# NURS13144 *Preparation for Practice as a Registered Nurse*
## Term 2 - 2022

Profile information current as at 19/05/2024 09:33 am

All details in this unit profile for NURS13144 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

The transition from university to clinical practice is both exciting and challenging. This unit will assist you to prepare for the transition to a graduate registered nurse. You will explore leadership styles and their impact on clinical supervision, preceptorship, collaboration, delegation, and management. The tensions that can exist between professional practice, advocacy, and organisational systems will be a focus for this unit. You will prepare for your role transition whilst also developing teamwork skills, strategies for workload management, and care prioritisation.

### 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: NURS13142 Professional Experience Placement 4 ORNURS12158 Clinical Nursing Practice 3
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

### Offerings For Term 2 - 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: 20%
2. **Written Assessment**
Weighting: 20%
3. **Portfolio**
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.

## Unit Learning Outcomes

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

1. Develop a plan for lifelong learning informed by your nursing philosophy and student nursing experiences.
2. Analyse how the registered nurse works within their own scope and delegates according to the scope of practice of others.
3. Critique leadership styles and models and evaluate their impact on clinical supervision, preceptorship, and management in healthcare settings.
4. Reflect on the impact professional governing bodies have had on your student nursing journey and consider how this will change when you begin your career as a registered nurse.
5. Reflect on your experiences of collaboration and teamwork as a student nurse and consider how these experiences will inform your future interactions as a graduate registered nurse.

**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
Partnering with consumers
Comprehensive care
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
Infection prevention and control
Medication safety
**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
Organisation's service environment
Feedback and complaints
Human resources
Organisation governance

# 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 | 5 |
| 1 - Written Assessment - 20% | | ● | ● | ● | |
| 2 - Written Assessment - 20% | ● | ● | ● | | ● |
| 3 - Portfolio - 60% | ● | | | ● | ● |

## Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 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

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## Schedule

### Week 1 - 11 Jul 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Scope of Practice**<br>Week 1 Learning Outcomes:<br>• Understand the scope of practice of a variety of healthcare workers<br>• Apply the RN scope of practice to contemporary clinical practice scenarios<br>• Reflect on the RN scope of practice for new graduate and consider opportunities for CPD | There are a variety of online activities available to support your learning. | Each week there is an online tutorial (2hr) designed to consolidate the knowledge gained through the weekly learning activities. |

### Week 2 - 18 Jul 2022

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

**Delegation**
Week 2 Learning Outcomes:
• Understand the principles and processes of delegation
• Describe the five rights of delegation
• Identify RN responsibilities and accountability when delegating tasks
• Differentiate between direct and indirect supervision and apply this knowledge to practice
• Apply the delegation process to a contemporary clinical practice scenario

There are a variety of online activities available to support your learning.

Each week there is an online tutorial (2hr) designed to consolidate the knowledge gained through the weekly learning activities.

### Week 3 - 25 Jul 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Clinical Supervision, Preceptorship, and Mentoring**<br>Week 3 Learning Outcomes:<br>• Understand your role in supervision and preceptorship as a new graduate<br>• Identify your role as a teacher<br>• Explore your role, as a new graduate RN, as a mentor and a mentee | There are a variety of online activities available to support your learning. | Each week there is an online tutorial (2hr) designed to consolidate the knowledge gained through the weekly learning activities. |

### Week 4 - 01 Aug 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Leadership and Management**<br>Week 4 Learning Outcomes:<br>• Understand a variety of leadership models and humanistic models of nursing care<br>• Differentiate between biomedical models and humanistic models of nursing care<br>• Explore nursing workload management models<br>• Apply principles of effective leadership to clinical practice | There are a variety of online activities available to support your learning. | Each week there is an online tutorial (2hr) designed to consolidate the knowledge gained through the weekly learning activities. |

### Week 5 - 08 Aug 2022

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

**Governing Nursing Bodies**
Week 5 Learning Outcomes:
• Understand the Global perspective of nursing governing bodies - International Council of Nurses (ICN) and World Health Organisation (WHO)
• Understand national perspectives of nursing governing bodies - AHPRA, NMBA, Australian Legislation
• Understand the local perspective of nursing governing bodies - policy and protocol
• Understand the individual perspective of nursing governing bodies - critical thinking and practice development

There are a variety of online activities available to support your learning.

Each week there is an online tutorial (2hr) designed to consolidate the knowledge gained through the weekly learning activities.

**Case Study** Due: Week 5 Friday (12 Aug 2022) 11:59 am AEST

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**Vacation Week - 15 Aug 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Break Week** Enjoy a week to relax and recharge. | There are no planned activities this week. | There is no tutorial this week. |

**Week 6 - 22 Aug 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Clinical Governance and Patient Safety** Week 6 Learning Outcomes: • Understand fundamental concepts of governance, leadership, and culture • Explore patient safety and quality improvement systems • Understand clinical performance and effectiveness • Identify a safe environment for the delivery of care • Appreciate the importance of partnering with consumers | There are a variety of online activities available to support your learning. | Each week there is an online tutorial (2hr) designed to consolidate the knowledge gained through the weekly learning activities. |

**Week 7 - 29 Aug 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Teamwork and Collaboration** Week 7 Learning Outcomes: • Identify the characteristics of effective teamwork and collaboration • Explore strategies for developing collaborative teams • Understand the importance of teamwork in crisis management • Reflect on your own experiences of teamwork and collaboration as a student nurse | There are a variety of online activities available to support your learning. | Each week there is an online tutorial (2hr) designed to consolidate the knowledge gained through the weekly learning activities. |

**Week 8 - 05 Sep 2022**

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

**Lifelong Learning**
Week 8 Learning Outcomes:
• Understand your CPD requirements as a graduate Registered Nurse
• Explore various options for gaining CPD points
• Appreciate the value and importance of lifelong learning

There are a variety of online activities available to support your learning.

Each week there is an online tutorial (2hr) designed to consolidate the knowledge gained through the weekly learning activities.

