NURS20165 *Leadership in Healthcare*
Term 2 - 2023

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 - 2023

- 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.

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from n/a

Feedback

No data available for analysis.

Recommendation

n/a

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		○	

Graduate Attributes	Learning Outcomes		
	1	2	3
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.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Academic Learning Centre services
- Access to MIMS through the university library
- CQ U library search engines for research articles
- CQUniversity library literature search tools
- Wordprocessing, spreadsheeting and powerpoint software
- Zoom account (Free)
- Zoom app on your smart phone or access to Zoom on your laptop
- Endnote bibliographic software. This is optional for formatting references.
- CQUniversity Library Nursing Resources
- Zoom (both microphone and webcam capability)

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
Leanne Jack Unit Coordinator
l.jack@cqu.edu.au

Schedule

Week 1 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to the unit **Module 1: Leadership Models and Theories in Healthcare Settings** **1. Leadership vs management** **2. Transformational Leadership**	**Welcome and Unit Introduction O Week.** **Assessments 1 and 2.** **Leadership Models in Healthcare Settings.** **Complete readings and activities as outlined in Moodle.** **Click on the '?Need Study Help' link and learn what study help resources are available at the Academic Learning Centre.** **Find out how to access the library and databases.** **Find out what is in the 'Student Support' link.**	Recorded presentations: • **Welcome and Unit Introduction O Week.** • **Assessments 1 and 2.** • **Leadership Models in Healthcare Settings.** **Assessments 1, 2 and 3 - Review the assessment tasks and make a study plan.** **Activity - Access the General Discussion Page and post a welcome note to introduce yourself to your colleagues by providing your:** • **Name** • **Where you work** • **Why you are studying at Masters Degree level.**

Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Leadership Models and Theories in Healthcare Settings **3. Strategic leadership** **4. Great man Theory** **5. Trait Theory** **6. Behavioural Theory**	**Complete the readings and activities as outline in Module.**	**Recorded presentation: Listen to the presentation.** **Announcement and Discussion Boards - Check for posts and updates.** **Check your student email at least twice per week.** **Assessment 1 - Continue preparing assessment. You might wish to seek assessment preparation help from the Academic Learning Centre and/or Studiosity.**

Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Leadership Models and Theories in Healthcare Settings **7. Contingency Theory** **8. Transactional Theory** **9. Values based/authentic leadership**	**Complete the readings and activities as outline in Module.**	**Zoom - Drop-in question and answer - Unit content and assessments.** **Announcement and Discussion Boards - Check for posts and updates.** **Check your student email at least twice per week.** **Assessment 1 - Continue preparing assessment. You might wish to seek assessment preparation help from the Academic Learning Centre and/or Studiosity.**

Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Self-evaluation and Self-development Self-assessment Emotional intelligence	**Complete the readings and activities as outline in Module.**	**Recorded presentation: Listen to the presentation. Announcement and Discussion Boards - Check for posts and updates. Check your student email at least twice per week. Assessment 1 - Finalise your assessment. Review originality through Turnitin and make relevant changes.**

Week 5 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Self-evaluation and Self-development Gaining insight from others Fostering professionalism	**Complete the readings and activities as outline in Module.**	**Zoom - Drop-in question and answer - Unit content and assessments. Announcement and Discussion Boards - Check for posts and updates. Check your student email at least twice per week.** **Assessment 1** - **Submit assessment to Assessment 1 submission portal on Unit Moodle site.** **Assessment 1 - Leadership Profile** Due: Week 5 Wednesday (9 Aug 2023) 5:00 pm AEST

Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
There are no modules to complete during mid-term break.	**Please use this mid-term break as an opportunity to rest and recover.**	**There are no timetabled learning activities during mid-term break. Please use this week to progress your assessments.**

Week 6 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Self-evaluation and Self-development Leading at level Self-management and behaviour triggers. Circle of control/circle of influence	**Complete the readings and activities as outline in Module.**	**Recorded presentation: Listen to the presentation. Announcement and Discussion Boards - Check for posts and updates. Check your student email at least twice per week. Assessment 2 - Continue preparing assessment. You might wish to seek assessment preparation help from the Academic Learning Centre and/or Studiosity.**

