NURS20165 *Leadership in Healthcare*
Term 2 - 2021

All details in this unit profile for NURS20165 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

This unit prepares you to undertake a leadership role in healthcare contexts. In this unit, you will have the opportunity to analyse theories and models of leadership and reflect upon your leadership strengths and weaknesses. You will apply leadership theories and your selected leadership model/s to leading in the healthcare setting. You will also focus on emotional intelligence and critique the concept of relational power to autonomous practice.Through the use of coaching and mentoring strategies you will develop the capacity to lead, empower and inspire members of the healthcare team.

Details

Career Level: *Postgraduate*
Unit Level: *Level 9*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for this unit.
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 - 2021

- Online

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 Postgraduate 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. **Portfolio**
Weighting: 25%
2. **Portfolio**
Weighting: 35%
3. **Report**
Weighting: 40%

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. Analyse theories and models of leadership and apply these to the healthcare setting
2. Evaluate your leadership skills and abilities and construct a professional development plan to effectively lead healthcare teams
3. Apply skills and knowledge to effectively lead teams for change management in healthcare settings.

N/A

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
1 - Portfolio - 25%	●	●	
2 - Portfolio - 35%		●	
3 - Report - 40%	●		●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Knowledge	○	○	○
2 - Communication		○	○
3 - Cognitive, technical and creative skills		○	
4 - Research			○
5 - Self-management	○		
6 - Ethical and Professional Responsibility			○
7 - Leadership	○	○	○
8 - Aboriginal and Torres Strait Islander Cultures			

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Portfolio - 25%	○	○	○		○		○	
2 - Portfolio - 35%	○	○	○				○	
3 - Report - 40%	○	○	○	○	○	○	○	

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information
N/A

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- CQUniversity library literature search tools
- Service from Academic Learning Centre
- Zoom
- CQUniveristy Library Resources

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

Lorraine Thompson Unit Coordinator
l.m.thompson@cqu.edu.au
Julie Shaw Unit Coordinator
j.m.shaw@cqu.edu.au
Colleen Johnston-Devin Unit Coordinator
c.johnston-devin@cqu.edu.au
Adele Baldwin Unit Coordinator
a.baldwin@cqu.edu.au
Pauline Calleja Unit Coordinator
p.calleja@cqu.edu.au

Schedule

Module 1: Week 1. Leadership models and theories in healthcare settings - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
1. Leadership vs management 2. Transformational Leadership	1. Read chapter 5 Leadership and Management in: Stanley, D. (2016). *Clinical leadership in nursing and healthcare :Values into action* (2nd ed). Wiley (e-book). 2. Shafique, I., & Loo-See, B. (2018). Shifting organizational leadership perspectives: An overview of leadership theories. *Journal of Economic & Management Perspectives, 12*(2), 266–276.	**ZOOM:** Day and time TBA **Learning journey blog on E-portfolio** For this first entry- discuss what you perceive to be the differences between leaders and managers. Where do you see yourself in your current role?

Module 1: Week 2. Leadership models and theories in healthcare settings - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic

| 3. Strategic leadership
4. Great man Theory
5. Trait Theory
6. Behavioural Theory | 1. Kumar, R. D. C., & Khiljee, N. (2016). Leadership in healthcare. *Anaesthesia & Intensive Care Medicine, 17*(1), 63–65. https://doi.org/10.1016/j.mpaic.2015.10.012
2. Read chapter 2 Leadership Theories and Styles in:
Stanley, D. (2016). *Clinical leadership in nursing and healthcare :Values into action* (2nd ed). Wiley (e-book) | **ZOOM**: Day and time TBA
Activity: Leadership self-assessment tool
Springboard NSW |

Module 1: Week 3 Leadership models and theories in healthcare settings - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
7. Contingency Theory 8. Transactional Theory 9. Values based/authentic leadership	Alilyyani, B., Wong, C.A., & Cummings, G. (2018). Antecedents, mediators, and outcomes of authentic leadership in healthcare: A systematic review. *International Journal Nursing Science, 83*, 34-64	**ZOOM**: Day and time TBA **Activity**: Discussion post What does leadership in your profession mean