**Critical Review** Due: Week 8 Friday (9 Sept 2022) 11:59 am AEST

### Week 9 - 12 Sep 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Reflecting on Your Learning Journey**<br>Week 9 Learning Outcomes:<br>• Understand critical reflection and be able to use a variety of reflective models.<br>• Understand emotional intelligence and explore yourself as a learner.<br>• Begin writing your nursing philosophy.<br>• Explore key strategies for applying for jobs, including interviewing, writing resumes, and addressing selection criteria | There are a variety of online activities available to support your learning. | Each week there is an online tutorial (2hr) designed to consolidate the knowledge gained through the weekly learning activities. |

### Week 10 - 19 Sep 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Career Planning**<br>Week 10 Learning Outcomes:<br>• Reflect on your personality, interests, and circumstances to explore what kind of nursing you might enjoy<br>• Compare two different advanced nursing roles, and gain an appreciation for a variety of other advanced nursing roles<br>• Understand the purpose of nursing unions and peak bodies, and perhaps join<br>• Gain an appreciation of the options for participating in research as a registered nurse | There are a variety of online activities available to support your learning. | Each week there is an online tutorial (2hr) designed to consolidate the knowledge gained through the weekly learning activities. |

### Week 11 - 26 Sep 2022

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

**Transition to Graduate Nurse**
Week 11 Learning Outcomes:
• Appreciate various models of transition/reality shock and how they affect graduate nurses
• Apply principles of workload management to an example shift
• Reflect on your current work-life balance, as well as consider how this might change as a graduate nurse
• Understand where and how to access support
• Explore the realities of work as a graduate during the COVID-19 pandemic

There are a variety of online activities available to support your learning.

Each week there is an online tutorial (2hr) designed to consolidate the knowledge gained through the weekly learning activities.

**Week 12 - 03 Oct 2022**

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

**Starting Your New Career**
Week 12 Learning Outcomes:
• Understand how to apply for registration with AHPRA as a Registered Nurse
• Appreciate a variety of graduate programs
• Explore your options if you don't get a graduate program position
• Identify three different paths to your dream nursing career

There are a variety of online activities available to support your learning.

Each week there is an online tutorial (2hr) designed to consolidate the knowledge gained through the weekly learning activities.

**Portfolio** Due: Week 12 Wednesday (5 Oct 2022) 11:59 am AEST

**Review/Exam Week - 10 Oct 2022**

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

**Exam Week - 17 Oct 2022**

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

# Assessment Tasks

## 1 Case Study

**Assessment Type**
Written Assessment

**Task Description**
**Aim:**
The aim of this assessment is for you to demonstrate your applied knowledge of your scope of practice as a registered nurse, in addition to the scope of practice of others in the nursing team. This will assist you to supervise and delegate effectively and appropriately. Your scope of practice and that of your team members, as determined by the professional governing bodies, will also impact on your leadership style.
**Instructions:**
This assessment focuses on the scope of practice of three key members of the healthcare team: registered nurses (RNs), enrolled nurses (ENs), and student nurses (SNs). RNs are responsible and accountable for designing care plans and implementing care which leads to positive health outcomes for individuals in a range of healthcare settings. In their role, RNs lead nursing care teams and collaborate within multidisciplinary teams. This includes delegation to and supervision of other healthcare team members.
You must know the RN's role and model of nursing care to ensure healthcare is delivered appropriately. In this assessment, you will appraise a case scenario and explore the role of the RN in supervision and delegation. The case is complex enough that you will be able to describe the scope of the RN and others in the healthcare team. You should discuss the benefits and challenges of working in interdisciplinary and multidisciplinary teams. You will construct an

essay that includes references to the relevant codes and standards of RN practice. You will assess the case and discuss and reflect on the actions of the RN to ensure safe and effective nursing care. Your assessment will focus on the case scenario below:

*You are a graduate registered nurse (RN) on a busy surgical ward. The ward uses a team nursing model of care. Today you are buddied with an enrolled nurse (EN), Sam, and together you are allocated the care of ten (10) patients. You have also been assigned a student RN, Alex. Alex is a third-year student in her second week of a six-week clinical placement. This is your third shift working with Alex and so far, you are satisfied with her progress. You delegate a set of vital signs and a shower to Alex while you attend to a newly admitted patient. Thirty minutes later you realise Alex has not returned, and you go to see if help is needed. You find Alex unsupervised, irrigating a complex infected wound on a patient with external fixation. You ask Alex to stop and explain her actions. Alex replies "Sam was busy with the 0800 medication round and asked me to do this dressing. I watched this dressing being changed last week, so I know how to do it."*

Write a focused (1000 word) essay which critically analyses scope of practice, delegation, and supervision in relation to the case study above. Your essay structure should be set out as below:

1. Include an introduction (approx. 100 words).
2. Body of essay (approx. 800 words) made up of:
· Explore the scope of practice of each person in the case study. Consider the tasks described in the case study.
· Explore the role of the registered nurse in supervising, preceptoring, and delegating to the student nurse and the enrolled nurse. Link this to the case study.
3. Include a conclusion (approx. 100 words).
4. Incorporate relevant professional codes and standards (from nursing governing bodies) into your response, as well as broader quality contemporary literature.

**Literature and References:**
Use at least five quality and contemporary references (≤5 years) to support your discussion in this assessment. 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 five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as government, university, or peak national bodies such as the Nursing and Midwifery Board of Australia or the Australian College of Nursing. Avoid using blogs, even when hosted by universities and other reputable organisations, as these are not credible sources.

**Requirements:**
1. Use a conventional and legible size 12 font, such as Arial, Calibri, or Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
2. Include a cover page with your student name, student number, unit code, unit name, term date and year, name of the unit coordinators, the due date for submission, and actual word count.
3. Include page numbers on each page in a footer.
4. Do not use the first-person perspective.
5. Write in the third-person perspective.
6. Use formal academic language.
7. Do not use headings.
8. Please avoid using direct quotations.
9. Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
10. Remain within 10% of the allocated word count. 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.

**Resources:**
1. You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important. Please do not reference your lecture notes or the unit PowerPoints.
2. We recommend that you access your discipline-specific [library guide](#): the [Nursing and Midwifery Guide](#)
3. 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.
4. 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 assessment via the unit Moodle site in Microsoft Word format only.

**Marking Criteria:**
Refer to the marking rubric for more detail on how marks will be assigned.

**Assessment Due Date**
Week 5 Friday (12 Aug 2022) 11:59 am AEST

## Return Date to Students

Week 7 Friday (2 Sept 2022)

Assessments submitted late or with extensions will be returned within three (3) weeks of submission.

