



# NURS13139 *Building Professional Resilience in Nursing*

## Term 1 - 2024

Profile information current as at 29/04/2024 04:12 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 - 2024

- 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: 40%

#### 2. **Written Assessment**

Weighting: 60%

### 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**

Craig and Shunil are the best lecturers and unit coordinators I have experienced throughout the three year course. The most important approach that Craig and Shunil use in their teaching is consistently creating a safe environment for

students. It not only helps reduce anxieties and confusion because you feel comfortable to be open with them and can clearly receive what they are saying but it also motivates you to want to engage more. The resources and support materials for assessments that they provide are extremely helpful and support student to be able to produce good quality work. They also have a really warm and encouraging approach that allows people to speak and rather than telling them they're wrong as a lot of coordinators do, they are very diplomatic and thoughtful about the ways in which they can redirect the person to the right answer or different way of thinking without making them feel ashamed or publicly highlighting their errors as other coordinators often do. I wish every unit had lecturers like Craig and Shunil, they are worth infinitely more than their weight in gold.

#### **Recommendation**

Unit Coordinators will update unit content, aligned learning activities and assessments one, two and three to incorporate contemporary literature. Unit Coordinators will continue to apply diverse teaching, learning and assessment philosophies and methods that are person-centred/student-focused, and culturally sensitive and thus enhance individual students' motivation, commitment and ability to successfully meet the learning outcomes and aligned requirements within unit assessments one, two and three.

#### Feedback from SUTE.

##### **Feedback**

Just want to say that Craig & Shunil have been amazing this semester! I have transferred from another university and the student support has surpassed the support received at the old campus. The content was clear and concise and was easy to engage and follow along with. The assessment units are clearly written and the rubric is easy to follow along with. Overall, very happy with this unit. And a massive thank you to both mentioned about for advocating for your students' mental health and taking the time to check in on students.

##### **Recommendation**

Unit Coordinators will update unit content, aligned learning activities and assessments one, two and three to incorporate contemporary literature. Unit Coordinators will continue to apply diverse teaching, learning and assessment philosophies and methods that are person-centred/student-focused, and culturally sensitive and thus enhance individual students' motivation, commitment and ability to successfully meet the learning outcomes and aligned requirements within unit assessments one, two and three.

#### Feedback from SUTE.

##### **Feedback**

I was lucky to have met one of the lecturers in a previous class so I felt connected. I have to mention that I had some very difficult personal matters occur during this term and must give recognition to Shunil Raina who really helped me focus on what needed to be done, gave supportive words and encouragement, and a little laugh. For somebody who is going through a stressful period, this unit can be quite triggering as it is bringing great awareness to how much you may NOT be coping and how truly stressed you are without realising it. I feel it would be most beneficial for a mental health professional to remain as a lecturer for students taking this unit, and that students are aware of who this is.

##### **Recommendation**

Unit Coordinators will update unit content, aligned learning activities and assessments one, two and three to incorporate contemporary literature. Unit Coordinators will continue to apply diverse teaching, learning and assessment philosophies and methods that are person-centred/student-focused, and culturally sensitive and thus enhance individual students' motivation, commitment and ability to successfully meet the learning outcomes and aligned requirements within unit assessments one, two and three.

#### Feedback from SUTE.

##### **Feedback**

I am so grateful that we have such a great team to provide the wonderful unit in this term. I learned a lot from the weekly zoom tutorial which is presented in a humorous and realistic way. Also, the assessment feedback from my UC, especially Shunil, is so great. They really considered the situation that English is my second language and provide so many helpful advices in the comment of the assessment. I believe my nursing career will benefit from the knowledge I obtained in this unit and the UC team. Thank you so much!

##### **Recommendation**

Unit Coordinators will update unit content, aligned learning activities and assessments one, two and three to incorporate contemporary literature. Unit Coordinators will continue to apply diverse teaching, learning and assessment philosophies and methods that are person-centred/student-focused, and culturally sensitive and thus enhance individual students' motivation, commitment and ability to successfully meet the learning outcomes and aligned requirements within unit assessments one, two and three.

#### Feedback from SUTE.

**Feedback**

This was a very relevant helpful unit. Was a good opportunity to reflect on nursing practice throughout our placements, not only for our assignments but for ourselves to see how far we had come and what challenges we have overcome already. Very engaging helpful teachers. Thank you.

**Recommendation**

Unit Coordinators will update unit content, aligned learning activities and assessments one, two and three to incorporate contemporary literature. Unit Coordinators will continue to apply diverse teaching, learning and assessment philosophies and methods that are person-centred/student-focused, and culturally sensitive and thus enhance individual students' motivation, commitment and ability to successfully meet the learning outcomes and aligned requirements within unit assessments one, two and three.