Module 2. Week 4. Self-evaluation and self-development - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Self-assessment Emotional intelligence	Read chapter 3 in: Stein, S. J. (2017). *Leading with emotional intelligence*. John Wiley & Sons, (e-book)	**ZOOM:** Day and time TBA **Activity:** Emotional intelligence questionnaire

Module 2. Week 5. Self-evaluation and self-development - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Gaining insight from others Fostering professionalism	Read chapter 13 in: Swanwick, T., & McKimm, J. (2017). *Abc of clinical leadership* (2nd ed.). John Wiley & Sons, (e-book).	**ZOOM:** Day and time TBA **Activity: Reflection** Self-awareness and professionalism **Assessment 1 Due: 5pm (AEST) Wednesday 11th August 2021 (Week 5)** **E-Portfolio Leadership Profile** Due: Week 5 Wednesday (11 Aug 2021) 5:00 pm AEST

Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic

Module 2. Week 6. Self-evaluation and self-development - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Leading at level Self-management and behaviour triggers. Circle of control/circle of influence	Hope, J. (2018). Maximize your leadership potential by understanding the 5 levels of leadership. *Enrolment Management Report, 22*(5), 8–8. https://doi.org/10.1002/emt.30446	**ZOOM:** Day and time TBA **Activity - YouTube:** John Maxwell The 5 Levels of Leadership

Module 3. Week 7. Leading and developing others - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Expectations and unwritten rules Culture and leadership	Read chapter 6 Organisational culture in: Stanley, D. (2016). *Clinical leadership in nursing and healthcare :Values into action* (2nd ed). Wiley (e-book).	**ZOOM:** Day and time TBA **Activity: Discussion post** What makes up or influences the organisational culture.?

Module 3. Week 8. Leading and developing others - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Mentor and coach Performance management	Burgess, A., Diggele, C., & Mellis, C. (2018). Mentorship in the health professions: A review. *The Clinical Teacher, 15*(3), 197–202. https://doi.org/10.1111/tct.12756	**Zoom:** Day and time TBA **Activity:** To coach, to mentor, or both? **Assessment 2 Due: 5pm (AEST), Wednesday 8th September, 2021.** Professional development plan in e-portfolio. **E- Portfolio Professional Development Plan** Due: Week 8 Wednesday (8 Sept 2021) 5:00 pm AEST

Module 3. Week 9. Leading and developing others - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Crucial conversations Above and below the line behaviours	Read chapter 4 in: Henderson, M. (2014). *Above the line :How to create a company culture that engages employees, delights customers and delivers results*. John Wiley & Sons (e-book).	**Zoom:** Day and time TBA **Activity:** Where Do You Sit? Above The Line Or Below The Line?

Module 4. Week 10. Leading change management - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Change management theory	Read chapter 7 Managing change in: Stanley, D. (2016). *Clinical leadership in nursing and healthcare :Values into action* (2nd ed). Wiley (e-book). https://vpsc.vic.gov.au/wp-content/uploads/2015/03/Organisational-Change_Web.pdf	**ZOOM:** Day and time TBA **Activity:** Discussion post Why do you think some people are resistant to change?

Module 4. Week 11. Leading change management - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Evidence-based decision making Leading for safety and quality in health	https://www.safeworkaustralia.gov.au/leadership-culture#principles-of-effective-leadership https://www.safetyandquality.gov.au/standards/nsqhs-standards	**ZOOM:** Day and time TBA **Activity: Quiz** The National Safety and Quality Health Service Standards

Module 4. Week 12. Leading change management - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
Implementation science and knowledge translation	Khalil, H (2016). Knowledge translation and implementation science: what is the difference? *International Journal of Evidence-Based Healthcare: 14* (2) doi: 10.1097/XEB.0000000000000086	**Zoom:** Drop in- Revision **Activity: Video** Translating evidence into practice: A guide to successful implementation

Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 3: Leadership Profile **Due: 5pm (AEST), Wednesday 13th October, 2021.** **Case Study** Due: Review/Exam Week Wednesday (13 Oct 2021) 5:00 pm AEST

Exam Week - 18 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 E-Portfolio Leadership Profile

Assessment Type
Portfolio

Task Description

Type: Essay
Due date: 5pm (AEST) Wednesday 11th August 2021 (Week 5)
Weighting: 25%
Length: 2,000 words
Unit Coordinator: TBA

Learning Outcomes Assessed

1. Analyse theories and models of leadership and apply these to the healthcare setting
2. Evaluate your leadership skills and abilities and construct a professional development plan to effectively lead healthcare teams

Aim

The aim of this assessment is for you to develop a document that demonstrates your leadership in healthcare and indicates your leadership aspirations.