## Weighting

20%

## Minimum mark or grade

49.5

## Assessment Criteria

| HD 84.50 – 100% | D 74.50 – 84.49% | C 64.50 – 74.49% | P 49.50 – 64.49% | F 4.50 – 49.50% | F (absent) 0.00 – 4.49% | Marks |
|---|---|---|---|---|---|---|
| **Structure (10%)** | | | | | | |
| Comprehensive and concise writing style that addresses the task as indicated by the task description. 2.12-2.50 | Clear and concise writing style that addresses the task as indicated by the task description. 1.87-2.11 | Logical and relevant writing style that addresses the task as indicated by the task description.1.62-1.86 | Reasonable writing style that addresses the task as indicated by the task description.1.25-1.61 | Confusing writing style that does not address the task as indicated by the task description. 0.12-1.24 | Writing does not address the task at all, or there is no writing. 0.00-0.11 | /2.5 |
| Insightful, clear, and concise introduction which expertly introduces the key points of the essay. Insightful, clear, and concise conclusion which expertly summarises the key points of the essay and brings a sense of conclusion. No new information is presented in the conclusion. 4.23-5.00 | Clear and concise introduction which provides a quality overview of the key points of the essay. Clear and concise conclusion which clearly summarises the key points of the essay and brings a sense of conclusion. No new information is presented in the conclusion. 3.73-4.22 | Clear introduction which provides a sound overview of the key points of the essay. Sound conclusion which clearly summarises the key points of the essay. No new information is presented in the conclusion. 3.23-3.72 | Appropriate introduction which provides a general overview of the key points of the essay. Appropriate conclusion which summarises the key points of the essay. No new information is presented in the conclusion. 2.48-3.22 | Introduction is unclear and does not provide an overview of the essay. Conclusion is unclear and does not summarise the key points of the essay. Conclusion contains new information. 0.23-2.47 | No apparent introduction. No apparent conclusion. 0.00-0.22 | /5 |
| Completely accurate with spelling, grammar, and use of punctuation (0-1 reoccurring inaccuracies). Excellent presentation of assignment in accordance with the task sheet. Within 10% of the allocated wordcount. 2.12-2.50 | Consistently accurate with spelling, grammar, and use of punctuation (2-3 reoccurring inaccuracies). Very well-presented assignment in accordance with the task sheet. Within 10% of the allocated wordcount. 1.87-2.11 | Generally accurate with spelling, grammar, and use of punctuation (4-5 reoccurring inaccuracies). Well-presented assignment in accordance with the task sheet. Within 10% of the allocated wordcount.1.62-1.86 | Occasional reoccurring inaccuracies (6-8) with spelling, grammar, and use of punctuation. Satisfactory presentation of the assignment in accordance with the task sheet. Within 10% of the allocated wordcount. 1.25-1.61 | Frequent reoccurring inaccuracies (9-15) with spelling, grammar, and use of punctuation. Inadequately presented assignment. Not within 10% of the allocated wordcount. 0.12-1.24 | Very frequent reoccurring inaccuracies (<15) with spelling, grammar, and use of punctuation. Incomplete assignment. Not within 10% of the allocated wordcount. 0.00-0.11 | /2.5 |
| **Approach and Argument (80%)** | | | | | | |
| Comprehensive explanation of the scope of practice of the registered nurse in the case study. Critically integrates relevant and accurate codes and standards. 8.45-10.00 | Thorough explanation of the scope of practice of the registered nurse in the case study. Judiciously integrates relevant and accurate codes and standards. 7.45-8.44 | Detailed explanation of the scope of practice of the registered nurse in the case study. Accurately integrates relevant and accurate codes and standards. 6.45-7.44 | Adequate explanation of the scope of practice of the registered nurse in the case study. Adequately integrates relevant and accurate codes and standards. 4.95-6.44 | Limited explanation of the scope of practice of the registered nurse in the case study. Limited and/or inaccurate integration of necessary codes and standards. 0.46-4.94 | No explanation of the scope of practice of the registered nurse in the case study. No integration of necessary codes and standards. 0.00-0.45 | /10 |
| Comprehensive explanation of the scope of practice of the enrolled nurse in the case study. Critically integrates relevant and accurate codes and standards. 8.45-10.00 | Thorough explanation of the scope of practice of the enrolled nurse in the case study. Judiciously integrates relevant and accurate codes and standards. 7.45-8.44 | Detailed explanation of the scope of practice of the enrolled nurse in the case study. Accurately integrates relevant and accurate codes and standards. 6.45-7.44 | Adequate explanation of the scope of practice of the enrolled nurse in the case study. Adequately integrates relevant and accurate codes and standards. 4.95-6.44 | Limited explanation of the scope of practice of the enrolled nurse in the case study. Limited and/or inaccurate integration of necessary codes and standards. 0.46-4.94 | No explanation of the scope of practice of the enrolled nurse in the case study. No integration of necessary codes and standards. 0.00-0.45 | /10 |
| Comprehensive explanation of the scope of practice of the student nurse in the case study. Critically integrates relevant and accurate codes and standards. 8.45-10.00 | Thorough explanation of the scope of practice of the student nurse in the case study. Judiciously integrates relevant and accurate codes and standards. 7.45-8.44 | Detailed explanation of the scope of practice of the student nurse in the case study. Accurately integrates relevant and accurate codes and standards. 6.45-7.44 | Adequate explanation of the scope of practice of the student nurse in the case study. Adequately integrates relevant and accurate codes and standards. 4.95-6.44 | Limited explanation of the scope of practice of the student nurse in the case study. Limited and/or inaccurate integration of necessary codes and standards. 0.46-4.94 | No explanation of the scope of practice of the student nurse in the case study. No integration of necessary codes and standards. 0.00-0.45 | /10 |
| Comprehensive explanation of the role of the registered nurse in relation to supervising and delegating to the enrolled nurse in the case study. Critically integrates relevant and accurate codes and standards. 21.13-25.00 | Thorough explanation of the role of the registered nurse in relation to supervising and delegating to the enrolled nurse in the case study. Judiciously integrates relevant and accurate codes and standards. 18.63-21.12 | Detailed explanation of the role of the registered nurse in relation to supervising and delegating to the enrolled nurse in the case study. Accurately integrates relevant and accurate codes and standards. 16.13-18.62 | Adequate explanation of the role of the registered nurse in relation to supervising and delegating to the enrolled nurse in the case study. Adequately integrates relevant and accurate codes and standards. 12.38-16.12 | Limited and/or inaccurate explanation of the role of the registered nurse in relation to supervising and delegating to the enrolled nurse in the case study. Inadequate integration of relevant and accurate codes and standards. 1.13-12.37 | No explanation of the role of the registered nurse in relation to supervising and delegating to the enrolled nurse in the case study. No integration of relevant and accurate codes and standards. 0.00-1.12 | /25 |
| Comprehensive explanation of the role of the registered nurse in relation to supervising and delegating to the student nurse in the case study. Critically integrates relevant and accurate codes and standards 21.13-25.00 | Thorough explanation of the role of the registered nurse in relation to supervising and delegating to the student nurse in the case study. Judiciously integrates relevant and accurate codes and standards 18.63-21.12 | Detailed explanation of the role of the registered nurse in relation to supervising and delegating to the student nurse in the case study. Accurately integrates relevant and accurate codes and standards 16.13-18.62 | Adequate explanation of the role of the registered nurse in relation to supervising and delegating to the student nurse in the case study. Adequately integrates relevant and accurate codes and standards. 12.38-16.12 | Limited and/or inaccurate explanation of the role of the registered nurse in relation to supervising and delegating to the student nurse in the case study. Inadequate integration of relevant and accurate codes and standards. 1.13-12.37 | No explanation of the role of the registered nurse in relation to supervising and delegating to the student nurse in the case study. No integration of relevant and accurate codes and standards. 0.00-1.12 | /25 |
| **Referencing (10%)** | | | | | | |
| Consistently integrates contemporary, scholarly references to support and reflect all ideas, information, and quotations. Evidence of reading widely on the topic through an extensive reference list (8 relevant, contemporary, and high-quality resources). 4.23-5.00 | Mostly integrates current, reliable references to support and reflect ideas, information, and quotations, with 1 or 2 exceptions. Evidence of reading widely on the topic through plentiful references included on the reference list (7 relevant, contemporary, and high-quality resources). 3.73-4.22 | Frequently integrates pertinent references to support and reflect ideas, information, and quotations, with 3 or 4 exceptions. Evidence of reading widely on the topic through adequate references included on the reference list. (6 relevant, contemporary, and high-quality resources). 3.23-3.72 | Sometimes integrates applicable references to support and reflect ideas, information, and quotations with 5 or 6 exceptions. Evidence of satisfactory reading on the topic through the minimum required number of references included in the reference list. (5 relevant, contemporary, and high-quality resources). 2.48-3.22 | Infrequently attempts to integrate relevant references to support and reflect ideas, information, and quotations (>6 exceptions). Limited evidence of adequate reading on the topic through limited references in the reference list. (< 5 relevant, contemporary, and high-quality resources). 0.23-2.47 | No attempt to integrate relevant references to support and reflect ideas, information, and quotations. No evidence of adequate reading on the topic with no inclusion of relevant, contemporary, and high-quality resources in the reference list. 0.00-0.22 | /5 |
| Consistently accurate with referencing style. Reference list always adheres to APA 7th edition presentation guidelines (0 or 1 inaccuracies). All references are used accurately in the body of the text. 4.23-5.00 | Mostly accurate with referencing. Reference list generally adheres to APA 7th edition presentation guidelines (2 or 3 inaccuracies). Most of the references are used accurately in the body of the text. 3.73-4.22 | Frequently accurate with referencing. Reference list frequently adheres to APA 7th edition presentation guidelines (4 or 5 inaccuracies). Generally the references are used accurately in the body of the text. 3.23-3.72 | Some inaccuracies with referencing style. Reference list sometimes adheres to APA 7th edition presentation guidelines (6 to 8 inaccuracies). Some references are used accurately in the body of the text. 2.48-3.22 | Many inaccuracies with referencing style. Reference list does not adhere to APA 7th edition presentation guidelines (>8 inaccuracies). Few of the refrences are accurately used in the body of the text. 0.23-2.47 | No reference list included. 0.00-0.22 | /5 |
| Mark | | | | | | /100 |