**Feedback from SUTE.****Feedback**

The unit coordinators for this subject are so helpful and kind, it was very nice to have their support. Thank you so much to the teachers. They were amazing and made learning enjoyable, Thank you so much.

**Recommendation**

Unit Coordinators will update unit content, aligned learning activities and assessments one, two and three to incorporate contemporary literature. Unit Coordinators will continue to apply diverse teaching, learning and assessment philosophies and methods that are person-centred/student-focused, and culturally sensitive and thus enhance individual students' motivation, commitment and ability to successfully meet the learning outcomes and aligned requirements within unit assessments one, two and three.

**Feedback from SUTE. Direct communication.****Feedback**

Workbook: Positive student feedback was received in relation to the module-to-module format. I found the workbook was a fantastic way to work through the content and make sure understanding was gained through answering questions. Reference lists made understanding of the type of references to search for more concise. The zoom videos were longer than other subjects, however, I liked the fact that the information was linked to real-life scenarios experienced by the lecturers. Having the zoom lessons recorded was also fantastic as I have a very heavy work schedule that did not allow me to attend live classes.

**Recommendation**

The workbook format will remain as it promotes a positive learning experience for the students. Workbook content and aligned learning activities will be updated to incorporate contemporary literature. Tutorials will continue to be recorded so they are available to all the student cohort.

**Feedback from SUTE. Student emails. Direct communication.****Feedback**

Online tutorial sessions: The availability of the unit coordinators was identified by students as beneficial and contributed to their ability to submit their assessments. The unit coordinators made the tutorials a safe and calming space. One student found the tutorials needed to be shorter in time.

**Recommendation**

Tutorial sessions will be divided into two-thirty-minute sessions to increase student participation.

**Feedback from SUTE.****Feedback**

The best group of coordinators. Loved the subject. found the team exceptional and the compassion I could hear in their voices. Information was presented very well thank you.

**Recommendation**

Unit Coordinators will update unit content, aligned learning activities and assessments one, two and three to incorporate contemporary literature. Unit Coordinators will continue to apply diverse teaching, learning and assessment philosophies and methods that are person-centred/student-focused, and culturally sensitive and thus enhance individual students' motivation, commitment and ability to successfully meet the learning outcomes and aligned requirements within unit assessments one, two and three.

**Feedback from SUTE.****Feedback**

Craig was extremely helpful and very kind. Thank you, Craig.

**Recommendation**

Unit Coordinators will update unit content, aligned learning activities and assessments one, two and three to incorporate

contemporary literature. Unit Coordinators will continue to apply diverse teaching, learning and assessment philosophies and methods that are person-centred/student-focused, and culturally sensitive and thus enhance individual students' motivation, commitment and ability to successfully meet the learning outcomes and aligned requirements within unit assessments one, two and three.

## Feedback from SUTE.

### Feedback

Shunil has to be the most respectful patient caring lecturer. Anytime I needed support or help he would call take the time to explain ensure the outcome is fair and reasonable, I think even beyond. What an amazing man cqu have, I will never forget how he made me feel when I was struggling mid term. He just got it without judgement or disrespect.

### Recommendation

Unit Coordinators will update unit content, aligned learning activities and assessments one, two and three to incorporate contemporary literature. Unit Coordinators will continue to apply diverse teaching, learning and assessment philosophies and methods that are person-centred/student-focused, and culturally sensitive and thus enhance individual students' motivation, commitment and ability to successfully meet the learning outcomes and aligned requirements within unit assessments one, two and three.

## Feedback from SUTE.

### Feedback

I found the team exceptional and the compassion I could hear in their voices. Information was presented very well thank you

### Recommendation

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## Feedback from SUTE.

### Feedback

I loved listening to shunils lectures, he was interactive showed passion and enthusiasm for the topic and linked to well to real world practices. Out of all the units i have completed to date shunil has "sold" the content and i believe this is reflected in the assessment marks achieved by students as a clear reflection of the unit coordinators ability to teach the content. I value it all, well done!

### Recommendation

Unit Coordinators will update unit content, aligned learning activities and assessments one, two and three to incorporate contemporary literature. Unit Coordinators will continue to apply diverse teaching, learning and assessment philosophies and methods that are person-centred/student-focused, and culturally sensitive and thus enhance individual students' motivation, commitment and ability to successfully meet the learning outcomes and aligned requirements within unit assessments one, two and three.