Instructions

Create a profile of your leadership ideals and aims in E-portfolio.
There are three steps to your leadership profile which is in essay form:
Step 1. From Module 1's content and wider reading, identify the leadership models and theories that resonate with you. Briefly describe these with reference to the academic literature.
Step 2. Take a self- assessment approach to your leadership skills (you can use one of the tools suggested). Then reflect on how the models/theories you identified above relate to your current role, your self-assessment, and how you can lead in your professional setting using these theories within your role.
Step 3. Aspiration for future leadership - Consider aspects that you aspire to but have not yet been able to demonstrate in your practice and create at least three (3) goal statements. These 3 goals should use the SMART format.

Literature and references

In this assessment use at least 12 contemporary journal articles (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Additional suitable references include textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing.

Requirements

1. Include an introduction, body and conclusion
2. Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
3. Include page numbers on each page in a footer.
4. You should write in the third person.
5. Use formal academic language.
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 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.
2. We recommend that you access your discipline specific library guide: the Nursing Resource Guide.
3. We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.
4. 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.
5. Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

Submission

Submit you essay via the unit Moodle sit.
Once it has been marked, please make your corrections and submit to your e-Portfolio (also called Portfolium) within two weeks of assignment feedback. You will need to add a new page titled Leadership profile to your e-Portfolio so that you can upload your e- Portfolio.

Marking Criteria

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

Assessment Due Date
Week 5 Wednesday (11 Aug 2021) 5:00 pm AEST
Submit via Turnitin on the Unit Moodle site.

Return Date to Students
Week 7 Wednesday (1 Sept 2021)
online

Weighting
25%

Assessment Criteria

Assessment 1

High Distinction 84.50-100%	Distinction 74.50-84.49%	Credit 64.50-74.49%	Pass 49.50-64.49%	Fail <49.50%	Fail (content absent) 0%
STRUCTURE 30%					
Efficiency & organisation 10%					
An articulate essay. There is a succinct and compelling introduction which introduces your paper and outlines its direction. The report is cogent and is brought to a compelling conclusion.	A well written essay. There is a clear and appropriate introduction which introduces your paper and outlines its direction. The report proceeds logically and is brought to a logical conclusion.	Appropriately written essay. There is an appropriate introduction which mostly introduces the paper and its direction. The report mostly proceeds logically and is brought to an appropriate conclusion.	Adequately articulated essay. An introduction is apparent, and your paper has been somewhat introduced. There is an attempt made to outline the direction of the paper. The report is at times repetitive or lacks cohesion. A conclusion is evident.	The introduction is not apparent or does not attempt to introduce your paper or outline the direction of the paper. The reflection does not flow logically and is not brought to a close.	No introduction or conclusion provided.
Presentation 10%					
Excellent presentation of assignment. The submitted written material is very well-presented, follows the formatting requirements and is free from errors.	A very good presentation of assignment. The submitted written material is well-presented and mostly follows the formatting requirements. There are minor errors (e.g. 1 or 2 errors in spelling, grammar and paragraph structure).	A good presentation of assignment that follows the formatting requirements. There are some errors (e.g. 3 or 4 consistent errors with spelling, grammar and paragraph structure).	An adequate presentation of assignment that sometimes follows the formatting requirements. There are 3 or 4 inconsistent errors (spelling, grammar and paragraph structure).	Poorly presented assignment. There are many inaccuracies in formatting spelling, grammar and paragraph structure. (> 5 errors).	Assessment does not follow the formatting requirements.
Substantiation of discussion 5%					
Discussion is substantiated consistently with logic, examples, and with reference to the current literature. A minimum of 10 contemporary* peer reviewed journal articles have been cited.	Discussion is generally substantiated with logic, examples, and with reference to the current peer reviewed literature, with 1 or 2 exceptions. A minimum of 10 contemporary* peer reviewed journal articles have been cited.	Discussion is partly substantiated with logic, examples, and with reference to the current peer reviewed literature, with 3 or 4 exceptions. Between 8 - 10 contemporary* peer reviewed journal articles have been cited.	Discussion is occasionally substantiated with logic, examples, and with reference to the current peer reviewed literature, with 5 or 6 exceptions. Between 5-8 contemporary* peer reviewed journal articles have been cited.	Discussion is not or infrequently attempts to (>7 errors) to substantiate discussion with logic, examples, and with reference to the current peer reviewed literature. Less than 5 contemporary* peer reviewed journal articles have been cited.	No substantiation provided.
Referencing 5%					