Week 7 - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Leading and Developing Others **Expectations and unwritten rules** **Culture and leadership**	**Complete the readings and activities as outline in Module.**	**Zoom - Drop-in question and answer - Unit content and assessments.** **Announcement and Discussion Boards - Check for posts and updates.** **Check your student email at least twice per week.** ## **Assessment 2** - Finalise your **assessment. Review originality through Turnitin and make relevant changes.**

Week 8 - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Leading and Developing Others **Mentor and coach** **Performance management**	**Complete the readings and activities as outline in Module.**	**Recorded presentation: Listen to the presentation.** **Announcement and Discussion Boards - Check for posts and updates.** **Check your student email at least twice per week.** **Assessment 2 - Submit assessment to Assessment 2 submission portal on Unit Moodle site.** **Assessment 2 - Professional Development Plan** Due: Week 8 Wednesday (6 Sept 2023) 5:00 pm AEST

Week 9 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Leading and Developing Others **Crucial conversations** **Above and below the line behaviours**	**Complete the readings and activities as outline in Module.**	**Zoom - Drop-in question and answer - Unit content and assessments.** **Announcement and Discussion Boards - Check for posts and updates.** **Check your student email at least twice per week.** **Assessment 3 - Continue preparing assessment. You might wish to seek assessment preparation help from the Academic Learning Centre and/or Studiosity.**

Week 10 - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: Leading Change Management **Change management theory**	**Complete the readings and activities as outline in Module.**	**Recorded presentation: Listen to the presentation.** **Announcement and Discussion Boards - Check for posts and updates.** **Check your student email at least twice per week.** **Assessment 3 - Continue preparing assessment. You might wish to seek assessment preparation help from the Academic Learning Centre and/or Studiosity.**

Week 11 - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: Leading Change Management **Evidence-based decision making** **Leading for safety and quality in health**	**Complete the readings and activities as outline in Module.**	**Zoom - Drop-in question and answer - Unit content and assessments.** **Announcement and Discussion Boards - Check for posts and updates.** **Check your student email at least twice per week.** **Assessment 3 - Finalise your assessment. Review originality through Turnitin and make relevant changes.**

Week 12 - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: Leading Change Management **Implementation science and knowledge translation**	**Complete the readings and activities as outline in Module.**	**Recorded presentation: Listen to the presentation.** **Announcement and Discussion Boards - Check for posts and updates.** **Check your student email at least twice per week.** **Assessment 3** - Submit assessment to Assessment 3 submission portal on Unit Moodle site. **Assessment 3 - Leadership Essay** Due: Week 12 Wednesday (4 Oct 2023) 5:00 pm AEST

Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Nil	**Nil**	**Nil**

Exam Week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Nil	**Nil**	**Nil**

Term Specific Information

As this unit is offered online, students are asked to prepare their own individual study plan to undertake self-directed study throughout the term. A key to your success is a strategic self-directed approach to learning and regular contact with your Unit Coordinator. Please check the Announcements page and unit content at least twice a week - there will be regular announcements about assessments and unit resources posted throughout the term and reviewing this information is essential to unit knowledge and your success.

Assessment Tasks

1 Assessment 1 - Leadership Profile

Assessment Type
Portfolio

Task Description
Aim
The aim of this assessment is for you to write an essay that identifies and describes your nursing leadership, and your nursing leadership aspirations in your clinical practice setting.

Instructions

Please follow the steps below to write your academic essay and complete the task:

1. Create a profile of your leadership ideals and aims in E-portfolio.

2. Provide a brief introduction outlining the aim of your assessment (approximately 100 words).

3. Identify and describe the leadership models and theories that resonate with your nursing practice. Use current academic evidence, and your learnings from Module 1 to describe how the leadership models and/or theories relate to your nursing practice (approximately 500 words).

4. Perform a self-assessment of your nursing leadership skills using one the assessment tools suggested for this assessment.

5. Using your self-assessment of your nursing leadership skills, identify how the models and/or theories relate to your current role, and how you can apply the leadership models and/or theories to lead nursing within your clinical practice setting (approximately 400 words).

6. Identify three nursing leadership goal statements that you aspire to, to assist develop your nursing leadership. Present each goal using the SMART (specific, Measurable, Achievable, Relevant, and Time-Bound) goal format (approximately 400 words).