**Referencing Style**

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

**Submission**
Online

**Submission Instructions**
Please submit a single MS Word document (.doc or .docx).

**Learning Outcomes Assessed**

- Analyse how the registered nurse works within their own scope and delegates according to the scope of practice of others.
- Critique leadership styles and models and evaluate their impact on clinical supervision, preceptorship, and management in healthcare settings.
- Reflect on the impact professional governing bodies have had on your student nursing journey and consider how this will change when you begin your career as a registered nurse.

# 2 Critical Review

**Assessment Type**
Written Assessment

**Task Description**
**Aim:**
This assessment is related to the role of the registered nurse (RN) in leading, supervising, precepting, and managing individuals in a healthcare setting. RNs must be able to respond to management changes and to clinical events by coordinating clinical and human services effectively. It is essential to understand the impacts of leadership styles and models to enable safe and productive care across the continuum. In this assessment, you are to critique leadership styles and models and discuss their benefits and challenges related to a case study by completing a written assessment of short answers.

**Instructions:**
The assessment relates to the three (3) part YouTube video series called "Making It Real - (NSW Collaborative Nursing Model)". These videos describe the initial implementation of a collaborative team nursing model in an NSW hospital. This model of nursing is now common in contemporary healthcare. The videos demonstrate some of the challenges that nurses encounter working in dynamic clinical settings. The written response questions are specifically related to this nursing team's interactions in the three videos. The videos are 2.58min, 4.47min, and 4.48min in duration.
1. NSW Health. (2012a). Making it real - Part 1 (NSW Collaborative nursing model) [Video]. YouTube. https://www.youtube.com/watch?v=2Ii8HToQP2Y
2. NSW Health. (2012b). Making it real - Part 2 (NSW Collaborative nursing model) [Video]. YouTube. https://www.youtube.com/watch?v=BNuFZ_-7jjs
3. NSW Health. (2012c). Making it real - Part 3 (NSW Collaborative nursing model) [Video]. YouTube. https://www.youtube.com/watch?v=1FK0iitoz_o
The assessment consists of five questions related to the nurses in the videos which you will critically discuss. You must use nursing literature as references to support your critique, including relevant Nursing and Midwifery Board Australia codes and standards. Below is a template for you to copy and paste into an MS Word document to complete this assessment. Once copied, orientate it in landscape style. A template is provided on the Moodle site if you prefer.

| Questions | Responses |
|---|---|
| Q1) Critique the nursing model of care that was implemented in these videos. Discuss the positive and negative impacts of this model on patient care. (200 words) | |
| Q2) Evaluate and discuss the influences of this newly introduced nursing model of care on how the nurses manage the dynamics of their caseload. (200 words) | |
| Q3) Critique the leadership style of the team leader (Jan). What was her influence on the others in the team? (200 words) | |
| Q4) How would lifelong learning help the team members adapt to the changing nursing model of care? (100 words) | |

Q5) How do teamwork and collaboration help graduate RNs manage deteriorating patients? Link your answer to Jess's management of Tony's deterioration in Part 3. (300 words)

**Literature and References:**

In this assessment use at least five quality and 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 five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as government, university, or peak national bodies, for example, the Australian College of Nursing. Do not use blogs, even when hosted by universities and other reputable organisations, as these are not credible sources.