Assessment 1

High Distinction 84.50-100%	Distinction 74.50-84.49%	Credit 64.50-74.49%	Pass 49.50-64.49%	Fail <49.50%	Fail (content absent) 0%
Accurate APA7 referencing. No errors.	Mostly accurate APA referencing. 1-2 consistent errors (may be made multiple times).	Somewhat accurate APA7 referencing. 3 consistent errors (may be made multiple times).	Occasionally accurate APA7 referencing. 4 consistent errors (made multiple times).	APA7 referencing not used, or more than 5 inaccuracies.	APA7 referencing not used.

ARGUMENT AND APPROACH 70%

Relevancy & depth 35%

The content is entirely relevant and comprehensively addresses the task. The essay provides an excellent description of the various leadership styles that resonate with you. An excellent reflection on your current role, self-assessment and how you can apply these theories in future leadership activities. An excellent description of leadership aspirations and the planned future goals. An excellent logical discussion that is within the set word limit.	The content is very relevant and clearly addresses the task. The essay provides a clear description of the various leadership styles that resonate with you. A clear reflection on your current role, self-assessment and how you can apply these theories in future leadership activities. A clear description of leadership aspirations and the planned future goals. The discussion clearly proceeds logically and is within the set word limit.	The content is relevant and addresses the task. The essay provides a description of the various leadership styles that resonate with you. A reflection on your current role, self-assessment and how you can apply these theories in future leadership activities. A description of leadership aspirations and the planned future goals has been provided. The discussion proceeds logically and is within the set word count.	The content is mostly relevant and partly addresses the task. The essay mostly provides a description of the various leadership styles that resonate with you. There is a lack of some reflection on your current role, self-assessment and how you can apply these theories in future leadership activities. The discussion is at times repetitive or lacks cohesion and is within the set word limit.	The content is irrelevant and/or does not address the task. The discussion lacks cohesion. The word count is not within the limit	The content does not address the task. No discussion present.

Creation and substantiation of leadership profile 35%

The leadership theories are very clearly identified and substantiated using scholarly literature. There is excellent self-reflection in the description and explanation of your leadership and your aspirations which are very clearly substantiated with the scholarly literature.	The leadership theories are clearly identified and substantiated with scholarly literature. There is clear self-reflection in the description and explanation of your leadership and your aspirations which are clearly substantiated with the scholarly literature.	The leadership theories are identified and substantiated with scholarly literature. There is self-reflection in the description and explanation of your leadership and your aspirations which are very clearly substantiated with the scholarly literature.	The leadership theories are mostly identified and substantiated with scholarly literature. There is some self-reflection in the description and explanation of your leadership and aspirations which are mostly substantiated with the scholarly literature.	There is very little, or no evidence of leadership theories. There is very little, or no evidence of self-reflection in the description and explanation of your leadership and aspirations which are not well substantiated with the scholarly literature.	No analysis present.

TOTAL MARKS	**/100**	**MARKER**	**Late penalty (if applicable) %**

Referencing Style

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

Submission
Online

Submission Instructions
Submit via Turnitin on the Unit Moodle site.