7. Provide a concise conclusion summarising the main concepts from your assessment (approximately 100 words).

Literature and references

In this assessment use at least 12 contemporary references (5 years or less) sourced from the CQUniversity library to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as government, university, or peak national bodies, for example, the Australian College of Nursing. Note, websites such as Stat Pearls, Life in the Fastlane, and Wikipedia are not suitable for this assessment task. Lecture notes are not primary sources of evidence and should not be used in this assessment.

Requirements

• Have a cover page to your assignment that includes your name, student number, unit code, and in-text word count.

• Use conventional and legible size 12 font, either Times New Roman or Arial font, with 2.0 spacing and 2.54cm margins (standard pre-set margin in Microsoft Word).

• Include page numbers on the top right side of each page in a header.

• Write in the third-person perspective.

• Use formal academic language and essay structure.

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

• The word count excludes the reference list but includes in-text references and direct quotations, including paraphrasing and direct quotes. Please note, direct quotes should be avoided in Post Graduate assessments.

Resources

• 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 note, lecture notes are not peer reviewed primary sources of evidence.

• We recommend that you access your discipline specific library guide: the Nursing and Midwifery Guide; Social Work and Community Services Guide.

• You may like to manage your citations and reference list. Information on how to use academic referencing software (EndNote) is available at the CQUniversity Library website should you wish to learn how to use it.

• You may wish to submit a draft to Studiosity.

• For information on academic writing and referencing 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.

• Submit at least one draft before the due date to review your Turnitin Similarity Score before uploading your final submission. Instructions are available here.

Submission

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

Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned. Assessment re-attempt is not available for Assessment One.

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.

Assessment Due Date
Week 5 Wednesday (9 Aug 2023) 5:00 pm AEST
Submit your assignment via Turnitin on the unit Moodle site.

Return Date to Students
Week 7 Friday (1 Sept 2023)
An announcement will be posted to the Unit Moodle site advising when assessment marking is complete and results have been released. Once, your assignment 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 profile.