## Feedback from SUTE.

### Feedback

A big thank you to Shunil for being so caring and understanding towards students personal circumstances and struggles during this term. His kindness was a defining factor for me continuing with my study. Thank you for reflecting your respect for resilience in real life, it was very appreciated.

### Recommendation

Unit Coordinators will update unit content, aligned learning activities and assessments one, two and three to incorporate contemporary literature. Unit Coordinators will continue to apply diverse teaching, learning and assessment philosophies and methods that are person-centred/student-focused, and culturally sensitive and thus enhance individual students' motivation, commitment and ability to successfully meet the learning outcomes and aligned requirements within unit assessments one, two and three.

## Feedback from SUTE.

### Feedback

Thankyou for a wonderful term, I really enjoyed this subject with wonderful lecturers.

### Recommendation

Unit Coordinators will update unit content, aligned learning activities and assessments one, two and three to incorporate contemporary literature. Unit Coordinators will continue to apply diverse teaching, learning and assessment philosophies

and methods that are person-centred/student-focused, and culturally sensitive and thus enhance individual students' motivation, commitment and ability to successfully meet the learning outcomes and aligned requirements within unit assessments one, two and three.

## 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) - 40%	•		•	•
2 - Written Assessment - 60%	•	•	•	•

### 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.**

#### Additional Textbook Information

An e-reading list will be available for students undertaking this unit.

### 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

**Shannon Dhollande** Unit Coordinator

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**Tracey Bell** Unit Coordinator

[t.j.bell@cqu.edu.au](mailto:t.j.bell@cqu.edu.au)

## Schedule

### Week 1 - 04 Mar 2024

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

### Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Resilience		

### Week 3 - 18 Mar 2024

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

### Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Risks of being compassionate		<b>Assessment One Online Quiz (40%)</b> Due: Week 4 Friday (29 Mar 2024) 8:00 am AEST

### Week 5 - 01 Apr 2024



Module/Topic	Chapter	Events and Submissions/Topic
Do we need compassion?		
<b>Vacation Week - 08 Apr 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 6 - 15 Apr 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Organisational change		
<b>Week 7 - 22 Apr 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Difficult conversations		
<b>Week 8 - 29 Apr 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Teamwork and collaboration		
<b>Week 9 - 06 May 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Leadership in nursing		
<b>Week 10 - 13 May 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Horizontal violence		
<b>Week 11 - 20 May 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Aggression and violence		
<b>Week 12 - 27 May 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Transitioning to graduate nurse		<b>Assessment Two-Written Assignment (60%)</b> Due: Week 12 Friday (31 May 2024) 5:00 pm AEST
<b>Review/Exam Week - 03 Jun 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Exam Week - 10 Jun 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Assessment One Online Quiz (40%)

#### Assessment Type

Online Quiz(zes)

#### Task Description

To understand the challenges in professional practice, it is essential to establish foundational knowledge of what can contribute to stress and burnout. Assessment One is an online quiz. When you enter the quiz you will complete 40 randomised multiple-choice questions. This assessment is weighted at 40% of your overall grade for this unit.

#### Number of Quizzes

1

#### Frequency of Quizzes

Other

**Assessment Due Date**

Week 4 Friday (29 Mar 2024) 8:00 am AEST

**Return Date to Students**

Week 5 Friday (5 Apr 2024)

Results for the quiz will be available immediately after the attempt is complete.

**Weighting**

40%

**Assessment Criteria**

The quiz consists of 40 randomised multiple-choice questions. Each question is worth one mark. You must achieve 50% to pass.

You have a maximum of 60 minutes to complete the quiz.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

You will complete this assessment online on moodle. Click submit at the end of the quiz and your answers will be automatically submitted.

**Learning Outcomes Assessed**

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

## 2 Assessment Two-Written Assignment (60%)

**Assessment Type**

Written Assessment

**Task Description****Aim**

The aim of this assessment is for the student to examine one of their experiences in the clinical environment. The student should explore and analyse how they have changed, developed or grown from the experience.

**Instructions**

Please follow the steps below to complete your assessment task:

Using the 5 R's reflective framework, reflect on ONE specific clinical placement experience from your perspective as a student nurse.

