

## Assessment 2: Written Assessment

### Task overview

<b>Assessment name</b>	Written Assessment, Assignment 2
<b>Brief task description</b>	This written assignment requires you to <b>self-reflect</b> on <b>the assignment question</b> using the Gibbs Reflective Cycle as a guide and using contemporary literature.
<b>Rationale for assessment task</b>	As the complexities of caring for a patient in our healthcare system increases there is a need to reflect on our experiences to improve our own ability to be resilient to the constant changes and demands of the setting. As a Registered Nurse these attributes are important both personally and professionally for optimal health, positive leadership and for quality outcomes of patients.
<b>Due Date</b>	<b>October 18, 2022, at 2359</b>
<b>Length</b>	<b>1800 words +/-10%</b> (word length includes in-text referencing and excludes the reference list and appendices)
<b>Marks out of: Weighting:</b>	50% of final grade (marks out of 100)
<b>Course Objectives measured</b>	<b>Course Objectives assessed:</b> <ol style="list-style-type: none"><li>1. Critically apply relevant legal and ethical principles to future health care practice situations at the level of a beginning Registered Nurse</li><li>2. Interpret, analyse and apply the nursing scope of practice in health related scenarios</li><li>3. Examine clinical leadership principles in nursing practice</li><li>4. Engage in critical discussion which explores the relationship between professional identity, role conflict and role boundaries</li><li>5. Interpret, analyse and explain professional formation through linking theoretical concepts of caring to clinical practice environments and lifelong learning.</li><li>6. Apply exemplary communication in digital technologies and therapeutic relationships working with, and leading inter-professional teams in care decision making practices</li></ol>
<b>Exemplar/Example provided</b>	Information relating to examples of how to complete the self-reflective are provided in the self-reflection section on study desk, and in the workshop and tutorial materials.

## Task information

<b>Task detail</b>	<p>Consider the next stage of your transition from student to a graduate registered nurse. During this transition, the stages of reality shock can become real. How you, as a graduate registered nurse responds to each situation will prepare you for further challenges. However, this requires resilience, strength and the capacity to grow as a leader and to self-reflect. This task asks you to respond to the topic below:</p> <p><b>ASSIGNMENT QUESTION:</b> Reflect on your experiences as a student working with a Registered Nurse (RN) whilst on clinical placement and ask yourself: How can I improve my personal leadership qualities to gain greater adaptation and resilience in my clinical practice when I graduate? What personal leadership and resilience skills can I take into my practice to minimise reality shock as a graduate nurse?</p> <p><b>Guidelines / structure</b></p> <p>The essay is to contain the following sections based on the Gibbs Reflective Cycle:</p> <ol style="list-style-type: none"><li><b>Introduction</b> (100 words) – The introduction is a <b>description</b> of the self-reflective topic and an overview of the key areas of your intended discussion.</li><li><b>Personal and Professional self-reflection</b> (500 words) – This is a first-person self-reflective discussion and includes your feelings based on the assignment topic. This section must provide a comprehensive discussion of the key areas you feel important as you transition into practice as an RN based on the topic.</li><li><b>Evaluation</b> (400 words) – This is a third person written evaluation of the reflective process. This section must outline how self-reflection is supported or refuted by the literature? The evaluation must include the importance, relevance and use of contemporary, scholarly literature relating to reflective practice and the use of the Gibbs Reflective Cycle as a registered nurse.</li><li><b>Analysis</b> (400 words) – This is a third person discussion of key outcomes based on your reflection and evaluation and what best practice literature has informed you in relation to the topic. Consider the stages of reality shock and how they inform your transition into practice and the need for skills in personal leadership, adaptation, and resilience. (Note this section also covers the ‘conclusion’ section of the Gibbs cycle).</li><li><b>Strategies for practice</b> - (300 words) Based on your analysis, what <b>specific</b> positive strategies, would assist you transition into practice as a registered nurse in developing and actioning personal leadership skills and resilience and adaptation? This section is written in third person and relates to the Action Plan identified in the Gibbs Reflective Cycle. Credible Scholarly literature sources that support the strategies are required and must be correctly referenced.</li><li><b>Essay Conclusion</b> (100 words) – This section includes a summary of the main points and what you have learnt from the self-reflection. Note: this is <b>not</b> the Gibbs conclusion step – this is the conclusion to your essay. In this conclusion you also need to consider the process of reflection, and its importance, with reference to Gibbs cycle.</li></ol>
<b>Writing Style</b>	<ul style="list-style-type: none"><li>The description, personal and professional self-reflection should be written in <b>first person</b>. The remainder of the essay should be written in <b>third person</b>.</li><li>Essay writing conventions are expected as per <a href="https://www.usq.edu.au/library/studysupport/assignments/assignment-structure-and-writing/essays">https://www.usq.edu.au/library/studysupport/assignments/assignment-structure-and-writing/essays</a></li><li>Academic Writing Style as per USQ assessment guidelines. <a href="https://www.usq.edu.au/library/study-support/assignments/academic-writing-andproofreading">https://www.usq.edu.au/library/study-support/assignments/academic-writing-andproofreading</a></li></ul>