Weighting
25%

Minimum mark or grade
50

Assessment Criteria

Key Criteria	High Distinction 84.5–100%	Distinction 74.50–84.49%	Credit 64.50–74.49%	Pass 49.50–64.49%	Fail <49.5%	TOTAL
Introduction, conclusion, efficiency and organisation (10%)	(10–8.5) The essay has a clear and succinct introduction and conclusion. The introduction provides excellent background information and outlines the direction of the essay, and the conclusion succinctly summarises the key points. An articulate essay.	(8.4–7.5) The essay has a clear introduction and conclusion. The introduction provides good background information and outlines the direction of the essay, and the conclusion summarises most key points. A well written essay.	(7.4–6.5) The essay has an adequate introduction and conclusion. The introduction provides some background information and outlines the direction of the essay, and the conclusion summarises some key points. An appropriately written essay.	(6.4–5) An essay has an introduction and conclusion have been attempted. The introduction provides limited background information and outline of the essay's direction, and the conclusion has a few key points. An adequately articulated essay.	(4.9–0) The introduction has significant errors or omissions of aims and direction of content or the introduction is not provided. Logical direction of the essay is unclear. The conclusion does not summarise the assessment or is omitted. The essay does not flow logically.	
Relevance and depth of argument (35%)	(35–29.5) The content is highly relevant and comprehensively addresses the task. The essay provides an excellent description of the various leadership styles that resonate with you. An excellent reflection is provided 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.	(29.4.9–26.3) 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 is presented 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.	(26.2–24.4) The content is relevant and addresses the task. The essay provides a description of the various leadership styles that resonate with you. A reflection is presented 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.	(22.3–17.5) 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.	(17.4–0) The content is irrelevant and/or does not address the task. The discussion lacks cohesion. The word count is not within the limit.	
Creation and substantiation of leadership profile (35%)	(35–29.5) The leadership theories are comprehensively and clearly identified and substantiated using appropriate scholarly literature. There is excellent self-reflection in the description and explanation of your leadership and your aspirations which are very clearly substantiated with appropriate scholarly literature.	(29.4.9–26.3) The leadership theories are clearly identified and substantiated using appropriate scholarly literature. There is clear self-reflection in the description and explanation of your leadership and your aspirations which are clearly substantiated with appropriate scholarly literature.	(26.2–22.4) The leadership theories are identified and substantiated using appropriate scholarly literature. There is self-reflection in the description and explanation of your leadership and your aspirations which are very clearly substantiated with appropriate scholarly literature.	(22.3–17.5) The leadership theories are mostly identified and substantiated using appropriate scholarly literature. There is some self-reflection in the description and explanation of your leadership and aspirations which are mostly substantiated with appropriate scholarly literature.	(17.4–0) 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 appropriate scholarly literature.	
Professional writing and presentation (10%)	(10–8.5) Content is clear, accurate and presented in a logical, succinct order demonstrating a comprehensive understanding of the topic. There are no errors in English grammar, spelling and punctuation. Language of the discipline is comprehensively used. The assessment is substantiated with a minimum of 12, appropriate contemporary peer reviewed journal articles. Formatting requirements applied without error. Literature cited is published in the last 5 years.	(8.4–7.5) Content is frequently clear, correct and presented in a logical order demonstrating a good understanding of the topic. English grammar, spelling and punctuation conventions have 1 error. Language of the discipline is frequently used. The assessment is substantiated with a minimum of 11 appropriate contemporary peer reviewed journal articles. Formatting requirements applied with 1 error. Majority of literature cited is published in the last 5 years.	(7.4–6.5) Content is mostly clear, correct and presented in a logical order demonstrating a sound understanding of the topic. English grammar, spelling and punctuation conventions have 2 errors. Language of the discipline is mostly used. The assessment is substantiated with a minimum of 10 appropriate contemporary peer reviewed journal articles. Formatting requirements applied with 2 errors. Most literature cited is published in the last 5 years.	(6.4–5) Content is frequently clear, correct and presented in a logical order demonstrating a reasonable understanding of the topic. English grammar, spelling and punctuation conventions have 3 errors. Language of the discipline is used. The assessment is substantiated with a minimum of 9 contemporary peer reviewed mostly appropriate journal articles. Formatting requirements applied with 3 errors. Some literature cited is published in the last 5 years.	(4.9–0) Content is consistently unclear or incorrect and is disorganised demonstrating insufficient understanding of the topic. English grammar, spelling and punctuation conventions have ≥4 errors. Language of the discipline is infrequently or incorrectly used. The assessment is substantiated with ≤8 contemporary peer reviewed, appropriate journal articles. Formatting requirements applied with ≥4 errors. Majority of literature cited is published ≥5 years.	

Referencing (10%)	(10–8.5) Acknowledges all sources or literature. Meets APA 7th edn referencing standards with no errors.	(8.4–7.5) Acknowledges majority of sources of literature. Meets APA 7th edn referencing standards with 1 error.	(7.4–6.5) Acknowledges most sources of literature. Meets APA 7th edn referencing standards with 2 errors.	(6.4–5.0) Acknowledges some sources of literature. Meets APA 7th edn referencing standards with 3 errors.	(4.9–0) Acknowledges some sources and/or has ≥5 or more APA 7th edn referencing errors or references not provided. Acknowledges some sources of literature, and/or has ≥4 or more APA 7th edn referencing standards errors. Cites ≤10 sources of evidence and/or evidence is not appropriate.

TOTAL: **MARKER:**

Marker's feedback:

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Submit your assignment 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 Assessment 2 - Professional Development Plan

Assessment Type
Portfolio

Task Description
Aim
The aim of this assessment is for you to demonstrate your nursing leadership through preparing a professional nursing leadership development plan.

Instructions
Please follow the steps below to write your academic essay and complete the task:
Create a professional development plan in E- Portfolio demonstrating where your nursing leadership skills and abilities currently focus on and where you would like your nursing leadership capabilities to be in your future professional practice.
a. Please note, 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.
b. Provide a brief introduction outlining the aim of your assessment (approximately 100 words).
c. Review the feedback provided in Assessment 1 to prepare for this assessment.
d. Identify your strategies for achieving your nursing leadership goals presented in Assessment 1. Use current evidence to justify your rationales (approximately 600 words).
e. Describe, using current evidence, how you will measure the success of your nursing leadership goals (approximately 600 words).
f. Discuss aspects of self-management, leading others, and leading change to prepare your professional development plan so that it reflects your self-assessment undertaken for Assessment 1:
g. Be creative with your professional development plan, for example, include photographs, diagrams, links. etc., that will demonstrate to the reader HOW you will achieve your nursing leadership goals (approximately 600 words).
h. Provide a concise conclusion summarising the main concepts from your assessment (approximately 100 words).

