



NURS13139 *Building Professional Resilience in Nursing*

Term 1 - 2023

Profile information current as at 27/04/2024 12:34 pm

All details in this unit profile for NURS13139 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

Challenges in professional practice can contribute to stress, and burnout and may even cause nurses to consider leaving the profession. Resilience may help nurses deal with professional challenges. In this unit, you will explore the concept of resilience and its place in nursing. You will also identify factors that contribute to workplace stress, and reflect on strategies that promote resilience and assist in the management of adverse events within the workplace.

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 - 2023

- 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. **Online Quiz(zes)**

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](#).

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from SUTE

Feedback

Carmen has always been so supportive throughout the course. She has helped me to identify the problems and build my resilience accordingly. She has helped me to understand the goal of this unit and how this unit can help me with the transition from Student RN to newly graduate RN.

Recommendation

Unit Coordinators will continue to apply teaching, learning and assessment philosophies and methods that are person-centred and thus enhance individual students' motivation, commitment and ability to successfully meet the learning outcomes/requirements within Assessment One (15%), Two (40%) and Three (45%).

Feedback from SUTE

Feedback

Provided some great resources on teams and answered questions efficiently.

Recommendation

Unit Coordinators will continue to ensure that the Unit content and educational resources are appropriate and diverse, and enhance students' ability to meet the learning outcomes/requirements within Assessment One (15%), Two (40%) and Three (45%).

Feedback from SUTE

Feedback

Thank you so much for your dedication and professionalism.

Recommendation

Unit Coordinators will continue to ensure that their educationalist practice is underpinned by recognised educational theories and NMBA standards, codes and ICN ethical principles.

Feedback from SUTE

Feedback

Be on the same page with the other lecturers prior to zooms-make the assessment expectations very clear.

Recommendation

Unit Coordinators will continue to ensure responses to student queries about unit content and meeting the learning outcomes/requirements within Assessment One (15%), Two (40%) and Three (45%) through tutorials, emails, group forums and MS Teams are informed by and congruent with the relevant unit profile content.

Feedback from Tutorials, Emails, MS Teams

Feedback

A proportion of students reported Assessment One-Written Assessment (15%) due in Week 4 was too early in the term and at this stage, they had not fully understood the relevant unit content required to complete Assessment one via an 800-word written account.

Recommendation

Unit Coordinators will discuss with the HOC and DDLT whether there needs to be a reduction from three assessment tasks to two, which have a weighting of 40% and 60% respectively or whether students can meet the learning outcomes/requirements within Assessment One-Written Assessment (15%) via a quiz.

Feedback from Tutorials, Emails, MS Teams

Feedback

A proportion of students reported Assessments one, two and three were too similar and therefore found it challenging when completing these because it felt as if they were repeating themselves.

Recommendation

Unit Coordinators will discuss with the HOC and DDLT whether the unit learning outcomes need to be changed.

Unit Learning Outcomes

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

1. Explore the concept of resilience for nurses
2. Reflect on strategies that promote resilience
3. Explore strategies to manage adverse events within the workplace
4. Identify and describe factors that contribute to 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



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Online Quiz(zes) - 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)

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

Shunil Raina Unit Coordinator
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Deb Richards Unit Coordinator
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Craig Morris Unit Coordinator
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Schedule

Week 1 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Stress and nursing		

Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Resilience		

Week 3 - 20 Mar 2023

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

Week 4 - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Risks of being compassionate		Assessment One-Online Quiz Due: Week 4 Friday (31 Mar 2023) 5:00 pm AEST

Week 5 - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Do we need compassion?		

Vacation Week - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 17 Apr 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Organisational change		Assessment Two-Reflective Practice Assignment Due: Week 6 Wednesday (19 Apr 2023) 5:00 pm AEST
Week 7 - 24 Apr 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Difficult conversations		
Week 8 - 01 May 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Teamwork and collaboration		
Week 9 - 08 May 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Leadership in nursing		
Week 10 - 15 May 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Horizontal violence		Assessment Three-Written Assessment Due: Week 10 Wednesday (17 May 2023) 5:00 pm AEST
Week 11 - 22 May 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Aggression and violence		
Week 12 - 29 May 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Transitioning to graduate nurse		
Review/Exam Week - 05 Jun 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 12 Jun 2023		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Assessment One-Online Quiz

Assessment Type

Online Quiz(zes)

Task Description

- Complete a 30 multiple-choice online quiz to assess your understanding and application of NURS13139 Moodle site content from Week 1 to Week 4.
- You must attempt/complete and submit the online quiz within the specified dates/times.
- Once you start attempting/completing the online quiz, you cannot stop and come back to it at a later stage, so you must ensure you have uninterrupted time to focus on completing the online quiz.
- Once you begin the online quiz, you will have 60 minutes to complete your attempt and submit your responses. A timer will indicate your time remaining to complete the online quiz; after 60 minutes, you will be locked out of your attempt, and any responses up until that point will be submitted as your attempt.
- You may complete/finish and submit the online quiz before the timer ends.