1. **Reporting:** Describe ONE challenging situation you encountered on clinical placement. Explain how it did or could have negatively impacted your nursing practice and challenged your resilience. You could reference in here how this situation challenges student RNs. References are required in each section (150 words). For example, a patient yelled at you- this is verbal abuse.
2. **Responding:** Explain your thoughts and feelings during and after the challenging situation and why you felt this way. Here you could reference how the experience impacts students emotionally and psychologically. Again, references are required in each section (150 words).
3. **Relating:** Detail how this experience relates to the wider community of student nurses and/or graduate nurses (400 words). For example, what is the impact of verbal abuse on nursing staff? What is the impact of abuse on nurses mental and physical health? How does abuse affect nurses' level of resilience? Statistics either international or domestic should be included in this section and supported well with valid and relevant references.
4. **Reasoning:** Consider the issue on a wider basis and discuss the impact of your experience within healthcare overall (400 words). For example, what is the impact of abuse on healthcare staff overall? What is the impact on healthcare professionals mental and physical health? Statistics either international or domestic should be included in this section. This section should be supported well with valid and relevant references.
5. **Reconstructing:** Using the information from the four previous sections draw conclusions, to reframe or reconstruct your future practice (150 words).
6. **Learning Goals:** Detail two SMART goals to help you refocus your practice based upon the lessons learned and outlined in the previous sections. SMART goals need to include the following elements: They need to be specific, measurable, achievable, relevant and time bound. You need to include these specific words within this section for each goal (150 words).
7. **Action Plan:** Outline two evidence-based strategies you could use if you encountered this challenging situation again. Explain how these strategies will improve your resilience. This section should be supported well with valid and

relevant references (400 words).

**Literature and references**

In this assessment use at least 15 contemporary references (<10 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 Australian College of Nursing or the Australian Association of Social Workers.

**Requirements**

- Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- You may write in the first-person perspective (I, my) for reflective writing tasks, or as directed by your lecturer but should predominantly write in the third-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online CQU APA Referencing Style Guide.
- All work submitted must be your own work.
- The word count excludes the reference list but includes in-text references and direct quotations.
- Please do not identify specific persons or locations or patients within your writing.

**Assessment Due Date**

Week 12 Friday (31 May 2024) 5:00 pm AEST

**Return Date to Students**

Exam Week Friday (14 June 2024)

Assignments submitted by due date/time will be returned 3 weeks after submission. Assessments submitted with approved extensions will be returned 3 weeks after submission.

**Weighting**

60%

**Assessment Criteria**

	<b>HD</b>	<b>D</b>	<b>C</b>	<b>P</b>	<b>F</b>	<b>Score</b>
	16.6-20	13.6-16.5	10-13.5	5.0-9.9	0.0-4.9	/20
<b>LO: 1, 4 Reporting/Responding</b>	Content provides comprehensive and critical discussion which identifies, describes, and explains one challenging situation and the students' feelings related to this situation. Statements should be supported by valid and relevant references and in the students' own words.	Content provides a strong and appropriate discussion which identifies, describes, and explains one challenging situation and the students' feelings related to this situation. Statements should be supported by valid and relevant references and in the students' own words.	Content provides adequate discussion which identifies, describes, and explains one challenging situation and the students' feelings related to this situation. Statements should be supported by valid and relevant references and in the students' own words.	Content provides some relevant discussion which identifies, describes, and explains one challenging situation and the students' feelings related to this situation. Statements should be supported by valid and relevant references and in the students' own words.	Content provides no or inadequate discussion to identify, describe and/or explain one challenging situation and the students' feelings related to this situation. Statements are not supported by valid and relevant references and/or is not in the students' own words.	
	<b>16.6-20</b>	<b>13.6-16.5</b>	<b>10.0-13.5</b>	<b>5.0-9.9</b>	<b>0.0-4.9</b>	<b>/20</b>