<b>Referencing/ citations</b>	<ul style="list-style-type: none"> <li>For this assessment you will use APA 7<sup>th</sup> referencing style.</li> <li><b>Sources:</b> There is no set number of references required, however, the expectation for an essay of this length is approximately 12- 15 references with the majority no older than 6 years old.</li> <li><b>In text citations:</b> You must include in-text citations in the body of work. Each new point or piece of evidence must be attributed (via in-text citation) to the source.</li> </ul>
<b>Formatting Style</b>	<ul style="list-style-type: none"> <li>Double spacing</li> <li>Font: 12 point, Times New Roman</li> <li>Footer (each page) which includes: <ul style="list-style-type: none"> <li>unit code and unit name,</li> <li>semester and year,</li> <li>assignment title,</li> <li>student name, student number</li> <li>page number</li> </ul> </li> </ul> <p>Headings should be used to organise the essay. Please use the headings in the 'Guidelines/ structure' description of the Task Detail section of this document.</p>
<b>Resources available to complete task</b>	<p>The <b>NUR3020 StudyDesk Assessment Tab</b> contains the following resources to help you with this assessment:</p> <ul style="list-style-type: none"> <li>Student Tool Kit – Assessment &amp; Study Skills: Academic Writing.</li> <li>Guide to reflection using Gibbs Reflective Cycle (<b>Reflective practice recording, and self-reflective practical example activities and tutorial</b>).</li> <li>Unpacking the reflective assessment recording under the <b>Assessment 2 area</b>.</li> <li>Student consultation times are available each week as advertised on the NUR3020 Study desk Study Schedule. Support for academic writing (and referencing) is available from the Learning Advisor and Liaison Librarian, you can find information and contact them via their site: <a href="#">Study and Research Support for Health &amp; Community students</a></li> </ul>

## Submission information

<b>What you need to submit</b>	<p>One Adobe PDF document or Microsoft Word document:</p> <ul style="list-style-type: none"> <li>Coversheet including unit code, unit name, semester and year, assignment title, student name, student number, word count (if applicable)</li> <li>No coversheet but footer must include: unit code, unit name, semester and year, assignment title, student name, student number</li> <li>Do not include the marking criteria sheet</li> </ul>
<b>Submission requirements</b>	<p>This assessment task must:</p> <ul style="list-style-type: none"> <li>Be submitted in electronic format as an Adobe PDF document or Microsoft Word document via the link provided in the Assessment Tab on the StudyDesk.</li> <li>Turnitin has been enabled so that students can check for similarity matching within their assessment and make amendments prior to the due date to demonstrate academic integrity.</li> </ul>
<b>File Name Conventions</b>	<p>Save your document with the following naming conventions: <i>surname_initialORstudentnumber_coursecode_A1.doc/docx/pdf</i></p>
<b>Moderation</b>	<p>All staff who are assessing the assignment meet to rigorously discuss and compare grading decisions before marks or grades are finalised.</p>
<b>Academic Integrity Statement</b>	<p>Student's should be familiar with USQ's policy on Academic Integrity: <a href="https://policy.usq.edu.au/documents/13752PL">https://policy.usq.edu.au/documents/13752PL</a></p> <p>Turnitin has been enabled on the submission point to assist students to identify, correct and paraphrase content and therefore avoid plagiarism.</p> <p>All students must complete the Academic Integrity Module prior to commencing this assignment.</p>