- You have one attempt to complete the online quiz.
- Failure to attempt and complete the online quiz is considered a missed assessment task and will result in a FAIL (F) grade.
- Failure to attempt and complete the online quiz may also result in a FAIL (F) grade for the unit.

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Week 4 Friday (31 Mar 2023) 5:00 pm AEST

Return Date to Students

Week 4 Friday (31 Mar 2023)

Weighting

15%

Assessment Criteria

30 multiple-choice question online quiz.

Referencing Style

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

Submission

Online

Submission Instructions

Online Quiz opens: Monday 27th March 2023 (9am AEST) / Online Quiz closes: Friday 31st March 2023 (5pm AEST)

Learning Outcomes Assessed

- Explore the concept of resilience for nurses
- Identify and describe factors that contribute to workplace stress

2 Assessment Two-Reflective Practice Assignment

Assessment Type

Reflective Practice Assignment

Task Description

As a student nurse, reflect on your clinical placement experiences and:

1. Describe one challenging situation you encountered and explain how it did or could have negatively impacted your nursing practice.
2. Explain your thoughts and feelings during the challenging situation.
3. Describe two strategies you used in the challenging situation and explain why you used these.
4. Evaluate the effectiveness of the two strategies and explain why they did or did not work.
5. Discuss what you learned, as a conclusion, about your resilience after experiencing the challenging situation.

Assessment Due Date

Week 6 Wednesday (19 Apr 2023) 5:00 pm AEST

Return Date to Students

Assessments submitted by due date/time: 3 weeks after submission. Assessments submitted (with approved extensions): 3 week after submission.

Weighting

40%

Assessment Criteria

Key Criteria	High Distinction 100-85%	Distinction 84-75%	Credit 74-65%	Pass 64-50%	Fail <49%	Mark (Out of 100)
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STRUCTURE & ORGANISATION (5%)	Exemplary writing standard. Correct grammar, spelling and punctuation. No mistakes are evident. Adheres to prescribed word count.	Quality of writing is of a high standard with only 1 grammar, spelling or punctuation mistake evident. Adheres to prescribed word count.	Quality of writing is of a good standard with 2 to 3 grammar, spelling or punctuation mistakes. Adequate introduction. Adheres to prescribed word count.	Quality of writing and presentation is of a basic standard with 4 to 5 grammar, spelling or punctuation mistakes. Does not adhere to prescribed word count.	Quality of writing and presentation is at a poor standard with >5 grammar, spelling or punctuation mistakes. Does not adhere to prescribed word count.	/5
INTRODUCTION (10%)	Comprehensive description of one challenging situation and explanation of how it did or could have negatively impacted personal nursing practice.	Clear description of one challenging situation and explanation of how it did or could have negatively impacted personal nursing practice.	Adequate description of one challenging situation and explanation of how it did or could have negatively impacted personal nursing practice.	Limited description of one challenging situation and explanation of how it did or could have negatively impacted personal nursing practice.	Poor or no description of one challenging situation and explanation of how it did or could have negatively impacted personal nursing practice.	/10
THOUGHTS & FEELINGS (15%)	Comprehensive explanation of personal thoughts and feelings during the challenging situation.	Clear explanation of personal thoughts and feelings during the challenging situation.	Adequate explanation of personal thoughts and feelings during the challenging situation.	Limited explanation of personal thoughts and feelings during the challenging situation.	Poor or no explanation of personal thoughts and feelings during the challenging situation.	/15
STRATEGIES (20%)	Comprehensive description of two strategies used in the challenging situation and explanation of why these were used.	Clear description of two strategies used in the challenging situation and explanation of why these were used.	Adequate description of two strategies used in the challenging situation and explanation of why these were used.	Limited description of two strategies used in the challenging situation and explanation of why these were used.	Poor or no description of two strategies used in the challenging situation and explanation of why these were used.	/20
EVALUATION (20%)	Comprehensive evaluation of the effectiveness of the two applied strategies and explanation of why they did or did not work.	Clear evaluation of the effectiveness of the two applied strategies and explanation of why they did or did not work.	Adequate evaluation of the effectiveness of the two applied strategies and explanation of why they did or did not work.	Limited evaluation of the effectiveness of the two applied strategies and explanation of why they did or did not work.	Poor or no evaluation of the effectiveness of the two applied strategies and explanation of why they did or did not work.	/20
CONCLUSION (20%)	Comprehensive conclusion about what learning was acquired about personal resilience after experiencing the challenging situation.	Clear conclusion about what learning was acquired about personal resilience after experiencing the challenging situation.	Adequate conclusion about what learning was acquired about personal resilience after experiencing the challenging situation.	Limited conclusion about what learning was acquired about personal resilience after experiencing the challenging situation.	Poor or no conclusion about what learning was acquired about personal resilience after experiencing the challenging situation.	/20
CITATIONS (5%)	In-text citations fully support all ideas, information and quotations. No in-text citation errors.	In-text citations frequently support all ideas, information and quotations. 1 in-text citation error.	In-text citations occasionally support all ideas, information and quotations. 2 or 3 in-text citation errors.	In-text citations barely support all ideas, information and quotations. 4 or 5 in-text citation errors.	Poor or no in-text citations to support all ideas, information and quotations. >5 in-text citation errors.	/5
REFERENCE LIST (5%)	Reference list fully adheres to the 7th edition APA referencing style. 7 references listed.	Reference list frequently adheres to the 7th edition APA referencing style. 6 references listed.	Reference list occasionally adheres to the 7th edition APA referencing style. 5 references listed.	Reference list barely adheres to the 7th edition APA referencing style. 4 references listed.	Reference list does not adhere to reference list presentation guidelines of the 7th edition APA referencing style. <4 references listed.	/5
					TOTAL	/100