Literature and references
In this assessment use at least 12 contemporary references (5 years or less) sourced from the CQUniversity library to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-

reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as government, university, or peak national bodies, for example, the Australian College of Nursing. Note, websites such as Stat Pearls, Life in the Fastlane, and Wikipedia are not suitable for this assessment task. Lecture notes are not primary sources of evidence and should not be used in this assessment.

Requirements
• Have a cover page to your assignment that includes your name, student number, unit code, and in-text word count.
• Use conventional and legible size 12 font, either Times New Roman or Arial font, with 2.0 spacing and 2.54cm margins (standard pre-set margin in Microsoft Word).
• Include page numbers on the top right side of each page in a header.
• Write in the third-person perspective.
• Use formal academic language and essay structure.
• Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
• The word count excludes the reference list but includes in-text references and direct quotations, including paraphrasing and direct quotes. Please note, direct quotes should be avoided in Post Graduate assessments.

Resources
• 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 note, lecture notes are not peer reviewed primary sources of evidence.
• We recommend that you access your discipline specific library guide: the Nursing and Midwifery Guide; Social Work and Community Services Guide.
• You may like to manage your citations and reference list. Information on how to use academic referencing software (EndNote) is available at the CQUniversity Library website should you wish to learn how to use it.
• You may wish to submit a draft to Studiosity.
• For information on academic writing and referencing 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.
• Submit at least one draft before the due date to review your Turnitin Similarity Score before uploading your final submission. Instructions are available here.

Submission
Submit your assessment via the unit Moodle site in Microsoft Word format only. Once, it has been marked, please make your corrections, and submit to your e-Portfolio (also called Portfolium) within two weeks of assessment feedback. You will need to add a new page titled Leadership development plan to your e-Portfolio so that you can upload your document.

Marking Criteria
Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned. Assessment re-attempt is not available for Assessment Two.

Learning Outcome Assessed
2. Evaluate your leadership skills and abilities and construct a professional development plan to effectively lead healthcare teams.

Assessment Due Date
Week 8 Wednesday (6 Sept 2023) 5:00 pm AEST
Submit your assignment via Turnitin on the unit Moodle site.

Return Date to Students
Week 10 Friday (22 Sept 2023)
An announcement will be posted to the Unit Moodle site advising when assessment marking is complete and results have been released.

Weighting
35%

Minimum mark or grade
50

Assessment Criteria
NURS20165 Leadership in Healthcare
Assessment Two – Professional Development Plan (ePortfolio) Student name:

Key Criteria	High Distinction 84.5–100%	Distinction 74.50–84.49%	Credit 64.50–74.49%	Pass 49.50–64.49%	Fail <49.5%	TOTAL
Introduction, conclusion, efficiency and organisation (10%)	(10–8.5) The essay has a clear and succinct introduction and conclusion. The introduction provides excellent background information and outlines the direction of the essay, and the conclusion succinctly summarises the key points. An articulate essay.	(8.4–7.5) The essay has a clear introduction and conclusion. The introduction provides good background information and outlines the direction of the essay, and the conclusion summarises most key points. A well written essay.	(7.4–6.5) The essay has an adequate introduction and conclusion. The introduction provides some background information and outlines the direction of the essay, and the conclusion summarises some key points. An appropriately written essay.	(6.4–5) An essay has an introduction and conclusion have been attempted. The introduction provides limited background information and outline of the essay's direction, and the conclusion has a few key points. An adequately articulated essay.	(4.9–0) The introduction has significant errors or omissions of aims and direction of content or the introduction is not provided. Logical direction of the essay is unclear. The conclusion does not summarise the assessment or is omitted. The essay does not flow logically.	
Relevance and depth of argument (35%)	(35–29.5) 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.	(29.4.9–26.3) 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.	(26.2–24.4) 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.	(22.3–17.5) 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.	(17.4–0) The content is irrelevant and/or does not address the task. The discussion lacks cohesion. The word count is not within the limit.	
Creation and substantiation of leadership profile (35%)	(35–29.5) 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.	(29.4.9–26.3) 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.	(26.2–22.4) 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.	(22.3–17.5) 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.	(17.4–0) 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 literature.	
Professional writing and presentation (10%)	(10–8.5) Content is clear, accurate and presented in a logical, succinct order demonstrating a comprehensive understanding of the topic. There are no errors in English grammar, spelling and punctuation. Language of the discipline is comprehensively used. The assessment is substantiated with a minimum of 12, appropriate contemporary peer reviewed journal articles. Formatting requirements applied without error. Literature cited is published in the last 5 years.	(8.4–7.5) Content is frequently clear, correct and presented in a logical order demonstrating a good understanding of the topic. English grammar, spelling and punctuation conventions have 1 error. Language of the discipline is frequently used. The assessment is substantiated with a minimum of 11 appropriate contemporary peer reviewed journal articles. Formatting requirements applied with 1 error. Majority of literature cited is published in the last 5 years.	(7.4–6.5) Content is mostly clear, correct and presented in a logical order demonstrating a sound understanding of the topic. English grammar, spelling and punctuation conventions have 2 errors. Language of the discipline is mostly used. The assessment is substantiated with a minimum of 10 appropriate contemporary peer reviewed journal articles. Formatting requirements applied with 2 errors. Most literature cited is published in the last 5 years.	(6.4–5) Content is frequently clear, correct and presented in a logical order demonstrating a reasonable understanding of the topic. English grammar, spelling and punctuation conventions have 3 errors. Language of the discipline is used. The assessment is substantiated with a minimum of 9 contemporary peer reviewed mostly appropriate journal articles. Formatting requirements applied with 3 errors. Some literature cited is published in the last 5 years.	(4.9–0) Content is consistently unclear or incorrect and is disorganised demonstrating insufficient understanding of the topic. English grammar, spelling and punctuation conventions have ≥4 errors. Language of the discipline is infrequently or incorrectly used. The assessment is substantiated with ≤8 contemporary peer reviewed, appropriate journal articles. Formatting requirements applied with ≥4 errors. Majority of literature cited is published ≥5 years.	
Referencing (10%)	(10–8.5) Acknowledges all sources or literature. Meets APA 7th edn \ referencing standards with no errors.	(8.4–7.5) Acknowledges majority of sources of literature. Meets APA 7th edn referencing standards with 1 error.	(7.4–6.5) Acknowledges most sources of literature. Meets APA 7th edn referencing standards with 2 errors.	(6.4–5.0) Acknowledges some sources of literature. Meets APA 7th edn referencing standards with 3 errors.	(4.9–0) Acknowledges some sources and/or has ≥5 or more APA 7th edn referencing errors or references not provided. Acknowledges some sources of literature, and/or has ≥4 or more APA 7th edn referencing standards errors. Cites ≤10 sources of evidence and/or evidence is not appropriate.	

TOTAL: **MARKER:**

Marker's feedback:

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Submit your assignment via Turnitin on the unit 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 Assessment 3 - Leadership Essay

Assessment Type
Report

Task Description
Aim
The aim of this assessment is for you write an essay demonstrating your application of nursing leadership principles to a case study in your clinical practice setting.

Instructions
You are required to provide an analysis of the leadership approaches, the outcomes demonstrated, and evidence-based (referenced) recommendations.
Please follow the steps below to write your academic essay and complete the task:
1. Provide a brief introduction outlining the aim of your assessment (approximately 100 words).
2. Identify and describe a complex, multi-factorial incident (case study) that includes a multidisciplinary healthcare team. Your description should include patient outcomes or staff outcomes and positive and negative aspects of the incident (approximately 100 words).
3. Discuss alternative approaches and leadership models that may have helped improve the incident outcomes (approximately 500 words).
4. Identify and appraise the main aspects of the incident. Using evidence-based sources, consider the leader's approach and discuss where improvement could have occurred. Consider aspects such as role modelling and the impact on the team. (approximately 600 words).
5. Propose change management strategies to facilitate an improvement in future similar incidents. Include team management approaches in your proposed change management strategies (approximately 700 words).
6. Discuss professional development opportunities for the multidisciplinary healthcare team members involved in your chosen incident (approximately 400 words).
7. Provide a concise conclusion summarising the main concepts from your assessment (approximately 100 words).

