NURS13144 *Preparation for Practice as a Registered Nurse*
Term 2 - 2023

Profile information current as at 20/05/2024 09:59 am

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 from student to graduate registered nurse. You will explore leadership roles which graduate registered nurses are expected to assume and discuss the skills required to perform these roles. The power differentials and tensions that can exist within healthcare organisations will be explored, including how knowledge of governance systems can support the graduate registered nurse to provide safe patient care within these systems. Finally, you will also prepare for your role transition from student to graduate registered nurse by developing strategies for teamwork, 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 - 2023

- Online
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

Regional Campuses

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

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**
Weighting: 50%
2. **Written Assessment**
Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Feedback, Recommendations and Responses

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

Feedback from Unit Evaluation

Feedback
Students found the workload challenging, particularly having to complete three written assessments.

Recommendation
Unit coordinators will review assessment numbers and types. Weekly 'milestones' are provided on Moodle to encourage students to work on assessment items regularly throughout the term.

Feedback from Unit Evaluation

Feedback
Students asked for Q&A sessions to be recorded.

Recommendation
Consider recording Q&A sessions.

Feedback from Unit Evaluation

Feedback
Assessment criteria was confusing and unclear.

Recommendation
Assessment criteria will be peer-reviewed and checked for clarity and understanding.

Feedback from Unit Evaluation

Feedback
The lecturers were approachable and helpful.

Recommendation
Continue to provide proactive support for students.

Unit Learning Outcomes

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

1. Identify transitional challenges that you may experience in your transition from student to registered nurse and explain the skills and strategies you may require to manage this transition.
2. Explore power differentials that can exist within healthcare organisations and the tensions that may arise from these.
3. Identify leadership roles undertaken by graduate registered nurses and discuss the skills required to undertake these roles.
4. Analyse how the knowledge of governance systems can support the graduate registered nurse to provide safe patient care.

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
1 - Written Assessment - 50%	●	●	●	●
2 - Written Assessment - 50%	●	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	●	●		
2 - Problem Solving	●			
3 - Critical Thinking	●	●	●	●
4 - Information Literacy				●
5 - Team Work	●	●	●	
6 - Information Technology Competence				
7 - Cross Cultural Competence	●	●	●	
8 - Ethical practice	●		●	●
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Microsoft Teams

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

Natalie Browning Unit Coordinator
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Schedule

Week 1 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Transition to Graduate Nurse Week 1 Learning Outcomes: • Appreciate various models of transition/reality shock and how they affect graduate nurses • Understand various transitional challenges which may be encountered by graduated registered 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 (1hr) designed to consolidate the knowledge gained through the weekly learning activities. A guest speaker will also present online (1hr), providing contemporary applications of theory to practice.

Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Scope of Practice Week 2 Learning Outcomes: • Understand the scope of practice of a variety of healthcare workers • Apply the RN scope of practice to contemporary clinical practice scenarios • Reflect on the RN scope of practice for new graduate registered nurses • Consider opportunities for furthering one's scope of practice through continuing professional development	There are a variety of online activities available to support your learning.	Each week there is an online tutorial (1hr) designed to consolidate the knowledge gained through the weekly learning activities. A guest speaker will also present online (1hr), providing contemporary applications of theory to practice.

Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Delegation Week 3 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 • Explore potential conflicts that may occur when delegating	There are a variety of online activities available to support your learning.	Each week there is an online tutorial (1hr) designed to consolidate the knowledge gained through the weekly learning activities. A guest speaker will also present online (1hr), providing contemporary applications of theory to practice.

Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Leadership and Management Week 4 Learning Outcomes: • Understand a variety of leadership models and humanistic models of nursing care • Differentiate between biomedical models and humanistic models of nursing care • Explore nursing workload management models • Apply principles of effective leadership to clinical practice • Identify leadership skills and roles appropriate for a graduate registered nurse	There are a variety of online activities available to support your learning.	Each week there is an online tutorial (1hr) designed to consolidate the knowledge gained through the weekly learning activities. A guest speaker will also present online (1hr), providing contemporary applications of theory to practice.

Week 5 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic

Navigating Organisational Culture and Power Differentials
Week 5 Learning Outcomes:
• Identify different types of organisational culture that may exist in Australian healthcare settings
• Understand how organisational culture can impact patient care and safety
• Explore strategies a graduate registered nurse can use to work within various organisational cultures
• Identify various power differentials in healthcare and analyse how they can impact patient care and safety

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

Each week there is an online tutorial (1hr) designed to consolidate the knowledge gained through the weekly learning activities. A guest speaker will also present online (1hr), providing contemporary applications of theory to practice.