Learning Outcomes Assessed

- Analyse theories and models of leadership and apply these to the healthcare setting
- Evaluate your leadership skills and abilities and construct a professional development plan to effectively lead healthcare teams

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Self-management
- Leadership

2 E- Portfolio Professional Development Plan

Assessment Type
Portfolio

Task Description
Type: Essay

Due date: 5pm (AEST) Wednesday 8th September 2021 (Week 8)

Weighting: 35%

Length: 2,500 words

Unit Coordinator: TBA

Learning Outcome Assessed

3. Evaluate your leadership skills and abilities and construct a professional development plan to effectively lead healthcare teams

Aim

The aim of this assessment is for you to demonstrate insight into your leadership skilss and how you plan to further develop them.

Instructions

Following on from your leadership profile in Assessment 1, create a professional development plan for yourself to move from where your skills and abilities currently focus to where you would like to be in the future (note this does not necessarily mean changing your current professional role, for some people this will mean how they can lead better within their current role).
Consider the aspects of self-management as well as leading others, or leading change (you may wish to review module 4 and 5 for assistance with this), whatever fits within your self-assessment.
You can be as creative with this professional development plan as you wish for example, adding photos, diagrams, links etc., that will help your reader see HOW you will go about achieving your end goal.
Your 3 goal statements will essentially be the source of your planning and will be further developed in this assessment. Consider the feedback from Assessment 1 to help you refine your goals, then plan out strategies with referenced rationales to achieve the goals, along with what and how you will measure your success.

Literature and references

In this assessment use at least 12 contemporary journal articles (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Additional suitable references include textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing.

Requirements

1. Include an introduction, body and conclusion
2. Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
3. Include page numbers on each page in a footer.
4. You should write in the third person.
5. Use formal academic language.
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 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.
2. We recommend that you access your discipline specific library guide: the Nursing Resource Guide.
3. We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.
4. 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.

5. 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. Once, it has been marked, please make your corrections, and submit to your e-Portfolio (also called Portfolium) within two weeks of assignment feedback. You will need to add a new page titled Leadership profile to your e-Portfolio so that you can upload your e- Portfolio.

Marking Criteria

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

Assessment Due Date
Week 8 Wednesday (8 Sept 2021) 5:00 pm AEST
Submit online via Turnitin on the Unit Moodle site