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Explore the concept of resilience for nurses
- Reflect on strategies that promote resilience
- Explore strategies to manage adverse events within the workplace

3 Assessment Three-Written Assessment

Assessment Type

Written Assessment

Task Description

Based on the case study (Paul) - available on the NURS13139 Moodle site:

1. Describe two factors negatively impacting Paul's health and nursing practice.
2. Explore two strategies that would assist Paul to address the factors identified above.
3. Recommend one additional strategy that could enhance Paul's resilience.

Assessment Due Date

Week 10 Wednesday (17 May 2023) 5:00 pm AEST

Return Date to Students

Assessments submitted by due date/time: 3 weeks after submission. Assessments submitted (with approved extensions): 3 week after submission.

Weighting

45%

Assessment Criteria

Key Criteria	High Distinction 100-85%	Distinction 84-75%	Credit 74-65%	Pass 64-50%	Fail <49%	Marks (Out of 100)
STRUCTURE & ORGANISATION (10%)	Exemplary writing standard. Correct grammar, spelling and punctuation. Adheres to prescribed word count.	Quality of writing is of a high standard with only 1 grammar, spelling or punctuation mistake evident. Adheres to prescribed word count.	Quality of writing is of a good standard with 2 to 3 grammar, spelling or punctuation mistakes. Adequate introduction. Adheres to prescribed word count.	Quality of writing and presentation is of a basic standard with 4 to 5 grammar, spelling or punctuation mistakes. Does not adhere to prescribed word count.	Quality of writing and presentation is at a poor standard with >5 grammar, spelling or punctuation mistakes. Does not adhere to prescribed word count.	/10
FACTORS (25%)	Comprehensive description of two factors impacting Paul's health and nursing practice.	Clear description of two factors impacting Paul's health and nursing practice.	Adequate description of two factors negatively impacting Paul's health and nursing practice.	Limited description of two factors negatively impacting Paul's health and nursing practice.	Poor or no description of two factors negatively impacting Paul's health and nursing practice.	/25
STRATEGIES (40%)	Comprehensive exploration of one specific strategy (a total of two) that Paul could apply to address each factor impacting his health and nursing practice and justification of why each strategy could be useful.	Clear exploration of one specific strategy (a total of two) that Paul could apply to address each factor impacting his health and nursing practice and justification of why each strategy could be useful.	Adequate exploration of one specific strategy (a total of two) that Paul could apply to address each factor impacting his health and nursing practice and justification of why each strategy could be useful.	Limited exploration of one specific strategy (a total of two) that Paul could apply to address each factor impacting his health and nursing practice and justification of why each strategy could be useful.	Poor or no exploration of one specific strategy (a total of two) that Paul could apply to address each factor impacting his health and nursing practice and justification of why each strategy could be useful.	/40
RECOMMENDATION (15%)	Comprehensive recommendation of one additional strategy Paul could incorporate into his nursing practice and justification of why this could enhance his resilience.	Clear recommendation of one additional strategy Paul could incorporate into his nursing practice and justification of why this could enhance his resilience.	Adequate recommendation of one additional strategy Paul could incorporate into his nursing practice and justification of why this could enhance his resilience.	Limited recommendation of one additional strategy Paul could incorporate into his nursing practice and justification of why this could enhance his resilience.	Poor or no recommendation of one additional strategy Paul could incorporate into his nursing practice and justification of why this could enhance his resilience.	/15
CITATIONS (5%)	In-text citations fully support all ideas, information and quotations. No in-text citation errors.	In-text citations frequently support all ideas, information and quotations. 1 in-text citation error.	In-text citations occasionally support all ideas, information and quotations. 2 or 3 in-text citation errors.	In-text citations barely support all ideas, information and quotations. 4 or 5 in-text citation errors.	Poor or no in-text citations to support all ideas, information and quotations. >5 in-text citation errors.	/5
REFERENCE LIST (5%)	Reference list fully adheres to the 7th edition APA referencing style. 10 references listed.	Reference list frequently adheres to the 7th edition APA referencing style. 9 references listed.	Reference list occasionally adheres to the 7th edition APA referencing style. 8 references listed.	Reference list barely adheres to the 7th edition APA referencing style. 7 references listed.	Reference list does not adhere to reference list presentation guidelines of the 7th edition APA referencing style. <7 references listed.	/5
					TOTAL	/100

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Explore the concept of resilience for nurses
- Reflect on strategies that promote resilience
- Explore strategies to manage adverse events within the workplace
- Identify and describe factors that contribute to 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