Vacation Week - 14 Aug 2023

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 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Clinical Governance and Patient Safety Week 6 Learning Outcomes: • Understand fundamental concepts of governance • Review the National Safety and Quality Health Service Standards • Explore patient safety and quality improvement systems, including audits and incident reporting • 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 (1hr) designed to consolidate the knowledge gained through the weekly learning activities. A guest speaker will also present online (1hr), providing contemporary applications of theory to practice.

Week 7 - 28 Aug 2023

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
• Explore conflict management resolution strategies for effective teamwork
• 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 (1hr) designed to consolidate the knowledge gained through the weekly learning activities. A guest speaker will also present online (1hr), providing contemporary applications of theory to practice.
Assessment One - Case Study Due: Week 7 Monday (28 Aug 2023) 4:00 pm AEST

Week 8 - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Clinical Supervision, Preceptorship, and Mentoring Week 8 Learning Outcomes: • Understand your role in supervision and preceptorship as a new graduate • Identify your role as a teacher • Explore the challenges of precepting nursing students • 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 (1hr) designed to consolidate the knowledge gained through the weekly learning activities. A guest speaker will also present online (1hr), providing contemporary applications of theory to practice.

Week 9 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Reflecting on Your Learning Journey Week 9 Learning Outcomes: • Understand critical reflection and be able to use a variety of reflective models. • Understand emotional intelligence and explore yourself as a learner. • Begin writing your nursing philosophy. • 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 (1hr) designed to consolidate the knowledge gained through the weekly learning activities. A guest speaker will also present online (1hr), providing contemporary applications of theory to practice.

Week 10 - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Lifelong Learning Week 10 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 (1hr) designed to consolidate the knowledge gained through the weekly learning activities. A guest speaker will also present online (1hr), providing contemporary applications of theory to practice.

Week 11 - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Career Planning Week 11 Learning Outcomes: • Reflect on your personality, interests, and circumstances to explore what kind of nursing you might enjoy • Compare two different advanced nursing roles, and gain an appreciation for a variety of other advanced nursing roles • Understand the purpose of nursing unions and peak bodies, and perhaps join • 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 (1hr) designed to consolidate the knowledge gained through the weekly learning activities. A guest speaker will also present online (1hr), providing contemporary applications of theory to practice.

Week 12 - 02 Oct 2023

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 (1hr) designed to consolidate the knowledge gained through the weekly learning activities. A guest speaker will also present online (1hr), providing contemporary applications of theory to practice. **Assessment 2 - Short Answer Responses** Due: Week 12 Tuesday (3 Oct 2023) 4:00 pm AEST

Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Assessment One - Case Study

Assessment Type
Written Assessment

Task Description

Aim

Transitioning from a student to a registered nurse can be challenging. Managing a complex patient load, working within a team, adapting to the organisational culture, and taking responsibility for your actions are skills many graduate registered nurses are underprepared for. This assessment asks you to explore a fictional case study and examine transitional challenges, power differentials, leadership skills, and governance systems in the context of a newly graduated registered nurse.

Instructions

Taylor is a graduate registered nurse completing a full-time graduate program in a large regional hospital in Australia. Last week, Taylor started a rotation in the neurosurgical ward, after three months in the endoscopy unit. The neurosurgical ward uses a team nursing model of care, where a registered nurse and an enrolled nurse work together to

care for eight acutely unwell patients. The ward is supported by assistants-in-nursing who provide assistance with activities of daily living for patients. A senior registered nurse acts as team leader each shift and provides oversight and guidance for challenging and unexpected situations.