## Marking Rubric TRANSITION TO PRACTICE NUR3020 Assignment 2

### TRANSITION TO PRACTICE | NUR3020 | Marking Rubric Assignment 2

CRITERIA						
<b>Description</b>	Highly relevant comprehensive description of the self-reflective question. A clear and comprehensive personal and professional self-reflection is provided.	Well-developed description of the self-reflective question A concise personal and professional self-reflection is provided.	Effective attempt of describing the self-reflective question An outline of the personal and professional self-reflection is provided.	An attempt made to provide description of the self-reflective question, however, components of the description appear unclear to the self-reflective stance. The personal and professional self-reflective is simplistically defined	Inadequate and/or poor discussion of the self-reflective question. A disparity between assignment question and self-reflection is apparent No link to personal and professional self-reflection is provided	No evidence of chosen self-reflective question No linkage to self-reflection
<b>MARKS (5)</b>	<b>4.5 - 5</b>	<b>3.5 - 4</b>	<b>3 - 3.5</b>	<b>2 - 2.5</b>	<b>1 - 1.5</b>	<b>0 - 0.5</b>
<b>Reflection-feelings</b>	A highly articulate self-reflection is presented using deep reflective practice based on Gibbs Reflective Cycle linked to leadership, reality shock and resilience. Significance of reflection expressed with clarity and conformity to recent clinical experience or work practice from a professional context	A relevant and concise self-reflection is presented using mostly deep reflective practice based on Gibbs reflective cycle linked to leadership, reality shock and resilience. Significance of reflection is clear and based on clinical experience or work practice from a professional context.	A clear self-reflection is presented more as a narrative not always specific to deep reflective practice outlined in the Gibbs reflective cycle and somewhat linked to leadership, reality shock and resilience Significance of reflection includes a narrative discussion based on clinical experience or work practice.	A generic self-reflection is noted but missing key aspects of deep reflective practice as outlined in the Gibbs reflective cycle Some aspects were unclear with limited linkage to leadership, reality shock and resilience Significance of reflection is not always consistent with the topic based on clinical experience or work practice.	Reflection absent, vague or inappropriate. No evidence or incorrect use of Gibbs reflective cycle used Self-reflection is absent or vague Limited. Absent/vague or inappropriate linkage to the chosen self-reflective question Significance of the reflection is not identified	No reflection evident based on clinical experience
<b>MARKS (20)</b>	<b>18 - 20</b>	<b>14.5 - 17.5</b>	<b>10.5 - 14</b>	<b>7.5 - 10</b>	<b>4.5 - 7</b>	<b>0 - 4</b>
<b>Evaluation</b>	Evaluation demonstrates deep, knowledgeable, and insightful reflection on own professional practice as well as understanding and evaluation of other approaches for integration into own professional practice. Highly relevant, comprehensive evaluation of self reflective practice highly suitable to the registered nurse. Highly relevant, specific use of contemporary published literature. Material collated, synthesised and expressed effectively.	Evaluation demonstrates meaning to the reader outlining many key areas that could be actioned into own professional practice. A relevant and concise evaluation of self reflective practice that is well suited to the registered nurse. Relevant, use of contemporary published literature Material is well synthesised.	Evaluation demonstrates some understanding and meaning to the reader outlining some key areas that could be actioned into own professional practice. A good attempt evaluating self reflective practice that is mostly suited to the registered nurse. Provides some evidence from the literature. Material collated however, greater synthesis needed.	Evaluation demonstrates a narrative to the reader outlining minimal key areas that could be actioned into own professional practice. A narrative discussion of self reflection that requires greater depth and detail and is somewhat suited to the registered nurse Provides limited supporting literature with reference to websites and textbook reading. Material not collated and provides some insight.	Evaluation is not clear and concise to the reader with no or limited key areas that could be actioned into own professional practice. Inappropriate use of the literature with sources limited to textbook and websites. Evaluation is not clear to the reader with limited areas of content relating to self reflection The evaluation is missing key aspects of the role of the registered nurse in self reflection Section is inconsistent and provides vague or minimal insight.	No evaluation of key actions for own professional practice identified
<b>MARKS (20)</b>	<b>18 - 20</b>	<b>14.5 - 17.5</b>	<b>10.5 - 14</b>	<b>7.5 - 10</b>	<b>4.5 - 7</b>	<b>0 - 4</b>

