

## **NURBN 3018 Semester 1 2020**

**Assessment Task 2: Essay Worth 40% DUE DATE May 11th @12 midday.**

**Purpose:**

### **Description:**

In this assessment students will be required to write a 2000 word essay.

“All managers are responsible for monitoring the quality of the product that their units produce; in health-care organizations, that product is patient care.....Inspiring subordinates to establish and achieve high standards of care is a leadership skill. Leaders are a role model for high standards in their own nursing care and encourage subordinates to seek maximum rather than minimum standards. One way that this can be accomplished is by involving subordinates in the quality control process. By studying direct cause–effect relationships, subordinates learn to modify individual and group performance to improve the quality of care provided.” (Marquis & Huston, 2017).

Quality and safety standards are inherent in patient care and you as a registered nurse will be responsible for achieving them. You will be role modelling and teaching to peers and students as a registered nurse.

### **The essay question is:**

Analyse and critically discuss the registered nurses responsibilities in leading a team to ensure National Safety and Quality Health Service (NSQHS) standards are met through clinical teaching when providing quality patient care. Your essay should include:

- Identification of at least 2 leadership styles, and your rationale for choosing this leadership style.
- Outline the RN’s responsibilities and methods to lead a team to provide quality care.
- What role modelling or teaching should the team leader provide during the shift.
- Identify the RN Standards of Practice (2016) that are demonstrated through teaching to ensure quality patient care.
- A focus on NSQHS standards 1, 2 and 6.

Criteria	HD (80-100)	D (70-79)	C (60-69)	P (50-59)	F (0-49)
<b>Structure of Essay</b> <ul style="list-style-type: none"> <li>• Present the essay succinctly using introduction, body, conclusion</li> <li>• Essay structure and arguments are logically organised</li> <li>• Correct spelling, grammar, punctuation</li> <li>• Appropriate use of discipline specific academic language</li> <li>• Double space essay submission</li> </ul> <b>(10 marks)</b>	<p>There is a clear logical structure that is easy to follow and understand. Formal academic writing style is applied with no grammatical, spelling or typographical errors. (8-10 marks)</p>	<p>There is a clear logical structure that is easy to follow and understand. Formal academic writing style is applied with very few grammatical, spelling or typographical errors. (7 marks)</p>	<p>The structure is generally logical and easy to follow, though some paragraphs may be unclear. Occasional parts of the text could be more clearly expressed, or with a more formal tone. There are minimal grammatical and spelling errors (6 marks)</p>	<p>The structure is generally logical and easy to follow, though some paragraphs may be unclear. Occasional parts of the text could be more clearly expressed, or with a more formal tone. There are some grammatical and spelling errors (5 marks)</p>	<p>The structure is difficult to follow. There are numerous grammatical, spelling or typographical errors. The tone is informal and not academic. (0-4 marks)</p>
<b>Content knowledge Identifies &amp; rationalizes at least 2 leadership styles. Identifies RN responsibilities in quality care</b>  <b>(20 marks)</b>	<p>There is evidence of a very high level of understanding about the topic. The student is able to comprehensively identify characteristics and behaviours used by nurses in leading others. Concepts of nursing leadership, are articulated well. (16-20 marks)</p>	<p>There is evidence of a high level understanding of the essay topic. The student is able to proficiently identify characteristics and behaviours used by nurses in leading other. Concepts of nursing leadership, are articulated mostly. (14-15 marks)</p>	<p>There is evidence of a good level understanding of the essay topic. The student is able to mostly identify characteristics and behaviours used by nurses in leading other. Concepts of nursing leadership are articulated somewhat. (12-13 marks)</p>	<p>There is evidence of a basic level understanding of the essay topic. The student is able to identify some characteristics and behaviours used by nurses in leading others. Concepts of leadership, is partially articulated but there are problems with clarity. (10-11 marks)</p>	<p>There is low or no evidence of understanding of the essay topic. There is limited or no identification of characteristics and behaviours used by nurses in leading others. Concepts of leadership, is not articulated. (0-9 marks)</p>
<b>Examples of RN standards of practice, NSQHS standards, related to teaching implications in the clinical context.</b>  <b>(10 marks)</b>	<p>There are detailed and in-depth examples of RN standards of practice, and NSQHS standards, related to teaching implications in the clinical context. (8-10 marks)</p>	<p>There are very clear examples of RN standards of practice, and NSQHS standards related to teaching implications in the clinical context (7marks)</p>	<p>There are clear examples of RN standards of practice, and NSQHS standards related to teaching implications in the clinical context (6 marks)</p>	<p>There are examples of RN standards of practice, and NSQHS standards related to teaching implications in the clinical context (5 marks)</p>	<p>No or poor examples of RN standards of practice, and NSQHS standards related to teaching implications in the clinical context (0-4 marks)</p>