**Requirements:**

1. Use a conventional and legible size 12 font, such as Arial, Calibri, or Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word). Orientate the document as landscape.

2. Include a cover page with: student name, student number, unit code, unit name, term date and year, name of the unit coordinators, the due date for submission, and actual word count.

3. Include page numbers on each page in a footer.

4. Do not write in the first-person perspective.

5. Write in the third-person perspective.

6. Use formal academic language.

7. Use Australian spelling and language conventions.

8. Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.

9. The word count includes your responses to each of the five questions but does not include the questions themselves. The word count excludes the reference list but includes in-text references and direct quotations.

**Resources:**

1. You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important. Please do not reference your lecture notes or the unit PowerPoints.

2. We recommend that you access your discipline-specific databases library guide: the Nursing and Midwifery Guide

3. 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.

4. Submit a draft of your MS Word document before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

**Submission:**

Submit your assessment via the unit Moodle site in a Microsoft Word document formatted to landscape orientation only.

Marking Criteria:

Refer to the marking rubric for more detail on how marks will be assigned.

## Assessment Due Date

Week 8 Friday (9 Sept 2022) 11:59 am AEST

## Return Date to Students

Week 11 Friday (30 Sept 2022)

Assessments submitted late or with extensions will be returned within three (3) weeks of submission.

## Weighting

20%

## Assessment Criteria

| HD 84.50 – 100.00% | D 74.50 – 84.49% | C 65.00 – 74.49% | P 49.50 – 64.49% | F 4.50 – 49.50% | Fail (content absent) 0.00 – 4.49% | Marks |
|---|---|---|---|---|---|---|
| **Approach and Argument (80%)** | | | | | | |
| Q1: A comprehensive yet concise critique and description of the collaborative model of care demonstrated in the videos. A comprehensive overview of the positive and negative impacts of the model of care. 12.71-15.00 | Q1: A thorough critique and description of the collaborative model of care demonstrated in the videos. A thorough overview of the positive and negative impacts of the model of care. 11.21-12.70 | Q1: A detailed critique and description of the collaborative model of care demonstrated in the videos. A detailed overview of the positive and negative impacts of the model of care. 9.71-11.20 | Q1: An adequate critique and description of the collaborative model of care demonstrated in the videos. An adequate overview of the positive and negative impacts of the nursing model of care. 7.41-9.70 | Q1: An incomplete critique and description of the collaborative model of care demonstrated in the videos. An incomplete overview of the positive and negative impacts of the model of care. 0.81-7.40 | Q1: A very limited or no attempt to address this question. 0.00-0.80 | /15 |
| Q2: An extensive understanding of the impacts of the video's nursing model of care on caseload management as it responds to the changing clinical dynamics of all health personnel. 12.71-15.00 | Q2: An in-depth understanding of the impacts of the video's nursing model of care on caseload management as it responds to the changing clinical dynamics of all health personnel. 11.21-12.70 | Q2: A considered understanding of the impacts of the video's nursing model of care on caseload management as it responds to the changing clinical dynamics of all health personnel. 9.71-11.20 | Q2: An adequate understanding of the impacts of the video's nursing model of care on caseload management as it responds to the changing clinical dynamics of all health personnel. 7.41-9.70 | Q2: A flawed understanding of the impacts of the video's nursing model of care on caseload management as it responds to the changing clinical dynamics of all health personnel. 0.81-7.40 | Q2: A very limited or no attempt to address this question. 0.00-0.80 | /15 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Q3: A comprehensive yet concise explanation and critique of the leadership style of the team leader (Jan) and her influence on the other members of her team. 12.71-15.00 | Q3: A thorough explanation and critique of the leadership style of the team leader (Jan) and her influence on the other members of her team. 11.21-12.70 | Q3: A detailed explanation and critique of the leadership style of the team leader (Jan) and her influence on the other members of her team. 9.71-11.20 | Q3: A satisfactory and reliable explanation and critique of the leadership style of the team leader (Jan) and her influence on the other members of her team. 7.41-9.70 | Q3: An incomplete or incoherent explanation and/or critique of the leadership style of the team leader (Jan) and her influence on the other members of her team. 0.81-7.40 | Q3: A very limited or no attempt to address this question. 0.00-0.80 | /15 |
| Q4: An extensive understanding of the impact of lifelong learning on adapting to workplace changes in the model of care. 8.45-10.00 | Q4: An in-depth understanding of the impact of lifelong learning on adapting to workplace changes in the model of care. 7.45-8.44 | Q4: A considered understanding of the impact of lifelong learning on adapting to workplace changes in the model of care. 6.45-7.44 | Q4: An adequate understanding of the impact of lifelong learning on adapting to workplace changes in the model of care. 4.95-6.44 | Q4: Little understanding of the impact of lifelong learning on adapting to workplace changes in the model of care. 0.46-4.94 | Q4: A very limited or no attempt to address this question. 0.00-0.45 | /10 |
| Q5: An extensive discussion on how teamwork and collaboration help graduate RNs manage deteriorating patients. Insightful links made to Jess's management of Tony's deterioration. 21.13-25.00 | Q5: An in-depth discussion on how teamwork and collaboration help graduate RNs manage deteriorating patients. Strong links made to Jess's management of Tony's deterioration. 18.63-21.12 | Q5: A broad discussion on how teamwork and collaboration help graduate RNs manage deteriorating patients. Clear links made to Jess's management of Tony's deterioration. 16.13-18.62 | Q5: A general discussion on how teamwork and collaboration help graduate RNs manage deteriorating patients. Adequate links made to Jess's management of Tony's deterioration. 12.38-16.12 | Q5: An uninformed and/or limited discussion on how teamwork and collaboration help graduate RNs manage deteriorating patients. Inadequate links made to Jess's management of Tony's deterioration. 1.13-12.37 | Q5: A very limited or no attempt to address this question. 0.00-1.12 | /25 |