<b>Analysis</b>	Highly articulate and relevant, analysis that is inherently linked to leadership, resilience, and reality shock. Links issues from own practice (and/or future practice) with a critical analysis of relevant contemporary published literature with clear links as to how the reading/ evidence can influence practice. Shows evidence of wide independent reading.	Concise specific use of contemporary published literature and relevant, analysis that is inherently linked to leadership, resilience, and reality shock. Analysis supported by linking issues from own practice (and/or future practice) with a critical analysis of relevant professional reading showing how the reading can influence practice. Shows evidence of independent reading.	Clear analysis that is somewhat or in part linked to leadership, resilience, and reality shock Analysis is based on a narrative discussion. The literature somewhat linked to support self-reflective issues identified and is supported with some analysis. May be evidence of simple synthesis in the evaluation.	Analysis is basic with limited links to leadership, resilience, and reality shock Some aspects of analysis were unclear or descriptive with vague linkages to own practice. Limited use of credible, contemporary published literature, some use of websites as reference sources that are vaguely linked to support self-reflective issues identified The topic is simply defined/discussed.	Analysis absent or inappropriate to leadership, resilience, and reality shock with limited or no linkage to the assignment question. Use of credible, contemporary literature is absent or inappropriate. Web sources have been heavily utilised to support self-reflective issues identified. The topic is vague and simply discussed.	No evidence of analysis No use of credible literature
<b>MARKS (20)</b>	<b>18 - 20</b>	<b>14.5 – 17.5</b>	<b>10.5 - 14</b>	<b>7.5 – 10</b>	<b>4.5 - 7</b>	<b>0 - 4</b>
<b>Strategies for Practice</b>	Evidenced based strategies for practice are presented that are in the form of specific actions and that could be put into practice as a new graduate. Explanation of strategies demonstrates depth of understanding of leadership, resilience and reality shock and is meaningful to the reader. The strategies are comprehensively linked to leadership, resilience, reality shock and are evidence based and supported by credible literature. Material is expressed at an advanced level.	Strategies for practice demonstrates understanding of leadership, resilience and reality shock outlining well researched strategies that could be actioned in practice as a new graduate. The strategies are clearly linked to leadership, resilience, and reality shock Material is well synthesised.	Strategies for practice are clear and concise to the reader outlining some strategies that could be actioned in practice as a new graduate linked to leadership, resilience, and reality shock Strategies demonstrate some understanding and meaning to leadership, resilience, and reality shock Material is collated however greater synthesis is needed.	Strategies for practice provide a narrative to the reader outlining minimal strategies that could be actioned in practice as a new graduate linked to leadership, resilience, and reality shock Strategies demonstrate limited or vague meaning to leadership, resilience, and reality shock Material is not clearly collated, and greater synthesis is needed.	Strategies for practice are not clear and concise to the reader with limited suggested strategies that could be actioned in practice as a new graduate linked to leadership, resilience, and reality shock Strategies are very generic and demonstrate limited understanding or meaning to leadership, resilience, and reality shock Material is presented in a random or adhoc manner.	No strategies for practice are identified relevant to the chosen question