<p><b>Discussion and analysis of the nurse as role model and team leader in clinical context.</b></p> <p><b>(20 marks)</b></p>	<p>There is detailed and in-depth discussion of the nurse as role model and team leader in the clinical context (16-20 marks)</p>	<p>There is detailed discussion of the nurse as role model and team leader in the clinical context. (14-15 marks)</p>	<p>There is some detailed discussion of the nurse as role model and team leader in the clinical context. (12-13 marks)</p>	<p>There is some discussion of the nurse as role model and team leader in the clinical context. There are some problems with clarity. (10-11 marks)</p>	<p>Limited to no discussion of the nurse as role model and team leader in the clinical context. It is unclear and difficult to understand assertions. (0-9 marks)</p>
<p><b>Critique and analysis of literature</b></p> <ul style="list-style-type: none"> <li>• Knowledge gained is synthesised, analysed and applied in a cohesive manner which aids the reader's understanding</li> <li>• Academic integrity maintained</li> </ul> <p><b>(10 marks)</b></p>	<p><input type="checkbox"/> Insightful analysis of information  <input type="checkbox"/> Evaluation of evidence clearly expressed  <input type="checkbox"/> Literature is succinctly presented and well critiqued  <input type="checkbox"/> Excellent ability to paraphrase ideas (8-10 marks)</p>	<p><input type="checkbox"/> Reasonable attempt at analysis of information  <input type="checkbox"/> Reasonable attempt at evaluation of evidence  <input type="checkbox"/> Literature is fairly well critiqued  <input type="checkbox"/> Good use of paraphrasing (7 marks)</p>	<p><input type="checkbox"/> Some attempt at analysis  <input type="checkbox"/> Some attempt at evaluation  <input type="checkbox"/> Some critique of evidence  <input type="checkbox"/> Reasonable ability to paraphrase ideas (6 marks)</p>	<p><input type="checkbox"/> Analysis of information rarely present  <input type="checkbox"/> Evaluation of evidence rarely present  <input type="checkbox"/> Random or excessive use of quotations  <input type="checkbox"/> Minimal critique of evidence  <input type="checkbox"/> Paraphrasing skills require development to avoid plagiarism (5 marks)</p>	<p><input type="checkbox"/> Analysis of information not present  <input type="checkbox"/> Evaluation of evidence not expressed  <input type="checkbox"/> Excessive use of quotations  <input type="checkbox"/> No critique of evidence  <input type="checkbox"/> Plagiarism evident (0-4 marks)</p>
<p><b>Referencing APA (7<sup>th</sup> Ed) style</b></p> <p><b>(10 marks)</b></p>	<p>Correct APA (7<sup>th</sup> Ed) style in-text and reference list citations are fully present no mistakes (8-10 marks)</p>	<p>In-text and reference list citations are included and formatted consistently using APA (7<sup>th</sup> Ed) referencing style with only one or two minor errors present (7 marks)</p>	<p>In-text and reference list citations are included and formatted mostly consistently using APA (7<sup>th</sup> Ed) referencing style fewer than five minor errors present (6 marks)</p>	<p>In-text and reference list citations are included and formatted but inconsistent use of APA (7<sup>th</sup> Ed) referencing style fewer than 7 errors present (5 marks)</p>	<p>In-text citations or reference list information are insufficient to allow the reader to locate the original articles. Little attempt has been made to use APA (7<sup>th</sup> Ed) referencing style more than 7 errors present (0-4 marks)</p>