**Presentation and references (20%)**

| | | | | | | |
|---|---|---|---|---|---|---|
| All discussion well supported with ≥8 quality and contemporary references. Consistently accurate intext citation referencing style (0 or 1 inaccuracies). All references are used accurately in the body of the text. 8.45-10.00 | Discussion mostly well supported with 7 quality and contemporary references. Mostly accurate with referencing (2 or 3 inaccuracies). Most of the references are used accurately in the body of the text. 7.45-8.44 | Discussion frequently well supported with 6 quality and contemporary references. Frequently accurate with referencing (4 or 5 inaccuracies). Generally, the references are used accurately in the body of the text. 6.45-7.44 | Discussion somewhat well supported with 5 quality and contemporary references. Some inaccuracies with referencing style (6-8 inaccuracies). Some references are used accurately in the body of the text. 4.95-6.44 | Discussion poorly supported with <5 quality and contemporary references. Many inaccuracies with referencing style (>8 inaccuracies). Few of the references are accurately used in the body of the text. 0.46-4.94 | No attempt to integrate relevant references to support the discussion. 0.00-0.45 | /10 |
| Reference list always adheres to APA 7$^{th}$ edition presentation guidelines (0 or 1 inaccuracies). 4.25-5.00 | Reference list generally adheres to APA 7$^{th}$ edition presentation guidelines (2 or 3 inaccuracies). 3.75-4.24 | Reference list frequently adheres to APA 7$^{th}$ edition presentation guidelines (4 or 5 inaccuracies). 3.25-3.74 | Reference list sometimes adheres to APA 7$^{th}$ edition presentation guidelines (6 to 8 inaccuracies). 2.50-3.24 | Reference list does not adhere to APA 7$^{th}$ edition presentation guidelines (>8 inaccuracies). 0.23-2.49 | No reference list included. 0.00-0.22 | /5 |
| Consistently accurate with spelling, grammar, and use of punctuation (0-1 reoccurring inaccuracies). Excellent presentation of assignment, double spaced with 12-point Times New Roman, Arial, or Calibri font. Within 10% of the allocated wordcount. 4.25-5.00 | Mostly accurate with spelling, grammar, and use of punctuation (2-3 reoccurring inaccuracies). Very well-presented assignment, double spaced with 12-point Times New Roman, Arial, or Calibri font. Within 10% of the allocated wordcount. 3.75-4.24 | Frequently accurate with spelling, grammar, and use of punctuation (4-5 reoccurring inaccuracies). Well-presented assignment, double spaced with 12-point Times New Roman, Arial, or Calibri font. Within 10% of the allocated wordcount. 3.25-3.74 | Some inaccuracies in spelling, grammar, and/or use of punctuation (6-8 reoccurring inaccuracies). Satisfactory presentation of the assignment, double spaced with 12-point Times New Roman, Arial, or Calibri font. Within 10% of the allocated wordcount. 2.50-3.24 | Many reoccurring inaccuracies (9-15) with spelling, grammar, and/or use of punctuation. Incomplete or inadequately presented assignment, double spacing not used, 12-point Times New Roman, Arial, or Calibri font not used. Not within 10% of the allocated wordcount. 0.23-2.49 | Very frequent reoccurring inaccuracies (<15) with spelling, grammar, and use of punctuation. Incomplete assignment. Not within 10% of the allocated wordcount. 0.00-0.22 | /5 |

| Mark | /100 |
|---|---|

## Referencing Style

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

## Submission
Online

## Submission Instructions
Please submit a single MS Word document (.doc or .docx).

## Learning Outcomes Assessed

- Develop a plan for lifelong learning informed by your nursing philosophy and student nursing experiences.
- Analyse how the registered nurse works within their own scope and delegates according to the scope of practice of others.
- Critique leadership styles and models and evaluate their impact on clinical supervision, preceptorship, and management in healthcare settings.
- Reflect on your experiences of collaboration and teamwork as a student nurse and consider how these experiences will inform your future interactions as a graduate registered nurse.

# 3 Portfolio

## Assessment Type
Portfolio

## Task Description
**Aims:**

This assignment asks you to reflect on three essential parts of your practice (nursing philosophy, governing bodies, and teamwork), and then create a learning plan for your future professional development. Professional portfolios demonstrate learning through a collection of evidence. Learning through reflection combines theoretical knowledge with practical experience to create deep understanding and growth (Andre et al., 2017), thus reflections are an integral part of a professional portfolio. The ability to reflect and use that reflection to improve practice is an essential requirement

for a registered nurse (Standard 1.2, Nursing and Midwifery Board of Australia, 2016).

**Instructions:**

**Task 1**

Choose a reflective framework for your reflections. Examples include Gibbs, Schön, Borton, Rolfe, Driscoll, or another of your choosing. Name the chosen framework used in your reflection and ensure it is appropriately referenced. You should write in the first-person perspective. The reflections should be supported by contemporary literature (≤ 5 years) from a range of quality academic sources. Each reflection has a word count of 700 words (±10%).

The following three reflections must be included in your portfolio:

1. Reflect on the nursing philosophy you had at the beginning of your Bachelor of Nursing and explore how it has changed over time. Consider challenges you have encountered during your student nurse learning journey and reflect on how you attempted to overcome these challenges and if you were successful. (700 words ±10%)

2. Professional governing bodies create legislation, policies, standards for practice, and codes of conduct and ethics which guide our practise as Registered Nurses. They are also responsible for maintaining registration and disciplining members to maintain public safety. Reflect on how these governing bodies have impacted your journey as a student nurse, and if/how this will change once you begin your career as a Registered Nurse. You must consider relevant codes and standards in your reflection. (700 words ±10%)

3. Recall a situation during your clinical placement when you collaborated as part of a team. This could be working in a team to manage a deteriorating patient or collaborating as part of a multi-disciplinary team to provide holistic patient-centred care. Provide a brief summary of what happened and reflect on what you learned about teamwork and collaboration. Discuss how this will shape your teamwork as a Registered Nurse. (700 words ±10%)

**Task 2**

As a result of reflecting on your nursing philosophy, the governing bodies, and teamwork, identify your greatest need/s for continued development and learning. In addition to the three reflections above, use the SMART template provided on Moodle to complete a table which outlines your learning plan for the next five years. Include at least one short-term learning goal (one to five months), at least one medium-term learning goal (six to twenty-three months), and at least one long-term learning goal (two to five years). The table must be no more than one A3 page; dot points are acceptable, and it does not need to be double spaced. Referencing is not required for the learning plan (Task 2), but referencing is required for the three reflections (Task 1). Links to your reflections must be evident in your learning plan.