Taylor writes in a journal daily. Their most recent journal entry is below:

This week has been so difficult. I feel so overwhelmed. The ward is so busy and the patients are so complex. I felt so confident working in Endoscopy because I knew the routine, but here I just can't seem to get all my work done. Twice now I've had to stay back late in order to finish writing my notes because I ran out of time during my shift. I never seem to have time to take a proper break. I can't relax after a shift because I just keep going over all the things I could have done better in my head. Today I was working with Ali, an enrolled nurse who has been working on the ward for 10 years. Ali and I had taken four patients each and were working our way through the 8am medication round. As I walked into a patient's room I saw Jordan, a new assistant-in-nursing, about to test the patient's blood glucose level. I asked Jordan to stop and explain her actions. Jordan said that Ali had asked her to test the patient's blood sugar, and she knew how to do it because her sister has diabetes. I tested the patient's blood glucose level myself and then went to find Ali. Unfortunately Ali was very dismissive. "You were so far behind on your med round, I thought I was helping. It's just a blood sugar." I told Ali that AINs are not allowed to take a patient's blood glucose level (it is against ward policy). Ali just scoffed, rolled her eyes at me, and walked away. I went and told the team leader Kim, who said "That's just Ali. She's always been a bit rogue and she can be a bit difficult to talk to." I asked Kim if I should complete an incident report and she seemed surprised. "Why? You stopped Jordan, so what's the issue?" I was confused, but I didn't want a fight so I just left it. Everything just seems so different to what I know. No one seems to care about best practice. I love working with the patients but trying to get along with the team is so hard. Maybe I'm just not meant to be a nurse ...

Write a short response to each question below, based on Taylor's journal entry. Each question requires a short response of approximately 300 words(± 10%), for a total of 1200 words. Please include all four responses in a single Microsoft Word document, ensuring that each question is written in full prior to the corresponding answer.

1) Identify and analyse one transitional challenge Taylor is experiencing as a graduate registered nurse. Explain one skill or strategy Taylor could use to help overcome this challenge.

2) Consider Kim's response to Taylor. Discuss what this could indicate about the organisational culture of the neurosurgical ward, and how this organisational culture could impact patient care.

3) Describe two leadership skills Taylor could use to help resolve the conflict with Ali.

4) Analyse whether Taylor needs to complete an incident report, considering potential and actual patient harm as well as broader implications for the nursing team.

Literature and references

In this assessment use at least 5 references from relevant, high-quality and contemporary journal articles (<5 years) to support your discussion. You may also use seminal scholarly literature, textbooks and credible websites where relevant. 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. 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, Times New Roman or similar, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).

2. Include a title page with your name, student number, unit code and name, names of unit coordinators, due date, date submitted, and word count of each question.

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

4. You may write in the second-person perspective.

5. Use formal academic language.

6. Do not use dot points or bullet points.

7. Use Australian spelling and language conventions (e.g. organisation).

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

9. An introduction, conclusion, and table of contents are not required.

10. The word count is considered for each individual response. The word count excludes the assessment questions and 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 7 Monday (28 Aug 2023) 4:00 pm AEST

Return Date to Students

Week 10 Monday (18 Sept 2023)
Assessments submitted late or with extensions will be returned within three (3) weeks of submission.