Literature and references
In this assessment use at least 15 contemporary references (5 years or less) sourced from the CQUniversity library to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as government, university, or peak national bodies: for example, the Australian College of Nursing. Note, websites such as Stat Pearls, Life in the Fastlane, and Wikipedia are not suitable for this assessment task. Lecture notes are not primary sources of evidence and should not be used in this assessment.

Requirements
• Have a cover page to your assignment that includes your name, student number, unit code, and in-text word count.
• Use conventional and legible size 12 font, either Times New Roman or Arial font, with 2.0 spacing and 2.54cm margins (standard pre-set margin in Microsoft Word).
• Include page numbers on the top right side of each page in a header.
• Write in the third-person perspective.
• Use formal academic language and essay structure.
• Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
• The word count excludes the reference list but includes in-text references and direct quotations, including paraphrasing and direct quotes. Please note, direct quotes should be avoided in Post Graduate assessments.

Resources
• 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 note, lecture notes are not peer reviewed primary sources of evidence.
• We recommend that you access your discipline specific library guide: the Nursing and Midwifery Guide; Social Work

and Community Services Guide.

• You may like to manage your citations and reference list. Information on how to use academic referencing software (EndNote) is available at the CQUniversity Library website should you wish to learn how to use it.

• You may wish to submit a draft to Studiosity.

• For information on academic writing and referencing 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.

• Submit at least one draft before the due date to review your Turnitin Similarity Score before uploading your final submission. Instructions are available here.

Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only. Once, it has been marked, please make your corrections, and submit to your e-Portfolio (also called Portfolium) within two weeks of assessment feedback. You will need to add a new page titled Leadership case study to your e-Portfolio so that you can upload your document.

Marking Criteria

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

To achieve a passing grade for this unit you are required to pass this assessment item. If you do not receive a passing grade, you may be eligible for a re-attempt. A re-attempt is where you are given a second opportunity to demonstrate your achievement of one or more of the unit's learning outcomes before you can progress to new learning or participate in subsequent learning activities. You may be given the opportunity to re-attempt an assessment but will only achieve a mark no greater than the minimum for a pass standard for the assessment. You must:

• have shown a reasonable attempt to complete the initial assessment task

• be granted a re-attempt by your Unit Lead/Coordinator

• make changes to the nominated assessment task which you have failed and resubmit the revised work for marking within seven consecutive days, no assessment extensions will be approved.

Please note: Only one opportunity for a re-attempt is allowed.

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.

Assessment Due Date

Week 12 Wednesday (4 Oct 2023) 5:00 pm AEST

Submit your assignment via Turnitin on the unit Moodle site.

Return Date to Students

Exam Week Friday (20 Oct 2023)

An announcement will be posted to the Unit Moodle site advising when assessment marking is complete and results have been released.

Weighting

40%

Minimum mark or grade

50

Assessment Criteria
NURS20165 Leadership in Healthcare
Assessment Three – Written Essay (Portfolio)

Key Criteria	High Distinction 84.5–100%	Distinction 74.50–84.49%	Credit 64.50–74.49%	Pass 49.50–64.49%	Fail <49.5%	TOTAL
Introduction, conclusion, efficiency and organisation (10%)	(10-8.5) The essay has a clear and succinct introduction and conclusion. The introduction provides excellent background information and outlines the direction of the essay, and the conclusion succinctly summarises the key points. An articulate essay.	(8.4–7.5) The essay has a clear introduction and conclusion. The introduction provides good background information and outlines the direction of the essay, and the conclusion summarises most key points. A well written essay.	(7.4–6.5) The essay has an adequate introduction and conclusion. The introduction provides some background information and outlines the direction of the essay, and the conclusion summarises some key points. An appropriately written essay.	(6.4–5) An essay has an introduction and conclusion have been attempted. The introduction provides limited background information and outline of the essay's direction, and the conclusion has a few key points. An adequately articulated essay.	(4.9–0) The introduction has significant errors or omissions of aims and direction of content or the introduction is not provided. Logical direction of the essay is unclear. The conclusion does not summarise the assessment or is omitted. The essay does not flow logically.	