**Literature and References:**

In this assessment, use at least 6 contemporary references (≤5 years) to support your reflections. 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 five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as government, university, or peak national bodies, for example, the Australian College of Nursing. Avoid using blogs, even when hosted by universities and other reputable organisations, as these are not credible sources.

**Requirements:**

1. Use a conventional and legible size 12 font, such as Times New Roman, Calibri or Arial, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word). Orientate the document as portrait.

2. Include the learning plan as a landscape page within the same document. The following link demonstrates how to do this: Change page orientation to landscape or portrait

3. Include page numbers on each page in a footer.

4. Include a cover page with student name and number, subject code and name, assessment number, unit coordinators, due date, and actual word count.

5. Write in the first-person perspective. Avoid using direct quotations.

6. Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.

7. The word count includes all three reflections. The word count excludes the reference list, cover page, and learning plan, but includes in-text references.

**Resources:**

1. You can use unit provided materials (link to the original source) and other credible sources (e.g., journal articles, books) to reference your argument. The quality and credibility of your sources are important.

2. We recommend that you access your discipline-specific library guide: the Nursing and Midwifery Guide

3. 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.

4. 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 assessment via the unit Moodle site in a Microsoft Word document only.

**Marking Criteria:**

Refer to the marking rubric for details on how marks will be assigned.

**References:**

Andre, K., Heartfelt, M., & Cusack, L. (2017). *Portfolios for health professionals* (3rd ed.). Elsevier Australia.

Nursing and Midwifery Board of Australia. (2016). *Registered nurse standards for practice.*
https://www.nursingmidwiferyboard.gov.au/codes-guidelines-statements/professional-standards.aspx

**Assessment Due Date**

Week 12 Wednesday (5 Oct 2022) 11:59 am AEST

**Return Date to Students**

Exam Week Friday (21 Oct 2022)

Assessments submitted late or with extensions will be returned within three (3) weeks of submission.