Weighting

50%

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
Question One (20%)						
A scholarly, comprehensive, and clear analysis of one transitional challenge correctly identified in the provided case study. 8.45-10.00	A comprehensive and clear analysis of one transitional challenge correctly identified in the provided case study. 7.45-8.44	A clear analysis of one transitional challenge correctly identified in the provided case study. 6.45-7.44	An adequate analysis of one transitional challenge correctly identified in the provided case study. 4.95-6.44	A limited analysis of one transitional challenge identified in the provided case study, or transitional challenge is not related to the case study 0.46-4.94	A very limited or no attempt to analyse one transitional challenge identified in the provided case study. 0.00-0.45	/10
A scholarly, comprehensive, and clear outline of a skill or strategy which Taylor could use as a graduate registered nurse to help overcome the identified transitional challenge 8.45-10.00	A comprehensive and clear outline of a skill or strategy which Taylor could use as a graduate registered nurse to help overcome the identified transitional challenge 7.45-8.44	A clear outline of a skill or strategy which Taylor could use as a graduate registered nurse to help overcome the identified transitional challenge 6.45-7.44	An adequate outline of a skill or strategy which Taylor could use as a graduate registered nurse to help overcome the identified transitional challenge. 4.95-6.44	A limited outline of a skill or strategy which Taylor could use as a graduate registered nurse to help overcome the identified transitional challenge. 0.46-4.94	A very limited or no attempt to outline a skill or strategy which Taylor could use as a graduate registered nurse to help overcome the identified transitional challenge 0.00-0.45	/10
Question Two (20%)						
A scholarly, comprehensive, and clear discussion of the perceived organisational culture of the neurosurgical ward in the case study 8.45-10.00	A comprehensive and clear discussion of the perceived organisational culture of the neurosurgical ward in the case study 7.45-8.44	A clear discussion of the organisational culture of the perceived neurosurgical ward in the case study 6.45-7.44	An adequate discussion of the organisational culture of the perceived neurosurgical ward in the case study 4.95-6.44	A limited discussion of the organisational culture of the perceived neurosurgical ward in the case study 0.46-4.94	A very limited or no discussion of the organisational culture of the perceived neurosurgical ward in the case study. 0.00-0.45	/10
A scholarly, comprehensive, and clear discussion of how the perceived organisational culture of the neurosurgical ward could impact patient care 8.45-10.00	A comprehensive and clear discussion of how the perceived organisational culture of the neurosurgical ward could impact patient care 7.45-8.44	A clear discussion of how the perceived organisational culture of the neurosurgical ward could impact patient care 6.45-7.44	An adequate discussion of how the perceived organisational culture of the neurosurgical ward could impact patient care 4.95-6.44	A limited discussion of how the perceived organisational culture of the neurosurgical ward could impact patient care 0.46-4.94	A very limited or no discussion of how the perceived organisational culture of the neurosurgical ward could impact patient care 0.00-0.45	/10
Question Three (20%)						
A scholarly, comprehensive, and clear discussion of how one leadership skill could be used by graduate Registered Nurse Taylor in order to help resolve the conflict with Ali. The leadership skill is appropriate for a graduate Registered Nurse and expertly linked to the provided case study. 8.45-10.00	A comprehensive and clear discussion of how one leadership skill could be used by graduate Registered Nurse Taylor in order to help resolve the conflict with Ali. The leadership skill is appropriate for a graduate Registered Nurse and strongly linked to the provided case study. 7.45-8.44	A clear discussion of how one leadership skill could be used by graduate Registered Nurse Taylor in order to help resolve the conflict with Ali. The leadership skill is appropriate for a graduate Registered Nurse and clearly linked to the provided case study. 6.45-7.44	An adequate discussion of how one leadership skill could be used by graduate Registered Nurse Taylor in order to help resolve the conflict with Ali. The leadership skill is appropriate for a graduate Registered Nurse and linked to the provided case study. 4.95-6.44	A limited discussion of how one leadership skill could be used by graduate Registered Nurse Taylor in order to help resolve the conflict with Ali. The leadership skill is not appropriate for a graduate Registered Nurse and/or not linked to the provided case study 0.46-4.94	A very limited or no discussion of how one leadership skill could be used by graduate Registered Nurse Taylor in order to help resolve the conflict with Ali. The leadership skill is not appropriate for a graduate Registered Nurse and/or not linked to the provided case study 0.00-0.45	/10
A scholarly and comprehensive discussion of how a second leadership skill could be used by graduate Registered Nurse Taylor in order to help resolve the conflict with Ali. The leadership skill is appropriate for a graduate Registered Nurse and expertly linked to the provided case study. 8.45-10.00	A comprehensive discussion of how a second leadership skill could be used by graduate Registered Nurse Taylor in order to help resolve the conflict with Ali. The leadership skill is appropriate for a graduate Registered Nurse and strongly linked to the provided case study 7.45-8.44	A clear discussion of how a second leadership skill could be used by graduate Registered Nurse Taylor in order to help resolve the conflict with Ali. The leadership skill is appropriate for a graduate Registered Nurse and clearly linked to the provided case study 6.45-7.44	An adequate discussion of how a second leadership skill could be used by graduate Registered Nurse Taylor in order to help resolve the conflict with Ali. The leadership skill is appropriate for a graduate Registered Nurse and linked to the provided case study 4.95-6.44	A limited discussion of how a second leadership skill could be used by graduate Registered Nurse Taylor in order to help resolve the conflict with Ali. The leadership skill is not appropriate for a graduate Registered Nurse and/or not linked to the provided case study 0.46-4.94	A very limited or no discussion of how a second leadership skill could be used by graduate Registered Nurse Taylor in order to help resolve the conflict with Ali. The leadership skill is not appropriate for a graduate Registered Nurse and/or not linked to the provided case study 0.00-0.45	/10
Question Four (20%)						
A scholarly, comprehensive, and clear analysis of whether Taylor needs to complete an incident report, which considers potential and actual harm. 8.45-10.00	A comprehensive and clear analysis of whether Taylor needs to complete an incident report, which considers potential and actual harm. 7.45-8.44	A clear analysis of whether Taylor needs to complete an incident report, which considers potential and actual harm. 6.45-7.44	An adequate analysis of whether Taylor needs to complete an incident report, which considers potential and actual harm. 4.95-6.44	A limited analysis of whether Taylor needs to complete an incident report, which poorly considers potential and actual harm. 0.46-4.94	A very limited or no analysis of whether Taylor needs to complete an incident report, which does not consider potential and actual harm. 0.00-0.45	/10
A scholarly, comprehensive, and clear analysis of whether Taylor needs to complete an incident report, which considers broader implications for the nursing team. 8.45-10.00	A comprehensive and clear analysis of whether Taylor needs to complete an incident report, which considers broader implications for the nursing team. 7.45-8.44	A clear analysis of whether Taylor needs to complete an incident report, which considers broader implications for the nursing team. 6.45-7.44	An adequate analysis of whether Taylor needs to complete an incident report, which considers broader implications for the nursing team. 4.95-6.44	A limited analysis of whether Taylor needs to complete an incident report, which poorly considers broader implications for the nursing team. 0.46-4.94	A very limited or no analysis of whether Taylor needs to complete an incident report, which does not consider broader implications for the nursing team. 0.00-0.45	/10
Referencing and Presentation (20%)						
Consistently integrates contemporary, scholarly references to support and reflect all ideas, information, and quotations with no more than 1 exception. Consistently accurate intext citation referencing style (0 or 1 inaccuracies). 4.23-5.00	Mostly integrates current, reliable references to support and reflect ideas, information, and quotations, with 2 or 3 exceptions. Mostly accurate with intext referencing (2 or 3 inaccuracies). 3.73-4.22	Frequently integrates pertinent references to support and reflect ideas, information, and quotations, with 4 or 5 exceptions. Frequently accurate with intext referencing (4 or 5 inaccuracies). 3.23-3.72	Sometimes integrates applicable references to support and reflect ideas, information, and quotations with 6 to 8 exceptions. Some inaccuracies with intext referencing style (6-8 inaccuracies). 2.48-3.22	Infrequently attempts to integrate relevant references to support and reflect ideas, information, and quotations (>8 exceptions). Many inaccuracies with intext referencing style (>8 inaccuracies). 0.23-2.47	No attempt to integrate relevant references to support ideas, information, and quotations. 0.00-0.22	/5

