

ASSESSMENT TASK 3

Assessment name:	Written Assignment – Responding to Leadership Challenges
Task description:	This assessment requires you to apply leadership and learning skills and strategies in a written reflective essay. You will draw on examples from nursing short stories (and from clinical placement where possible)
What you need to do:	<p>Reflect on a scenario from nursing practice and write a reflective essay, supported with evidence-based literature, to address the issues raised for your personal development as a leader and learner.</p> <p><u>Step one:</u></p> <p>Select one (1) of the following RN short stories in Gordon (ed.) (2010) <i>When chicken soup isn't enough</i> that you find significant and that challenges your thinking as a nursing student.</p> <ul style="list-style-type: none"> • Standing Up for What You Don't Know by Judy Schaefer • The Empty Hands Round by Amaia Saenz de Ormijana • I.Eye Advocacy by Jane Black <p>(The chapters are available on Blackboard under Assessment 2, through NSB104 Readings and online as a QUT library eBook)</p> <p><u>Step two:</u></p> <p>From the chosen scenario, write an essay which includes the following five sections:</p> <ol style="list-style-type: none"> 1. Write an introduction outlining the short story you have selected and providing an overview of the key points that will be discussed in your essay (~200 words) 2. Briefly describe one (1) challenge the nurse experienced within the story and one (1) strategy (from the NSB104 workshops) the nurse used to overcome the challenge. <p>With reference to McCormack & McCance's (2017) Person-centred Practice Framework,</p> <ul style="list-style-type: none"> ○ Discuss which prerequisites of person-centred practice the nurse demonstrated using examples to support your argument. ○ Discuss the impact of the strategy on person-centred outcomes using examples to support your argument (~450 words) <ol style="list-style-type: none"> 3. Discuss how you might apply the strategy you identified in section 2 as a nursing student if faced with a similar challenge during clinical placement. Use examples from your own placement where possible to support your ideas. (If you have not been on placement, or have had limited time on placement, you may discuss strategies you think would work well for student nurses). Provide a rationale and evidence for your ideas (~450 words). 4. Discuss one (1) key insight about your ability to work with other people and one (1) key insight about your practice as a health professional that you have learned from the unit. Structure these insights as reflections that you could include in your ePortfolio (i.e., a potential employer could read them). These reflections should demonstrate your personal development as a student nurse this semester (~300 words). 5. Provide a concise conclusion outlining the findings of your essay (~100 words).

	<p>Referencing.</p> <p>References should be included in all sections of the essay where you discuss concepts you have learned about in the unit or from any other sources besides your own personal experience. As a guide, you should cite approximately 7-10 relevant peer-reviewed journal articles as well as other relevant resources (e.g., your short story from 'When chicken soup isn't enough' and unit textbook readings). <i>Note: Cite chapter authors in edited books as per APA 7th guidelines.</i> Referencing lecture/workshop materials that are available on Blackboard is not acceptable as these contain filtered information and are designed to guide you towards further study and research.</p>
Length:	1,500 words +/-10% (word length includes in-text referencing and excludes your reference list)
Estimated time to complete task:	Approx. 20 hours. Completing weekly workshop reflections will help you achieve success in this assignment. You should allocate regular weekly planning, researching, and writing time over the semester.
Weighting:	45%
How will I be assessed:	+/- 7 point grading scale using a rubric
Due date:	See Blackboard site for details of due date and submission requirements.
Presentation requirements:	<p>This assessment task must represent the individual work of the student.</p> <p>Your assignment should be written in essay style (third person); however, it is appropriate to use first person in the reflective components of your essay (e.g., discussing how you might apply the strategy or key insights).</p> <p>Your assignment must be prepared as follows:</p> <ul style="list-style-type: none"> • Include a cover sheet with you name, student number, the assessment title and the word count. • Use 3 cm margins on all sides, double line-spaced text. • Use Times New Roman, Arial or Calibri font size 12. • Use CiteWrite APA7th style referencing. Note it is a requirement that you include page numbers for all in-text references (see http://www.citewrite.qut.edu.au/) • Headings may be used to structure your assignment logically but are not compulsory. • The essay must be written using full sentences with no dot points.
What you need to submit:	One word document in electronic format via Turnitin. More information about Turnitin is available here . PDF versions will not be marked.
Academic integrity:	Please familiarise yourself with QUT policy and standards of Academic Integrity

