worked well, and those that did not, and why both outcomes occurred. (15%)	Comprehensively makes sense of what happened during the challenging situation, by reflecting on the personal strategies that worked well, and those that did not, and why both outcomes occurred. (15-12.68)	Clearly makes sense of what happened during the challenging situation, by reflecting on the personal strategies that worked well, and those that did not, and why both outcomes occurred. (12.67-11.18)	Adequately makes sense of what happened during the challenging situation, by reflecting on the personal strategies that worked well, and those that did not, and why both outcomes occurred. (11.17-9.68)	Barely makes sense of what happened during the challenging situation, by reflecting on the personal strategies that worked well, and those that did not, and why both outcomes occurred. (9.67-7.43)	Poor or no sense of what happened during the challenging situation, and/or poor or no reflection on the personal strategies that worked well, and those that did not, and why both outcomes occurred. (7.42-0)
STEP 5-CONCLUSION Makes conclusions about what happened during the challenging situation, by self-identifying what learning has occurred, what strategies (personal and additional) need development, and why these will help to better manage the same or similar challenging situation in the future. (15%)	Comprehensively makes conclusions about what happened during the challenging situation, by self-identifying what learning has occurred, what strategies (personal and additional) need development, and why these will help to better manage the same or similar challenging situation in the future. (15-12.68)	Clearly makes conclusions about what happened during the challenging situation, by self-identifying what learning has occurred, what strategies (personal and additional) need development, and why these will help to better manage the same or similar challenging situation in the future. (12.67-11.18)	Adequately makes conclusions about what happened during the challenging situation, by self-identifying what learning has occurred, what strategies (personal and additional) need development, and why these will help to better manage the same or similar challenging situation in the future. (11.17-9.68)	Barely makes conclusions about what happened during the challenging situation, by self-identifying what learning has occurred, what strategies (personal and additional) need development, and why these will help to better manage the same or similar challenging situation in the future. (9.67-7.43)	Poor or no conclusions about what happened during the challenging situation, self-identification of what learning has occurred, what strategies (personal and additional) need development, and why these will help to better manage the same or similar challenging situation in the future. (7.42-0)
STEP 6-ACTION Makes a plan (with a set-timeframe for completion) that describes how the self-identified strategies (personal and others) will be developed. (15%)	Comprehensive plan (with a set-timeframe for completion) that describes how the self-identified strategies (personal and others) will be developed. (15-12.68)	Clear plan (with a set-timeframe for completion) that describes how the self-identified strategies (personal and others) will be developed. (12.67-11.18)	Adequate plan (with a set-timeframe for completion) that describes how the self-identified strategies (personal and others) will be developed. (11.17-9.68)	Basic plan (with a set-timeframe for completion) that describes how the self-identified strategies (personal and others) will be developed. (9.67-7.43)	Poor or no plan (with a set-timeframe for completion) describing how the self-identified strategies (personal and others) will be developed. (7.42-0)
CITATIONS APA 7th edition referencing style. Accurate in-text citation to support all ideas and information, and quotations. (5%)	In-text citations fully support all ideas, information, and quotations. No in-text citation errors. (5-4.23)	In-text citations frequently support all ideas and information, and quotations. 1 in-text citation error. (4.22-3.73)	In-text citations occasionally support all ideas and information, and quotations. 2 or 3 in-text citation errors. (3.7-3.23)	In-text citations barely support all ideas and information, and quotations. 4 or 5 in-text citation errors. (3.22-2.48)	Poor or no in-text citations to support all ideas and information, and quotations. >5 in-text citation errors. (2.47-0)
REFERENCE LIST Reference list adheres to APA 7th edition referencing style (minimum of 8). (5%)	Reference list fully adheres to APA 7th edition referencing style. 8 references used. (5-4.23)	Reference list frequently adheres to APA 7th edition referencing style. 7 references used. (4.22-3.73)	Reference list occasionally adheres to APA 7th edition referencing style. 6 references used. (3.72-3.23)	Reference list barely adheres to APA 7th edition referencing style. 5 references used. (3.22-2.48)	Reference list does not adhere to reference list presentation guidelines of APA 7th edition referencing style. <5 references used (2.47-0)

Referencing Style

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

Submission
Online

Submission Instructions
Online submission in a word document

Learning Outcomes Assessed

- Examine the concept of resilience for nurses
- Reflect on personal strategies that facilitate resilience

3 Assessment Three-Written Assessment

Assessment Type
Written Assessment

Task Description
Weighting: 45%
Length: 2000 words (+/- 10%)
Learning Outcomes Assessed

1. Examine the concept of resilience for nurses.
2. Develop a personal plan to enhance or harness a repertoire of strategies to facilitate resilience and wellbeing.
3. Critique organisational, societal, structural factors that impact on nurses' experience of resilience, burnout, and workplace stress.