Evidence of reading widely on the topic through an extensive reference list (8 or more references from relevant, contemporary, and high-quality journal articles). 4.23-5.00	Evidence of reading widely on the topic through plentiful references included on the reference list (7 references from relevant, contemporary, and high-quality journal articles). 3.73-4.22	Evidence of reading widely on the topic through adequate references included on the reference list. (6 references from relevant, contemporary, and high-quality journal articles). 3.23-3.72	Evidence of satisfactory reading on the topic through the minimum required number of references included in the reference list. (5 references from relevant, contemporary, and high-quality journal articles). 2.48-3.22	Limited evidence of adequate reading on the topic through limited references in the reference list. (< 5 references from relevant, contemporary, and high-quality journal articles). 0.23-2.47	No evidence of adequate reading on the topic with no inclusion of references from relevant, contemporary, and high-quality journal articles in the reference list. 0.00-0.22	/5
Reference list consistently adheres to APA 7th edition presentation guidelines (0 or 1 inaccuracies). 4.23-5.00	Reference list mostly adheres to APA 7th edition presentation guidelines (2 or 3 inaccuracies). 3.73-4.22	Reference list frequently adheres to APA 7th edition presentation guidelines (4 or 5 inaccuracies). 3.23-3.72	Reference list sometimes adheres to APA 7th edition presentation guidelines (6 or 7 inaccuracies). 2.48-3.22	Reference list does not adhere to APA 7th edition presentation guidelines (>7 inaccuracies). 0.23-2.47	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. 4.23-5.00	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. 3.73-4.22	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. 3.23-3.72	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. 2.48-3.22	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. 0.23-2.47	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

- Identify transitional challenges that you may experience in your transition from student to registered nurse and explain the skills and strategies you may require to manage this transition.
- Explore power differentials that can exist within healthcare organisations and the tensions that may arise from these.
- Identify leadership roles undertaken by graduate registered nurses and discuss the skills required to undertake these roles.
- Analyse how the knowledge of governance systems can support the graduate registered nurse to provide safe patient care.