**Weighting**

60%

**Assessment Criteria**

| HD 84.50 – 100% | D 75.50 – 84.49% | C 65.50 – 74.49% | P 49.50 – 64.49% | F 4.50 – 49.49% | F (absent) <4.50% | Marks |
|---|---|---|---|---|---|---|
| **Structure (5%)** | | | | | | |
| Comprehensive and concise writing style that addresses the task as indicated by the task description. 2.11-2.50 | Clear and concise writing style that addresses the task as indicated by the task description. 1.87-2.10 | Logical and clear writing style that addresses the task as indicated by the task description. 1.62-1.86 | Reasonable writing style that addresses the task as indicated by the task description.1.25-1.61 | Confusing writing style that does not address the task as indicated by the task description. 0.12-1.24 | Writing does not address the task at all, or there is no writing. 0.00-0.11 | /2.5 |
| Completely accurate spelling, grammar, and use of punctuation (0 or 1 reoccurring inaccuracies). Excellent presentation of assignment, double spaced with 12-point Times New Roman, Arial, or Calibri font. Is within 10% wordcount allocation. Learning plan fits one page. 2.11-2.50 | Consistently accurate spelling, grammar, and use of punctuation (2 or 3 reoccurring inaccuracies). Well-presented assignment, double spaced with 12-point Times New Roman, Arial, or Calibri font. Is within 10% wordcount allocation. Learning plan fits one page. 1.87-2.10 | Generally accurate spelling, grammar, and use of punctuation (4 or 5 reoccurring inaccuracies). Well-presented assignment, double spaced with 12-point Times New Roman, Arial, or Calibri font. Is within 10% wordcount allocation. Learning plan fits one page. 1.62-1.86 | Some (6-8) reoccurring inaccuracies in spelling, grammar, and use of punctuation. Satisfactory presentation of the assignment, double spaced with 12-point Times New Roman, Arial, or Calibri font. Is within 10% of the allocated wordcount. Learning plan fits one page. 1.25-1.61 | Frequent reoccurring inaccuracies (>8) in spelling, grammar, and/or use of punctuation. Incomplete or inadequately presented assignment, double spacing not used, 12-point Times New Roman, Arial, or Calibri font not used. Is not within 10% wordcount allocation. Learning plan does not fit one page. 0.12-1.24 | Very frequent reoccurring inaccuracies (<15) with spelling, grammar, and use of punctuation. Incomplete assignment. Not within 10% of the allocated wordcount. 0.00-0.11 | /2.5 |
| **Reflections (75%)** | | | | | | |
| A comprehensive critical reflection providing a deep and insightful exploration of your changing nursing philosophy. Challenges have been comprehensively described and critically analysed to provide very effective techniques to meet future challenges. Chosen reflective framework is evident and expertly utilised. 21.13-25.00 | A thorough critical reflection providing a deep exploration of your changing nursing philosophy. Challenges have been thoroughly described and critically analysed to provide effective techniques to meet future challenges. Chosen reflective framework is evident and very effectively utilised. 18.63-21.12 | A sound reflection providing a detailed exploration of your changing nursing philosophy. Challenges have been clearly described and critically analysed to provide mostly effective techniques to meet future challenges. Chosen reflective framework is evident and effectively utilised. 16.13-18.62 | A satisfactory reflection providing a reasonable exploration of your changing nursing philosophy. Challenges have been adequately described and analysed to provide techniques which may be effective to meet future challenges. Chosen reflective framework is evident and has been utilised. 12.38-16.12 | Limited reflection which does not adequately explore your changing nursing philosophy. Challenges have been inadequately described and/or analysed. Techniques to meet future challenges have been inadequately described and/or are unlikely to be effective. Chosen reflective framework is poorly utilised. 1.13-12.37 | No reflection on your changing nursing philosophy. Challenges have not been described and analysed. No techniques to meet future challenges have been provided. Chosen reflective framework has not been used. 0.00-1.12 | /25 |
| A comprehensive critical reflection providing a deep and insightful exploration of the ways in which governing bodies will shape your career as a registered nurse. Robust, logical links made between relevant codes and standards and your future practice. Chosen reflective framework is evident and expertly utilised. 21.13-25.00 | A thorough critical reflection providing a deep exploration of the ways in which governing bodies will shape your career as a registered nurse. Strong links made between relevant codes and standards and your future practice. Chosen reflective framework is evident and very effectively utilised. 18.63-21.12 | A sound reflection providing a detailed exploration of the ways in which governing bodies will shape your career as a registered nurse. Sound links made between relevant codes and standards and your future practice. Chosen reflective framework is evident and effectively utilised. 16.13-18.62 | A satisfactory reflection providing a reasonable exploration of the ways in which governing bodies will shape your career as a registered nurse. Adequate links made between relevant codes and standards and your future practice. Chosen reflective framework is evident and has been utilised.12.38-16.12 | Limited reflection which does not adequately explore the ways in which governing bodies will shape your career as a registered nurse. Limited links made between relevant codes and standards and your future practice. Chosen reflective framework is poorly utilised. 1.13-12.37 | No reflection on the ways in which governing bodies will shape your career as a registered nurse. No links made between relevant codes and standards and your future practice. Chosen reflective framework is not used. 0.00-1.12 | /25 |
| A comprehensive critical reflection providing a deep and insightful exploration of your placement experience in teamwork and collaboration. Situation has been succinctly described, critically analysed, and perceptively used to inform your future work as a registered nurse. Chosen reflective framework is evident and expertly utilised. 21.13-25.00 | A thorough critical reflection providing a deep exploration of your placement experience in teamwork and collaboration. Situation has been very well described, critically analysed, and logically used to inform your future work as a registered nurse. Chosen reflective framework is evident and very effectively utilised. 18.63-21.12 | A sound reflection providing a detailed exploration of your placement experience in teamwork and collaboration. Situation has been clearly described, critically analysed, and plausibly used to inform your future work as a registered nurse. Chosen reflective framework is evident and effectively utilised. 16.13-18.62 | A satisfactory reflection providing a reasonable exploration of your placement experience in teamwork and collaboration. Situation has been adequately described, analysed, and used to inform your future work as a registered nurse. Chosen reflective framework is evident and has been utilised. 12.38-16.12 | Limited reflection which does not adequately explore your placement experience in teamwork and collaboration. Situation has been inadequately described, analysed and/or used to inform your future work as a registered nurse. Chosen reflective framework is poorly utilised. 1.13-12.37 | No reflection on your placement experience in teamwork and collaboration. Situation has not been described, analysed and/or used to inform your future work as a registered nurse. Chosen reflective framework is not used. 0.00-1.12 | /25 |
| **Learning Plan (15%)** | | | | | | |
| A comprehensive learning plan consisting of three realistic goals (short, medium, and long term) each of which expertly fits the SMART learning goal template. Each goal is strongly, clearly, and insightfully linked to a learning need identified in the reflection/s. 12.68-15.00 | A thorough learning plan consisting of three realistic goals (short, medium, and long term) each of which effectively fits all components the SMART learning goal template. Each goal is strongly and clearly linked to a learning need identified in the reflection/s. 11.18-12.67 | A sound learning plan consisting of three realistic goals (short, medium, and long term) each of which fits all components of the SMART learning goal. Each goal is clearly linked to a learning need identified in the reflection/s. 9.68-11.17 | A satisfactory learning plan consisting of three goals (short, medium, and long term) each of which fits most components of the SMART learning goal template. Each goal is linked to a learning need identified in the reflection/s. 7.43-9.67 | An unsatisfactory learning plan consisting of less than three goals (short, medium, and long term), or goals which do not fit the majority of the components of the SMART learning goal template. No or limited link evident between the learning goals and the reflection/s. 0.68-7.42 | No learning plan included. 0.00-0.67 | /15 |
| **Referencing (5%)** | | | | | | |
| Consistently integrates contemporary, scholarly references to support and reflect all ideas and information with 0 or 1 exceptions. Evidence of reading widely on the topic through an extensive reference list (≥9 relevant, contemporary, and high-quality sources). 2.11-2.50 | Mostly integrates current, reliable references to support and reflect idea and information, with 2 or 3 exceptions. Evidence of reading widely on the topic through plentiful references included in the reference list (8 relevant, contemporary, and high-quality sources). 1.87-2.10 | Frequently integrates pertinent references to support and reflect ideas and information, with 4 or 5 exceptions. Evidence of reading widely on the topic through adequate references included in the reference list (7 relevant, contemporary, and high-quality sources). 1.62-1.86 | Occasionally integrates applicable references to support and reflect ideas and information, with 6 or 7 exceptions. Evidence of satisfactory reading on the topic through the minimum required number of references included in the reference list (6 relevant, contemporary, and high-quality sources). 1.25-1.61 | Infrequently attempts to integrate relevant references to support and reflect ideas and information, (>8 exceptions). Limited evidence of adequate reading on the topic through limited references in the reference list (<6 relevant, contemporary, and high-quality sources). 0.12-1.24 | No attempt to integrate relevant references to support and reflect ideas, information, and quotations. No evidence of adequate reading on the topic with no inclusion of relevant, contemporary, and high-quality resources in the reference list. 0.00-0.11 | /2.5 |

| Consistently accurate with referencing style (0 or 1 inaccuracies). Reference list always adheres to APA 7th edition presentation guidelines. All references are used accurately in the body of the text. 2.11-2.50 | Mostly accurate with referencing (2 or 3 inaccuracies). Reference list generally adheres to APA 7th edition presentation guidelines. Most of the references are used accurately in the body of the text. 1.87-2.10 | Frequently accurate with referencing (4 or 5 inaccuracies). Reference list frequently adheres to APA 7th edition presentation guidelines. Generally, the references are used accurately in the body of the text. 1.62-1.86 | Some (6 or 7) inaccuracies with referencing style. Reference list sometimes adheres to APA 7th edition presentation guidelines. Some references are used accurately in the body of the text. 1.25-1.61 | Many (>7)inaccuracies with referencing style. Reference list does not adhere to APA 7th edition presentation guidelines. Few of the refrences are accurately used in the body of the text. 0.12-1.24 | No reference list included. 0.00-0.11 | /2.5 |
|---|---|---|---|---|---|---|
| Mark | | | | | | /100 |

## Referencing Style

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

## Submission
Online

## Submission Instructions
Please submit a single MS Word document (.doc or .docx).

## Learning Outcomes Assessed

- Develop a plan for lifelong learning informed by your nursing philosophy and student nursing experiences.
- Reflect on the impact professional governing bodies have had on your student nursing journey and consider how this will change when you begin your career as a registered nurse.
- Reflect on your experiences of collaboration and teamwork as a student nurse and consider how these experiences will inform your future interactions as a graduate registered nurse.

# 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