Return Date to Students
Week 10 Wednesday (22 Sept 2021)
online

Weighting
35%

Assessment Criteria

Assessment 2

High Distinction 84.50-100%	Distinction 74.50-84.49%	Credit 64.50-74.49%	Pass 49.50-64.49%	Fail <49.50%	Fail (content absent) 0%	
STRUCTURE 30%						
Efficiency & organisation 10%						
An articulate essay. There is a succinct and compelling introduction which introduces your paper and outlines its direction. The report is cogent and is brought to a compelling conclusion.	A well written essay. There is a clear and appropriate introduction which introduces your paper and outlines its direction. The report proceeds logically and is brought to a logical conclusion.	Appropriately written essay. There is an appropriate introduction which mostly introduces the paper and its direction. The report mostly proceeds logically and is brought to an appropriate conclusion.	Adequately articulated essay. An introduction is apparent, and your paper has been somewhat introduced. There is an attempt made to outline the direction of the paper. The report is at times repetitive or lacks cohesion. A conclusion is evident.	The introduction is not apparent or does not attempt to introduce your paper or outline the direction of the paper. The reflection does not flow logically and is not brought to a close.	No introduction or conclusion provided.	
Presentation 10%						Presentation 10%
Excellent presentation of assignment. The submitted written material is very well-presented, follows the formatting requirements and is free from errors.	A very good presentation of assignment. The submitted written material is well-presented and mostly follows the formatting requirements. There are minor errors (e.g. 1 or 2 errors in spelling, grammar and paragraph structure).	A good presentation of assignment that follows the formatting requirements. There are some errors (e.g. 3 or 4 consistent errors with spelling, grammar and paragraph structure).	An adequate presentation of assignment that sometimes follows the formatting requirements. There are 3 or 4 inconsistent errors (spelling, grammar and paragraph structure).	Poorly presented assignment. There are many inaccuracies in formatting spelling, grammar and paragraph structure. (> 5 errors).	Assessment does not follow the formatting requirements.	
Substantiation of discussion 5%						Referencing use 5%
Discussion is substantiated consistently with logic, examples, and with reference to the current literature. A minimum of 15 contemporary* peer reviewed journal articles have been cited.	Discussion is generally substantiated with logic, examples, and with reference to the current peer reviewed literature, with 1 or 2 exceptions. A minimum of 15 contemporary* peer reviewed journal articles have been cited.	Discussion is partly substantiated with logic, examples, and with reference to the current peer reviewed literature, with 3 or 4 exceptions. Between 12 - 15 contemporary* peer reviewed journal articles have been cited.	Discussion is occasionally substantiated with logic, examples, and with reference to the current peer reviewed literature with 5 or 6 exceptions. Between 10 - 12 contemporary* peer reviewed journal articles have been cited.	Discussion is not or infrequently attempts to (>7 errors) to substantiate discussion with logic, examples, and with reference to the current peer reviewed literature. Less than 8 contemporary* peer reviewed journal articles have been cited. Not a logical discussion of leadership – plan does not relate to leadership but to making coffee Nine references only	No substantiation provided.	
Referencing 5%						Referencing 5%
Accurate APA7 referencing. No errors.	Mostly accurate APA7 referencing. 1-2 consistent errors (may be made multiple times).	Somewhat accurate APA7 referencing. 3 consistent errors (may be made multiple times).	Occasionally accurate APA7 referencing. 4 consistent errors (made multiple times).		APA referencing not used.	
ARGUMENT AND APPROACH 70%						
Relevancy & depth 35%						
The content is entirely relevant and comprehensively addresses the task. The essay provides an excellent leadership development plan that very clearly incorporates self-management and leading others or change. The strategies to reach your three goals are very clearly outlined along with how you will evaluate the success of these strategies. An excellent logical discussion that is within the set word limit.	The content is very relevant and clearly addresses the task. The essay provides a clear leadership development plan that clearly incorporates self-management and leading others or change. The strategies to reach your three goals are clearly outlined along with how you will evaluate the success of these strategies. The discussion clearly proceeds logically and is within the set word limit.	The content is relevant and addresses the task. The essay provides a leadership development plan that incorporates self-management and the leading of others or change. The strategies to reach your three goals are outlined along with how you will evaluate the success of these strategies. The discussion proceeds logically and is within the set word count.	The content is mostly relevant and partly addresses the task. The essay provides a leadership development plan that mostly incorporates self-management and the leading of others or change. The strategies to reach your three goals are mostly outlined along with how you will evaluate the success of these strategies. The discussion is at times repetitive or lacks cohesion and is within the set word limit.	The content is irrelevant and/or does not address the task. The discussion lacks cohesion. The word count is not within the limit	The content does not address the task. No discussion present.	
Creation and substantiation of leadership plan 35%						
The leadership development plan is excellent. The incorporation of self-management and the leading of others is very clearly substantiated with reference to the scholarly literature. The leadership strategies and their evaluations are very clearly stated and substantiated with the scholarly literature.	The leadership development plan is very good. The incorporation of self-management and the leading of others is clearly substantiated with reference to the scholarly literature. The leadership strategies and their evaluations are clearly stated and substantiated with the scholarly literature.	The leadership development plan is good. The incorporation of self-management and the leading of others is substantiated with reference to the scholarly literature. The leadership strategies and their evaluations are stated and substantiated with the scholarly literature.	The leadership development plan is evident. The incorporation of self-management and the leading of others is mostly substantiated with reference to the scholarly literature. The leadership strategies and their evaluations are mostly stated and substantiated with the scholarly literature.	There is very little, or no evidence of a leadership plan. There is very little, or no evidence of incorporating self-management and leading others of change in the plan. There is very little evidence of substantiation of the plan using the scholarly literatures	No analysis present.	
TOTAL MARKS	/100	Marker		Late penalty (if applicable) %		

Referencing Style

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

Submission
Online

Submission Instructions
Submit via assessment portal on Moodle site

Learning Outcomes Assessed

- Evaluate your leadership skills and abilities and construct a professional development plan to effectively lead healthcare teams

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Leadership

3 Case Study

Assessment Type
Report

Task Description
Type: Essay
Due date: 5pm (AEST) Wednesday 13th October 2021 (Preview/Exam Week)
Weighting: 40%
Length: 3,000 words
Unit Coordinator: TBA

Learning Outcomes Assessed

1. Analyse theories and models of leadership and apply these to the healthcare setting

3. Apply skills and knowledge to effectively lead teams for change management in healthcare settings

Aim

The aim of this assessment is for you to demonstrate your knowledge and understanding of leadership in health care by applying this knowledge to an incident (case study) within your workplace.