<b>LO: 2 Relating</b>	Content provides comprehensive and critical discussion detailing the impact of their experience on the wider nursing community. Discussion is supported by valid and relevant references and is in the students' own words.	Content provides a strong and appropriate discussion detailing the impact of their experience on the wider nursing community. Discussion is supported by valid and relevant references and is in the students' own words.	Content provides adequate discussion detailing the impact of their experience on the wider nursing community. Discussion is supported by valid and relevant references and is in the students' own words.	Content provides some relevant discussion detailing the impact of their experience on the wider nursing community. Discussion is supported by valid and relevant references and is in the students' own words.	Content provides no or inadequate discussion detailing the impact of their experience on the wider nursing community. Discussion is not supported by valid and relevant references and/or is not in the students' own words.	
	<b>16.6-20</b>	<b>13.6-16.5</b>	<b>10.0-13.5</b>	<b>5.0-9.0</b>	<b>0.0-4.9</b>	<b>/20</b>
<b>LO:2 Reasoning</b>	Content provides comprehensive and critical discussion detailing the impact of their experience on healthcare provision holistically. Discussion is supported by valid and relevant references and is in the students' own words.	Content provides a strong and appropriate discussion detailing the impact of their experience on healthcare provision holistically. Discussion is supported by valid and relevant references and is in the students' own words.	Content provides adequate discussion detailing the impact of their experience on healthcare provision holistically. Discussion is supported by valid and relevant references and is in the students' own words.	Content provides some relevant discussion detailing the impact of their experience on healthcare provision holistically. Discussion is supported by valid and relevant references and is in the students' own words.	Content provides no or inadequate discussion detailing the impact of their experience on healthcare provision holistically. Discussion is not supported by valid and relevant references and/or is not in the students' own words.	
	<b>8.6-10</b>	<b>6.6-8.5</b>	<b>5.0-6.5</b>	<b>2.5-4.9</b>	<b>0.0-2.4</b>	<b>/10</b>
<b>LO: 4 Reconstructing/Goals</b>	Content reframes and reconstructs their experience drawing comprehensive evidence-based conclusions supported by valid and relevant references and is in the students' own words. Content details Comprehensive learning goals using all elements of the SMART framework explicitly including appropriate supporting evidence.	Content reframes and reconstructs their experience drawing strong and appropriate evidence-based conclusions supported by valid and relevant references and is in the students' own words. Content details strong and appropriate learning goals using most elements of the SMART framework explicitly including appropriate supporting evidence.	Content reconstructs their experience drawing appropriate evidence-based conclusions supported by valid and relevant references and is in the students' own words. Content details appropriate learning goals using some elements of the SMART framework explicitly including appropriate supporting evidence.	Content reconstructs their experience drawing somewhat relevant conclusions supported by valid and relevant references and is in the students' own words. Content details appropriate learning goals using some elements of the SMART framework including appropriate supporting evidence.	Content fails to reframe or reconstruct their experience with irrelevant conclusions. Content is not supported by valid and relevant references and/or is not in the students' own words. Content fails to delineate appropriate learning goals using clear elements of the SMART framework. Little to no including appropriate supporting evidence used.	
	<b>16.6-20</b>	<b>13.6-16.5</b>	<b>10.0-13.5</b>	<b>5.0-9.9</b>	<b>0.0-4.9</b>	<b>/20</b>

<b>LO: 3 Action Plan</b>	Content provides comprehensive and critical discussion on 2 strategies to improve the student's resilience appropriate to their experience. Discussion is supported by valid and relevant references.	Content provides a strong and appropriate discussion on 2 strategies to improve the student's resilience appropriate to their experience. Discussion is supported by valid and relevant references.	Content provides adequate discussion on 2 strategies to improve the student's resilience appropriate to their experience. Discussion is supported by valid and relevant references.	Content provides some relevant discussion on 1-2 strategies to improve the student's resilience appropriate to their experience. Discussion is supported by valid and relevant references.	Content provides no or inadequate discussion on 1 or more strategies to improve the student's resilience appropriate to their experience with little to no valid or relevant supporting evidence.	
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>/5</b>
<b>Presentation</b>	Consistently accurate with spelling, grammar, and paragraph structure. Adheres to the word count.	Minimal (2-3) errors in spelling, grammar, or paragraph structure. Adheres to the word count.	Few (3 - 4) errors with spelling, grammar, or paragraph structure. Adheres to the word count.	Several (4-5) errors with spelling, grammar, or paragraph structure. Adheres to the word count.	Many (>6) errors with spelling, grammar, or paragraph structure. Fails to adhere to the word count.	
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>/5</b>
<b>Referencing</b>	Consistently integrates >15 references to support all relevant statements. Consistently accurate in-text referencing. Reference list is in alphabetical order and follows APA 7 guidelines.	Generally, integrates >15 references to support relevant statements. One-2 consistent in-text referencing errors identified. Reference list is in alphabetical order and follows APA 7 guidelines with minimal errors.	Frequently integrates >15 references to support relevant statements. Three-4 consistent in-text referencing errors identified. Reference list is in alphabetical order and follows APA 7 guidelines with some consistent errors.	Occasionally integrates >15 references to support relevant statements. Five-6 inconsistent in-text referencing errors identified. Reference list is in alphabetical order and follows APA 7 guidelines with many errors.	Fails to or infrequent attempts (6 or more errors) to integrate references to support relevant statements. <15 references used. Referencing is inconsistent with APA style. >6 inaccuracies with in-text referencing.	

### Referencing Style

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

### Submission

Online

### Submission Instructions

Submit your completed Assessment 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.

### 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