2 Assessment 2 - Short Answer Responses

Assessment Type
Written Assessment

Task Description

Aim

This assessment asks you to consider four different aspects of transitioning from a student nurse to a Registered Nurse: transitional challenges, power differentials, leadership, and clinical governance.

Instructions

This assessment functions as a 'choose your own adventure'. Each question provides multiple options; you need to choose **one** option to respond to for each question. Each question requires a short response of approximately 400 words (± 10%), for a total of 1600 words. Please include all four responses in a single Microsoft Word document, ensuring that each question is written in full with your chosen topic clearly identified followed by your response.

1) Transitional challenges are commonly encountered by many new graduate Registered Nurses. Choose **one** of the transitional challenges below and outline two skills or strategies you could use/implement to successfully navigate the chosen transitional challenge as a graduate registered nurse in the Australian healthcare setting. (400 words)
a. Role transition (e.g. from student to RN, AIN to RN, or EN to RN).
b. Adapting to the organisational culture of the ward/unit/facility
c. Joining a team
d. Time management

2) Choose **one** of the examples provided below. Briefly outline the perceived power differential and discuss how this could impact the patient care provided by the graduate registered nurse (400 words)
a. A graduate registered nurse needs to delegate a task to a very experienced enrolled nurse
b. A graduate registered nurse needs to talk to the nurse unit manager about the upcoming roster, which has the graduate registered nurse working ten eight-hour shifts in a row.
c. A graduate registered nurse is preceptoring a second-year nursing student and needs to talk to them about their underperformance.

d. A graduate registered nurse asks a much older assistant-in-nursing to help with a hoist transfer. The assistant-in-nursing refuses and tells the graduate registered nurse to do the hoist transfer alone.

3) Choose **one** of the advanced nursing roles below. Discuss two leadership skills you can develop as a graduate registered nurse which will help to prepare you for the chosen advanced nursing role (400 words)

a. Clinical nurse consultant/specialist

b. Nurse unit manager

c. Director of nursing of a rural hospital

d. Nurse educator

e. Nurse practitioner

4) Choose **one** of the National Safety and Quality Health Service Standards listed below. Analyse how you as a new graduate registered nurse could use one aspect of this Standard to improve patient care in a specific patient context (e.g. orthopaedic ward, residential aged care facility, child health nursing service, remote health clinic etc.). The importance of the chosen NSQHS standard for the specific patient context must be justified (400 words)

a. Preventing and controlling Infections

b. Medication safety

c. Comprehensive care

d. Blood management

e. Recognising and responding to acute deterioration

Literature and references

In this assessment use at least 5 references from relevant, high-quality and contemporary journal articles (<5 years) to support your discussion. You may also use seminal scholarly literature, textbooks and credible websites where relevant. 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. 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, Times New Roman or similar, with 2.0 line spacing and 2.54 cm page margins (standard pre-set margin in Microsoft Word).

2. Include a title page with your name, student number, unit code and name, names of unit coordinators, due date, date submitted, and word count of each question.

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

4. You may write in the first-person perspective.

5. Use formal academic language.

6. Do not use dot points or bullet points.

7. Clearly identify which topic you have chosen for each question.

8. Use Australian spelling and language conventions (e.g. organisation).

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

10. An introduction, conclusion, and table of contents are not required.

11. The word count is considered for each individual response. The word count excludes the assessment questions and 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.

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 12 Tuesday (3 Oct 2023) 4:00 pm AEST

Return Date to Students
Exam Week Friday (20 Oct 2023)
Assessments submitted late or with extensions will be returned within three (3) weeks of submission.