NSB104 Leading and Learning **ASSESSMENT TASK 3 RUBRIC**

Learning Outcomes Assessed:	1, 2, & 3	Weighting:	45%
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Criteria	7+, 7, 7-	6+, 6, 6-	5+, 5, 5-	4+, 4, 4-	3	2, 1
Theoretical Understanding 30%	<p>Comprehensively discusses all elements or characteristics of the challenge faced by the nurse; comprehensively supported with clear and concise examples from the story.</p> <p>Comprehensively discusses all elements of the strategy used by the nurse to overcome the challenge; comprehensively supported with clear and concise examples from the story and relevant literature.</p> <p>Comprehensively summarises the impact of the challenge and strategy on person centred practice.</p>	<p>Discusses almost all elements or characteristics of the challenge faced by the nurse; strongly supported with clear examples from the story.</p> <p>Discusses almost all elements of the strategy used by the nurse to overcome the challenge; strongly supported with clear examples from the story and relevant literature.</p> <p>Strongly summarises the impact of the of the challenge and strategy on person centred practice.</p>	<p>Discusses most of the elements or characteristics of the challenge faced by the nurse; soundly supported with clear examples from the story.</p> <p>Discusses most of the elements of the strategy used by the nurse to overcome the challenge; soundly supported with clear examples from the story and relevant literature.</p> <p>Soundly summarises the impact of the challenge and strategy on person centred practice.</p>	<p>Discuss some basic elements or characteristics of the challenge faced by the nurse, generally supported with examples from the story.</p> <p>Discusses some elements of the strategy used by the nurse to overcome the challenge; generally supported with examples from the story and relevant literature.</p> <p>Basic summary of the impact of the challenge and strategy on person centred practice.</p>	<p>Limited elements or characteristics of the challenge faced by the nurse discussed, limited support with examples from the story.</p> <p>Basic elements of the strategy used by the nurse to overcome the challenge discussed; limited to no support with examples from the story and relevant literature.</p> <p>Limited summary of the impact of the challenge and strategy on person centred practice.</p>	<p>Very limited / no elements or characteristics of the challenge within the story discussed, very limited to no support with examples from the story.</p> <p>Very limited to no elements of the strategy used by the nurse to overcome the challenge discussed; limited to no support with examples from the story and relevant literature.</p> <p>Very limited to no summary of the aspects of the challenge and strategy on person centred care by comparing and or contrasting the impacts.</p>
Application of knowledge 30%	<p>Demonstrates a comprehensive understanding of a relevant strategy and its application during placement as a student nurse if faced with a similar challenge from the story. Comprehensively supported with clear and concise examples and high-quality evidence-based literature that is valid, authoritative, and relevant to the scenario.</p>	<p>Demonstrates a strong understanding of a relevant strategy and its application during placement as a student nurse if faced with a similar challenge from the story. Strongly supported with clear examples and almost always supported by high quality evidence-based literature that is valid, authoritative, and relevant to the scenario.</p>	<p>Demonstrates a sound understanding of a relevant strategy and its application during placement as a student nurse if faced with a similar challenge from the story. Soundly supported with clear examples and mostly supported by quality evidence-based literature that is valid, authoritative, and relevant to the scenario.</p>	<p>Demonstrates a basic understanding of a relevant strategy and its application during placement as a student nurse if faced with a similar challenge from the story. Adequately supported with examples and sometimes supported by quality evidence-based literature that is valid, authoritative, and relevant to the scenario.</p>	<p>Demonstrates a limited understanding of a relevant strategy and its application during placement as a student nurse if faced with a similar challenge from the story. Basic examples and limited attempts to support with evidence-based literature.</p>	<p>Demonstrates very limited or no understanding of a relevant strategy and its application during placement as a student nurse if faced with a similar challenge from the story. Very limited to no examples and no support with evidence-based literature.</p>
Demonstrate reflection on learning and the implications for future as a student nurse	<p>Identifies two most important learning outcomes from this unit, demonstrating awareness of personal strengths and weaknesses; Draws insightful conclusions about what has been</p>	<p>Identified two important learning outcomes from this unit, including awareness of personal strengths and weaknesses; Draws well-developed conclusions about what has been learned and implications</p>	<p>Identified two sound learning outcomes from this unit, including awareness of personal strengths and weaknesses; Draws sound conclusions about what has been learned and</p>	<p>Identified some basic learning outcomes from this unit, although tends to be generic. Draws basic conclusions about what has been learned and</p>	<p>Limited identification of learning outcomes from this unit; the discussion is uncritical of him/herself, or overly critical (given level of development). Draws only vague conclusions</p>	<p>Very limited / no identification of learning outcomes from the unit assessment; the discussion is extremely uncritical of him/herself, or extremely overly critical</p>

Criteria	7+, 7, 7-	6+, 6, 6-	5+, 5, 5-	4+, 4, 4-	3	2, 1
20%	learned and implications for development as a student nurse. Insights structured as written reflections that could be included in a professional portfolio	for development as a student nurse. Insights structured as written reflections that could be included in a professional portfolio with very minor editing.	implications for development as a student nurse. Insights structured as written reflections that could be included in a professional portfolio with minor editing.	implications for development as a student nurse. Insights structured as written reflections that could be included in a professional portfolio with major editing.	about what has been learned and implications for development as a student nurse. Insights not structured in a way that could be included in a professional portfolio	(given level of development). Extremely vague conclusions about what has been learned and implications for development as a student nurse. Insights not structured in a way that could be included in a professional portfolio
Academic writing skills 10%	Accurately met all presentation requirements. Consistently used professional, non-discriminatory language. Expressed ideas clearly, concisely and fluently with accurate grammar, spelling and punctuation. Kept to the word limit.	Met most aspects of presentation requirements. Almost always used professional, non-discriminatory language. Expressed ideas clearly, fluently with almost always accurate grammar, spelling and punctuation. Kept to the word limit.	Met several aspects of the presentation requirements. Mostly used professional, non-discriminatory language. Expressed ideas clearly, with mostly accurate grammar, spelling and punctuation. Kept to the word limit.	Met few aspects of the presentation requirements. Generally used professional, non-discriminatory language. Generally expressed ideas clearly with sound grammar, spelling and punctuation. Kept to the word limit.	Met limited aspects of the presentation requirements. Sometimes used professional, non-discriminatory language. Sometimes expressed ideas clearly with sound grammar, spelling and punctuation. Was under or over the required word limit.	Rarely met presentation requirements. Rarely used professional, non-discriminatory language. Rarely expressed ideas clearly with sound grammar, spelling and punctuation. Was significantly under or over the required word limit.
Referencing 10%	Cite Write APA citations and references without errors.	Cite Write APA citations and references with few and minor errors.	Cite Write APA citations and references with minor errors.	Cite Write APA citations and references with consistent errors.	Major errors in the use of Cite Write APA citations and referencing.	Significant major errors in Cite Write APA referencing, does not adhere to referencing standards or referencing absent.

☐ Satisfactorily complied with the Academic Integrity standards outlined in the [MOPP C/5.3 Academic Integrity](#).