Aim
Assessment Three will allow you to use your knowledge of organisational, societal, structural factors that can impact nursing practice, and provide personal resilience strategies that would manage the relevant factors.

Instructions
Based on the Case Study provided:

- Identify and describe the organisational, societal, and structural factors impacting Olivia's nursing practice, and her holistic health wellbeing and safety.
- Explain why these organisational, societal, and structural factors are impacting Olivia's nursing practice, and her holistic health, wellbeing, and safety.
- Recommend three personal strategies that could assist Olivia to manage the organisational, societal, and structural factors impacting her nursing practice and holistic health, wellbeing and safety.
- Demonstrate how each of the three personal resilience strategies would support Olivia to ensure her nursing practice is safe, and better manage her holistic health, wellbeing, and safety.

Case Study
On completing her Bachelor of Nursing, Olivia secured a graduate registered nurse (RN) position in the gastroenterology ward at her local hospital. She was pleased with securing this full-time role because gastroenterology had interested her while she was a student. Since starting her role, Olivia has completed several in-services related to her graduate position. She is beginning to feel a greater level of confidence and competence and is appreciating the support from her nursing colleagues and more senior registered nurses. Olivia believes that the gastroenterology team is cohesive, supportive, and endeavours to deliver high-quality nursing care that is underpinned by relevant codes, standards, and ethics.

During the last month, the hospital has been making budget cuts and this has resulted in decreased operational and clinical resources. The hospital stated that budget cuts were necessary as resources were required to be diverted and allocated to manage patients afflicted with COVID-19.

Staffing on the gastroenterology ward has decreased, and the RNs who were re-assigned to assist with COVID-19 care have not returned yet or have decided not to return. These RNs have not been replaced. This staff shortage has resulted in Olivia and her RN colleagues being required to take on additional patient workloads. Olivia's average daily patient workload has doubled, increasing from the previous four patients to eight. Olivia has struggled to keep up with the increasing patient workload and has not been able to spend as much time with her patients.

To manage the increased workload and provide seamless patient care, Olivia has had to work at least two hours of overtime on almost all of her recent shifts. She has been feeling tired all the time and has been finding it extremely difficult to focus, especially near the end of her shifts.

Olivia's personal life has been affected. She has not been able to see her partner regularly or see her mother at weekends. Olivia's partner works in a 9-5 role and her partner does not understand Olivia's graduate nursing role and its key responsibilities. They think she should be able to finish work on time. Olivia has been unable to visit her family, meet up with her friends socially or attend her daily gym sessions for the past 3 weeks.

Olivia has not reported what she has been experiencing to any of her senior RN colleagues. She is fearful that talking

about her situation with them will make it seem like she is unable to cope with the challenges of her graduate nurse position and may jeopardise her chances of being offered a full-time role after her 12-month contract has ended.

Literature and References

In this assessment use at least 10 contemporary references (<5 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Nursing and Midwifery Board of Australia.

Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with double line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.
- You may write in the first-person perspective.
- Headings are allowed.
- In-text citations and reference list are required.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
- Within any written, audio, or visual assessment submissions, you must safeguard and protect the confidentiality of patients and others. All identifiable information about people or places must be made anonymous throughout your assignment.

Resources

- You can use unit-provided materials from Weeks 1 to 11 and other credible sources (e.g. journal articles, books) as references. The quality and credibility of your sources are important.
- We recommend that you access your discipline-specific library guide: the Nursing and Midwifery Guide; Social Work and Community Services Guide.
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.
- For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

Submission

Submit your completed Assessment Three in Word format only to the Moodle page for this Unit under the Assessment drop-down menu in the correctly titled assessment heading submission option. For any technical issues please contact TASAC at tasac@cqu.edu.au or phone toll-free 1300 666620.

Marking Criteria

Refer to marking criteria/rubric for guidance.

Extension Request

Should you require an extension please apply through the Assessment Extension Request option on the Moodle site. Please be aware you are required to supply the necessary documentation to support your extension request.

Assessment Due Date

Week 11 Wednesday (25 May 2022) 5:00 pm AEST

Return Date to Students

Exam Week Wednesday (15 June 2022)

Weighting

45%

Assessment Criteria

Assessment Three-Written Assessment Marking Criteria/Rubric

Key Criteria	High Distinction 100-85%	Distinction 84-75%	Credit 74-65%	Pass 64-50%	Fail <49%