Weighting
50%

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
Question One (20%)						
A scholarly, comprehensive, and clear outline of one skill or strategy which could support you to successfully navigate the chosen transitional challenge as a graduate registered nurse in the Australian healthcare context 8.45-10.00	A comprehensive and clear outline of one skill or strategy which could support you to successfully navigate the chosen transitional challenge as a graduate registered nurse in the Australian healthcare context 7.45-8.44	A clear outline of one skill or strategy which could support you to successfully navigate the chosen transitional challenge as a graduate registered nurse in the Australian healthcare context 6.45-7.44	An adequate outline of one skill or strategy which could support the student to successfully navigate the chosen transitional challenge as a graduate registered nurse in the Australian healthcare context 4.95-6.44	A limited outline of one skill or strategy which could support you to successfully navigate the chosen transitional challenge as a graduate registered nurse in the Australian healthcare context 0.46-4.94	A very limited or no attempt to outline one skill or strategy which could support you to successfully navigate the chosen transitional challenge as a graduate registered nurse in the Australian healthcare context 0.00-0.45	/10
A scholarly, comprehensive, and clear outline of a second skill or strategy which could support you to successfully navigate the chosen transitional challenge as a graduate registered nurse in the Australian healthcare context 8.45-10.00	A comprehensive and clear outline of a second skill or strategy which could support you to successfully navigate the chosen transitional challenge as a graduate registered nurse in the Australian healthcare context 7.45-8.44	A clear outline of a second skill or strategy which could support you to successfully navigate the chosen transitional challenge as a graduate registered nurse in the Australian healthcare context 6.45-7.44	An adequate outline of a second skill or strategy which could support you to successfully navigate the chosen transitional challenge as a graduate registered nurse in the Australian healthcare context 4.95-6.44	A limited outline of a second skill or strategy which could support you to successfully navigate the chosen transitional challenge as a graduate registered nurse in the Australian healthcare context 0.46-4.94	A very limited or no attempt to outline a second skill or strategy which could support you to successfully navigate the chosen transitional challenge as a graduate registered nurse in the Australian healthcare context 0.00-0.45	/10
Question Two (20%)						
A scholarly, comprehensive, and clear outline of the perceived power differential in the chosen scenario. 8.45-10.00	A comprehensive and clear outline of the perceived power differential in the chosen scenario 7.45-8.44	A clear outline of the perceived power differential in the chosen scenario 6.45-7.44	An adequate outline of the perceived power differential in the chosen scenario 4.95-6.44	A limited outline of the perceived power differential in the chosen scenario. 0.46-4.94	A very limited or no outline of the perceived power differential in the chosen scenario. 0.00-0.45	/10
A scholarly, comprehensive, and clear discussion of how this power differential could impact the patient care provided by the graduate registered nurse 8.45-10.00	A comprehensive and clear discussion of how this power differential could impact the patient care provided by the graduate registered nurse 7.45-8.44	A clear discussion of how this power differential could impact the patient care provided by the graduate registered nurse 6.45-7.44	An adequate discussion of how this power differential could impact the patient care provided by the graduate registered nurse. 4.95-6.44	A limited discussion of how this power differential could impact the patient care provided by the graduate registered nurse. 0.46-4.94	A very limited or no discussion of how this power differential could impact the patient care provided by the graduate registered nurse 0.00-0.45	/10
Question Three (20%)						
A scholarly, comprehensive, and clear discussion of how one leadership skill could be developed by a graduate registered nurse in order to prepare them for the chosen advanced nursing role. The leadership skill is appropriate for a graduate registered nurse and expertly linked to the advanced nursing role. 8.45-10.00	A comprehensive and clear discussion of how one leadership skill could be developed by a graduate registered nurse in order to prepare them for the chosen advanced nursing role. The leadership skill is appropriate for a graduate registered nurse and strongly linked to the advanced nursing role 7.45-8.44	A clear discussion of how one leadership skill could be developed by a graduate registered nurse in order to prepare them for the chosen advanced nursing role. The leadership skill is appropriate for a graduate registered nurse and clearly linked to the advanced nursing role 6.45-7.44	An adequate discussion of how one leadership skill could be developed by a graduate registered nurse in order to prepare them for the chosen advanced nursing role. The leadership skill is appropriate for a graduate registered nurse and linked to the advanced nursing role 4.95-6.44	A limited discussion of how one leadership skill could be developed by a graduate registered nurse in order to prepare them for the chosen advanced nursing role. The leadership skill is not appropriate for a graduate registered nurse and/or not linked to the advanced nursing role 0.46-4.94	A very limited or no discussion of how one leadership skill could be developed by a graduate registered nurse in order to prepare them for the chosen advanced nursing role. The leadership skill is not appropriate for a graduate registered nurse and/or not linked to the advanced nursing role 0.00-0.45	/10