Instructions

Identify an incident (case study) that includes a multi-disciplinary team and is complex and multi-factorial. Include patient outcomes or staff outcomes and ensure that you have included some positive and negative aspects for analysis. You are required to provide an analysis of the leadership approaches, the outcomes demonstrated, and provide evidence-based (referenced) recommendations regarding the following:
1. Alternate approaches and leadership models that were both positive AND may have helped ameliorate or improve the incident outcomes
2. The main areas for improvement that would have best impact on leading the team in the future
3. Proposed change management strategies to ensure this situation can be improved (inclusive of team management approaches)
4. Potential professional development options for those involved

Literature and references

In this assessment use at least 12 contemporary journal articles (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Additional suitable references include textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing.

Requirements

1. Include an introduction, body and conclusion in your essay.
2. Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 2.0 line spacing and 2.54cm

page margins (standard pre-set margin in Microsoft Word).
3. Include page numbers on each page in a footer.
4. You should write in the third person.
5. Use formal academic language.
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 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.
2. We recommend that you access your discipline specific library guide: the Nursing Resource Guide.
3. We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.
4. 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.
5. 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 Moodle site. Once, it has been marked, please make your corrections, and submit to your e-Portfolio (also called Portfolium) within two weeks of assignment feedback. You will need to add a new page titled Leadership profile to your e-Portfolio so that you can upload your Leadership Profile.

Marking Criteria

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

Assessment Due Date
Review/Exam Week Wednesday (13 Oct 2021) 5:00 pm AEST
Submit via Turnitin on the Unit Moodle site

Return Date to Students
Exam Week Friday (22 Oct 2021)
online

Weighting
40%

Assessment Criteria

Assessment 3

High Distinction 84.50-100%	Distinction 74.50-84.49%	Credit 64.50-74.49%	Pass 49.50-64.49%	Fail Below 49.50%	Fail (content absent) 0%
STRUCTURE					
Efficiency & organisation 10%					
An articulate essay. There is a succinct and compelling introduction which introduces your paper and outlines its direction. The report is cogent and is brought to a compelling conclusion.	A well written essay. There is a clear and appropriate introduction which introduces your paper and outlines its direction. The report proceeds logically and is brought to a logical conclusion.	Appropriately written essay. There is an appropriate introduction which mostly introduces the paper and its direction. The report mostly proceeds logically and is brought to an appropriate conclusion.	Adequately articulated essay. An introduction is apparent, and your paper has been somewhat introduced. There is an attempt made to outline the direction of the paper. The report is at times repetitive or lacks cohesion. A conclusion is evident.	The introduction is not apparent or does not attempt to introduce your paper or outline the direction of the paper. The reflection does not flow logically and is not brought to a close.	No introduction or conclusion provided.
Presentation 10%					*Presentation 10%*
Excellent presentation of assignment. The submitted written material is very well-presented, follows the formatting requirements and is free from errors.	A very good presentation of assignment. The submitted written material is well-presented and mostly follows the formatting requirements. There are minor errors (e.g. 1 or 2 errors in spelling, grammar and paragraph structure).	A good presentation of assignment that follows the formatting requirements. There are some errors (e.g. 3 or 4 consistent errors with spelling, grammar and paragraph structure).	An adequate presentation of assignment that sometimes follows the formatting requirements. There are 3 or 4 inconsistent errors (spelling, grammar and paragraph structure).	Poorly presented assignment. There are many inaccuracies in formatting spelling, grammar and paragraph structure. (> 5 errors).	Assessment does not follow the formatting requirements.
Substantiation of discussion 5%					*Referencing use 5%*
Discussion is substantiated consistently with logic, examples, and with reference to the current literature. A minimum of 15 contemporary* peer reviewed journal articles have been cited.	Discussion is generally substantiated with logic, examples, and with reference to the current peer reviewed literature, with 1 or 2 exceptions. A minimum of 15 contemporary* peer reviewed journal articles have been cited.	Discussion is partly substantiated with logic, examples, and with reference to the current peer reviewed literature, with 3 or 4 exceptions. Between 12-15 contemporary* peer reviewed journal articles have been cited.	Discussion is occasionally substantiated with logic, examples, and with reference to the current peer reviewed literature, with 5 or 6 exceptions. Between 10-12 contemporary* peer reviewed journal articles have been cited.	Discussion is not or infrequently attempts to (>7 errors) to substantiate discussion with logic, examples, and with reference to the current peer reviewed literature. Less than 8 contemporary* peer reviewed journal articles have been cited.	No substantiation provided.
Referencing 5%					*Referencing 5%*
Accurate APA7 referencing. No errors.	Mostly accurate APA7 referencing. 1-2 consistent errors (may be made multiple times).	Somewhat accurate APA7 referencing. 3 consistent errors (may be made multiple times).	Occasionally accurate APA7 referencing. 4 consistent errors (made multiple times).	APA7 referencing not used, or more than 5 inaccuracies.	APA7 referencing not used.
ARGUMENT AND APPROACH 70%					
Relevancy & depth 35%					