Criteria					
Relevance and depth of argument (35%)	(35–29.5) The content is entirely relevant and comprehensively addresses the task. The essay 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 essay includes a comprehensive analysis of leadership, incident outcomes and evidenced based recommendations. An excellent logical discussion that is within the set word limit.	(29.4.9–26.3) The content is very relevant and clearly addresses the task. The essay 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 essay includes a clear analysis of leadership, incident outcomes, and evidenced based recommendations. The discussion clearly proceeds logically and is within the set word limit.	(26.2–24.4) The content is relevant and addresses the task. The essay includes a description of the incident that incorporates a multi-disciplinary team, is complex and multifactorial. The patient and staff outcomes have been outlined. The essay includes an analysis of leadership, incident outcomes and evidenced based recommendations. The discussion proceeds logically and is within the set word count.	(22.3–17.5) The content is relevant and addresses the task. The essay 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 essay includes an analysis of leadership, incident outcomes and evidenced based recommendations. The discussion proceeds logically and is within the set word count.	(17.4–0) The content is irrelevant and/or does not address the task. The discussion lacks cohesion. The word count is not within the limit.
Critical analysis of incident (35%)	(35–29.5) The essay 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 essay is very clearly substantiated using scholarly literature throughout.	(29.4.9–26.3) The essay 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 essay is clearly substantiated using scholarly literature throughout.	(26.2–24.4) The essay provides a critical analysis of the incident and provides a detailed analysis of the apparent leadership and outcomes as well as recommendations. The essay is substantiated using scholarly literature throughout.	(22.3–17.5) The essay mostly provides a critical analysis of the incident and provides an analysis of the apparent leadership and outcomes as well as recommendations. The essay is somewhat substantiated using scholarly literature.	(17.4–0) There is very little, or no evidence of critical analysis of the incident. There is very little evidence of substantiation of the essay using scholarly literature.
Professional writing and presentation (10%)	(10–8.5) Content is clear, accurate and presented in a logical, succinct order demonstrating a comprehensive understanding of the topic. There are no errors in English grammar, spelling and punctuation. Language of the discipline is comprehensively used. The assessment is substantiated with a minimum of 12, appropriate contemporary peer reviewed journal articles. Formatting requirements applied without error. Literature cited is published in the last 5 years.	(8.4–7.5) Content is frequently clear, correct and presented in a logical order demonstrating a good understanding of the topic. English grammar, spelling and punctuation conventions have 1 error. Language of the discipline is frequently used. The assessment is substantiated with a minimum of 11 appropriate contemporary peer reviewed journal articles. Formatting requirements applied with 1 error. Majority of literature cited is published in the last 5 years.	(7.4–6.5) Content is mostly clear, correct and presented in a logical order demonstrating a sound understanding of the topic. English grammar, spelling and punctuation conventions have 2 errors. Language of the discipline is mostly used. The assessment is substantiated with a minimum of 10 appropriate contemporary peer reviewed journal articles. Formatting requirements applied with 2 errors. Most literature cited is published in the last 5 years.	(6.4–5) Content is frequently clear, correct and presented in a logical order demonstrating a reasonable understanding of the topic. English grammar, spelling and punctuation conventions have 3 errors. Language of the discipline is used. The assessment is substantiated with a minimum of 9 contemporary peer reviewed mostly appropriate journal articles. Formatting requirements applied with 3 errors. Some literature cited is published in the last 5 years.	(4.9–0) Content is consistently unclear or incorrect and is disorganised demonstrating insufficient understanding of the topic. English grammar, spelling and punctuation conventions have ≥4 errors. Language of the discipline is infrequently or incorrectly used. The assessment is substantiated with ≤8 contemporary peer reviewed, appropriate journal articles. Formatting requirements applied with ≥4 errors. Majority of literature cited is published ≥5 years.
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TOTAL:

MARKER:

Marker's feedback:

Referencing Style

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

Submission
Online

Submission Instructions
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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