A scholarly, comprehensive, and clear discussion of how the second leadership skill could be developed by a graduate registered nurse in order to prepare them for the chosen advanced nursing role. The leadership skill is appropriate for a graduate registered nurse and expertly linked to the advanced nursing role. 8.45-10.00	A comprehensive and clear discussion of how the second leadership skill could be developed by a graduate registered nurse in order to prepare them for the chosen advanced nursing role. The leadership skill is appropriate for a graduate registered nurse and strongly linked to the advanced nursing role 7.45-8.44	A clear discussion of how the second leadership skill could be developed by a graduate registered nurse in order to prepare them for the chosen advanced nursing role. The leadership skill is appropriate for a graduate registered nurse and clearly linked to the advanced nursing role 6.45-7.44	An adequate discussion of how the second leadership skill could be developed by a graduate registered nurse in order to prepare them for the chosen advanced nursing role. The leadership skill is appropriate for a graduate registered nurse and linked to the advanced nursing role 4.95-6.44	A limited discussion of how the second leadership skill could be developed by a graduate registered nurse in order to prepare them for the chosen advanced nursing role. The leadership skill is not appropriate for a graduate registered nurse and/or not linked to the advanced nursing role 0.46-4.94	A very limited or no discussion of how the second leadership skill could be developed by a graduate registered nurse in order to prepare them for the chosen advanced nursing role. The leadership skill is not appropriate for a graduate registered nurse and/or not linked to the advanced nursing role 0.00-0.45	/10
Question Four (20%)						
A scholarly, comprehensive, and clear analysis of how a new graduate registered nurse could use one aspect of the chosen NSQHS Standard to improve patient care in a specific patient context. 8.45-10.00	A comprehensive and clear analysis of how a new graduate registered nurse could use one aspect of the chosen NSQHS Standard to improve patient care in a specific patient context. 7.45-8.44	A clear analysis of how a new graduate registered nurse could use one aspect of the chosen NSQHS Standard to improve patient care in a specific patient context. 6.45-7.44	An adequate analysis of how a new graduate registered nurse could use one aspect of the chosen NSQHS Standard to improve patient care in a specific patient context. 4.95-6.44	A limited analysis of how a new graduate registered nurse could use one aspect of the chosen NSQHS Standard to improve patient care in a specific patient context. 0.46-4.94	A very limited or no analysis of how a new graduate registered nurse could use one aspect of the chosen NSQHS Standard to improve patient care in a specific patient context. 0.00-0.45	/10
The importance of the chosen NSQHS standard for the specific patient context has been expertly justified. 8.45-10.00	The importance of the chosen NSQHS standard for the specific patient context has been strongly justified. 7.45-8.44	The importance of the chosen NSQHS standard for the specific patient context has been clearly justified. 6.45-7.44	The importance of the chosen NSQHS standard for the specific patient context has been justified. 4.95-6.44	The importance of the chosen NSQHS standard for the specific patient context has been poorly justified. 0.46-4.94	The importance of the chosen NSQHS standard for the specific patient context has not been justified. 0.00-0.45	/10
Referencing and Presentation (20%)						
Consistently integrates contemporary, scholarly references to support and reflect all ideas, information, and quotations with no more than 1 exception. Consistently accurate intext citation referencing style (0 or 1 inaccuracies). 4.23-5.00	Mostly integrates current, reliable references to support and reflect ideas, information, and quotations, with 2 or 3 exceptions. Mostly accurate with intext referencing (2 or 3 inaccuracies). 3.73-4.22	Frequently integrates pertinent references to support and reflect ideas, information, and quotations, with 4 or 5 exceptions. Frequently accurate with intext referencing (4 or 5 inaccuracies). 3.23-3.72	Sometimes integrates applicable references to support and reflect ideas, information, and quotations with 6 to 8 exceptions. Some inaccuracies with intext referencing style (6-8 inaccuracies). 2.48-3.22	Infrequently attempts to integrate relevant references to support and reflect ideas, information, and quotations (>8 exceptions). Many inaccuracies with intext referencing style (>8 inaccuracies). 0.23-2.47	No attempt to integrate relevant references to support ideas, information, and quotations. 0.00-0.22	/5
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Mark						/100

Referencing Style

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Submission
Online

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

Learning Outcomes Assessed

- Identify transitional challenges that you may experience in your transition from student to registered nurse and explain the skills and strategies you may require to manage this transition.
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- Identify leadership roles undertaken by graduate registered nurses and discuss the skills required to undertake these roles.
- Analyse how the knowledge of governance systems can support the graduate registered nurse to provide safe patient care.

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