Criteria	Exemplary	High	Adequate	Basic	Poor
Ability to write and present effectively. (10%)	Exemplary writing standard. Correct grammar, spelling, and punctuation. No mistakes are evident. Adheres to prescribed word count. (10-8.45)	Quality of writing is of a high standard with only 1 grammar, spelling or punctuation mistake evident. Adheres to prescribed word count. (8.44-7.45)	Quality of writing is of an adequate standard with 2 to 3 grammar, spelling or punctuation mistakes. Adheres to prescribed word count. (7.44-6.45)	Quality of writing and presentation is of a basic standard with 4 to 5 grammar, spelling, and punctuation mistakes. Does not adhere to prescribed word count. (6.44-4.95)	Quality of writing and presentation is at a poor standard with >5 grammar, spelling, and punctuation mistakes. Does not adhere to prescribed word count. (4.94-0)
Identifies and describes the organisational, societal, and structural factors impacting Olivia's nursing practice, and her holistic health, wellbeing and safety. (20%)	Comprehensively identifies and describes the organisational, societal, and structural factors impacting Olivia's nursing practice, and her holistic health, wellbeing and safety. (20-16.90)	Clearly identifies and describes the organisational, societal, and structural factors impacting Olivia's nursing practice, and her holistic health, wellbeing and safety. (16.90-14.90)	Adequately identifies and describes the organisational, societal, and structural factors impacting Olivia's nursing practice, and her holistic health, wellbeing and safety. (14.90-12.90)	Barely identifies and describes the organisational, societal, and structural factors impacting Olivia's nursing practice, and her holistic health, wellbeing and safety. (12.90-9.90)	Poor or no description of the organisational, societal, and structural factors impacting Olivia's nursing practice, and her holistic health, wellbeing and safety. (9.90-0)
Explains why the identified organisational, societal, and structural factors are impacting Olivia's nursing practice, and her holistic health, wellbeing and safety. (20%)	Comprehensively explains why the identified organisational, societal, and structural factors are impacting Olivia's nursing practice, and her holistic health, wellbeing and safety. (20-16.90)	Clearly explains why the identified organisational, societal, and structural factors are impacting Olivia's nursing practice, and her holistic health, wellbeing and safety. (16.90-14.90)	Adequately explains why the identified organisational, societal, and structural factors are impacting Olivia's nursing practice, and her holistic health, wellbeing and safety. (14.90-12.90)	Barely explains why the identified organisational, societal, and structural factors are impacting Olivia's nursing practice, and her holistic health, wellbeing and safety. (12.90-9.90)	Poor or no explanation of why the identified organisational, societal, and structural factors are impacting Olivia's nursing practice, and her holistic health, wellbeing and safety. (9.90-0)
Recommends three personal resilience strategies and demonstrates how each would support Olivia to ensure her nursing practice is safe, and better manage her holistic health, wellbeing, and safety. (30%)	Comprehensively recommends three personal resilience strategies and demonstrates how each would support Olivia to ensure her nursing practice is safe, and better manage her holistic health, wellbeing, and safety. (30-25.35)	Clearly recommends three personal resilience strategies and demonstrates how each would support Olivia to ensure her nursing practice is safe, and better manage her holistic health, wellbeing, and safety. (25.34-22.35)	Adequately recommends three personal resilience strategies and demonstrates how each would support Olivia to ensure her nursing practice is safe, and better manage her holistic health, wellbeing, and safety. (22.34-19.35)	Barely recommends three personal resilience strategies and demonstrates how each would support Olivia to ensure her nursing practice is safe, and better manage her holistic health, wellbeing, and safety. (19.34-14.85)	Poor or no recommendation of three personal resilience strategies and demonstration how each would support Olivia to ensure her nursing practice is safe, and better manage her holistic health, wellbeing, and safety. (14.84-0)
CITATIONS APA 7th edition referencing style. Accurate in-text citation to support all ideas and information, and quotations. (10%)	In-text citations fully support all ideas, information, and quotations. No in-text citation errors. (10-8.45)	In-text citations frequently support all ideas and information, and quotations. 1 in-text citation error. (8.44-7.45)	In-text citations occasionally support all ideas and information, and quotations. 2 or 3 in-text citation errors. (7.44-6.45)	In-text citations barely support all ideas and information, and quotations. 4 or 5 in-text citation errors. (6.44-4.95)	Poor or no in-text citations to support all ideas and information, and quotations. >5 in-text citation errors. (4.94-0)

REFERENCE LIST Reference list adheres to APA 7th edition referencing style. (minimum of 10). (10%)	Reference list fully adheres to APA 7th edition referencing style. 10 references used. (10-8.45)	Reference list frequently adheres to APA 7th edition referencing style. 9 references used. (8.44-7.45)	Reference list occasionally adheres to APA 7th edition referencing style. 8 references used. (7.44-6.45)	Reference list barely adheres to APA 7th edition referencing style. <7 references used. (6.44-4.95)	Reference list does not adhere to reference list presentation guidelines of APA 7th edition referencing style. <7 references used. (4.94-0)

Referencing Style

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

Submission
Online

Submission Instructions
Online submission in a word document

Learning Outcomes Assessed

- Examine the concept of resilience for nurses
- Develop a personal plan to enhance or harness a repertoire of strategies to facilitate resilience and well-being
- Critique organisational, societal, structural factors that impact on nurses' experience of resilience, burnout and workplace stress

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