<b>MARKS (20)</b>	<b>18 - 20</b>	<b>14.5 – 17.5</b>	<b>10.5 - 14</b>	<b>7.5 – 10</b>	<b>4.5 - 7</b>	<b>0 - 4</b>
<b>Conclusion</b>	Highly relevant comprehensive summation of main points Comprehensive summary of insights from self-reflection that also comments on the value of the reflective process to the individual.	A well developed and defined summation of main points A well-developed summary of insight from self-reflection on the value of the reflective process to the individual	An clear and effective summation is provided in the conclusion A summary of insight from self-reflection with noted elements of value of the reflective process to the individual	An attempt to provide a summation is provided in the conclusion Some inclusion of the value of the reflective process to the individual is noted	An inadequate and vague conclusion is provided Limited/vague summary of the value of the reflective process to the individual is noted	No evidence of a conclusion
<b>MARKS (5)</b>	<b>4.5 - 5</b>	<b>3.5 - 4</b>	<b>3 – 3.5</b>	<b>2 – 2.5</b>	<b>1 – 1.5</b>	<b>0 – 0.5</b>
<b>Academic Writing: structure, APA referencing expression /grammar</b>	<b>Word limit:</b> Adhered to word limit <b>Expression</b> High standard of academic presentation. Expressed ideas clearly, concisely & fluently, intuitive reflective thought expressed Very few/no spelling or grammatical errors <b>Structure</b>	<b>Word limit:</b> Adhered to word limit +/- 10% <b>Expression</b> Sound academic structure and presentation Expressed ideas clearly and concisely. Reflective thoughts expressed clearly Very few spelling or grammatical errors <b>Structure</b> Well-constructed paragraphs, clearly expressed & linked	<b>Word limit:</b> Adhered to word limit +/- 10% <b>Expression</b> Expressed ideas clearly, however not concisely & fluently Reflective practice used by not to full extent Some spelling and grammatical errors <b>Structure</b>	<b>Word limit:</b> Adhered to word limit (+/-10% <b>Expression</b> Limited clarity of expression Reflective practice not well integrated Errors in spelling & grammar <b>Structure</b> Provided paragraphs but either main points were inappropriate	<b>Word limit:</b> Not adhered to <b>Expression</b> Used incorrect terminology Numerous mistakes in spelling and/or grammar <b>Structure</b> No or limited structure <b>Referencing</b> Literature not appropriate or insufficient Incorrect referencing	Requires extensive development. No attempt to format document or use APA referencing Has not used a reflective practice style as

	Well-constructed paragraphs Main points linked to the question <b>Referencing</b> Correctly cited sources both within text & reference list. No/limited mistakes in referencing format	main points <b>Referencing</b> References to literature are good	Provided paragraphs with main points however not clearly expressed <b>Referencing</b> References to literature are satisfactory	or they were not linked key content areas. <b>Referencing</b> Reference to literature is present but not strong		outlined in the Gibbs Model
<b>MARKS (10)</b>	<b>9 - 10</b>	<b>7.5 – 8.5</b>	<b>5 - 7</b>	<b>3.5 - 4.5</b>	<b>1.5 - 3</b>	<b>0 - 1</b>
<b>MARKS LOST FOR LATE PENALTY (IF RELEVANT -5% of the total marks available for the assessment item per calendar day deducted from total mark gained).</b>						
						<b>FINAL MARK:</b> <b>/100</b>