Assessment 3

High Distinction 84.50-100%	Distinction 74.50-84.49%	Credit 64.50-74.49%	Pass 49.50-64.49%	Fail Below 49.50%	Fail (content absent) 0%
The content is entirely relevant and comprehensively addresses the task. The report includes an excellent description of the incident that incorporates a multi-disciplinary team, which is complex and multifactorial. The patient and staff outcomes have been very clearly outlined. The report includes a comprehensive analysis of leadership, incident outcomes and evidenced based recommendations An excellent logical discussion that is within the set word limit.	The content is very relevant and clearly addresses the task. The report includes a clear description of the incident that incorporates a multi-disciplinary team, which is complex and multifactorial. The patient and staff outcomes have been clearly outlined. The report includes a clear analysis of leadership, incident outcomes, and evidenced based recommendations The discussion clearly proceeds logically and is within the set word limit.	The content is relevant and addresses the task. The report includes a description of the incident that incorporates a multi-disciplinary team, which is complex and multifactorial. The patient and staff outcomes have been outlined. The report includes an analysis of leadership, incident outcomes and evidenced based recommendations The discussion proceeds logically and is within the set word count.	The content is mostly relevant and partly addresses the task. The report includes a description of the incident that mostly incorporates a multi-disciplinary team, which is complex and multifactorial. The patient and staff outcomes have been mostly outlined. The report includes an analysis that partly addresses the relevant leadership, incident outcomes and evidenced based recommendations The discussion is at times repetitive or lacks cohesion and is within the set word limit.	The content is irrelevant and/or does not address the task. The discussion lacks cohesion. The word count is not within the limit.	The content does not address the task. No discussion present.

Critical analysis of incident 35%

The report provides an excellent critical analysis of the incident and provides a very detailed analysis of the apparent leadership and outcomes as well as very relevant recommendations. The report is very clearly substantiated using scholarly literature throughout.	The report provides a clear critical analysis of the incident and provides a detailed analysis of the apparent leadership and outcomes as well as clear recommendations. The report is clearly substantiated using scholarly literature throughout.	The report provides a critical analysis of the incident and provides a detailed analysis of the apparent leadership and outcomes as well as recommendations. The report is substantiated using scholarly literature throughout.	The report mostly provides a critical analysis of the incident and provides an analysis of the apparent leadership and outcomes as well as recommendations. The report is somewhat substantiated using scholarly literature.	There is very little, or no evidence of critical analysis of the incident. There is very little evidence of substantiation of the report using scholarly literature.	No analysis present.

TOTAL MARKS   /100   **Marker**   **Late penalty (if applicable) %**

Referencing Style

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

Submission
Online

Submission Instructions
Submit online via Turnitin on the Unit Moodle site

Learning Outcomes Assessed

- Analyse theories and models of leadership and apply these to the healthcare setting
- Apply skills and knowledge to effectively lead teams for change management in healthcare settings.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

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